

Center on Deafness and Hearing Loss - Community and outreach services, testing, <http://www.cod.eku.edu/>

Department of ASL & Interpreter Education

Interpreter Training Program, Wallace 216, Richmond, KY 40475, 859-622-4966, <http://www.interpreting.eku.edu/>

ADA Action and Awareness Committee, www.access.eku.edu

Blackboard, Gene Kleppinger, gene.kleppinger@eku.edu, 622-1995; or Mandy Eppley, mandy.eppley@eku.edu, 622-3000, option 3.

Web Accessibility, Parker Owens, parker.owens@eku.edu, 622-2743

Media Production Center, <http://www.mpc.eku.edu/>

Instructional Design Center, <http://www.idc.eku.edu/>

Teaching and Learning Center, Instructor related collection of tips, <http://www.tlc.eku.edu/tips/>

Kentucky Office for Vocational Rehabilitation - Job seeking and training, <http://ovr.ky.gov/index.htm>

United States ADA website, <http://www.ada.gov/>

Emergency - EKU Police Department, Dial 911, or call 622-2821

Non- Emergency - EKU Police, 622-2821, <http://www.police.eku.edu/>

Student Judicial Affairs, 622-1500, <http://www.studentjudicial.eku.edu/>

Counseling Center, 622-1303, <http://www.counseling.eku.edu/>

Student Health Services, 622-1761, <http://www.healthservices.eku.edu/>

University Housing, 622-1515, <http://www.housing.eku.edu/>

Equal Opportunity Office, 622-8020, <http://www.president.eku.edu/EqualOp/>

Human Resources, 622-5094, <http://www.humanresources.eku.edu/>

This guide is available from <http://www.disabilities.eku.edu/faculty.php>

Watch our website for further guides on employee accommodations, policies for supervisors and other staff, and other materials of interest to faculty.

EKU
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Accommodating Students with Disabilities - A Guide for Faculty

Draft

EKU Office of Services for Individuals with Disabilities
361 Student Services Bldg, Mailbox CPO66
521 Lancaster Avenue
Richmond, KY 40475
(859) 622-2933

<http://www.disabilities.eku.edu/>

ACCOMMODATIONS

Accommodations may include:

- providing auxiliary equipment
- providing accessibility to programs and activities by removing architectural barriers or relocating requested classes to accessible locations
- providing services such as readers, enlarged print and Braille for student with blindness or visual impairments, interpreters and note takers for students who are deaf or have hearing impairments.
- providing housing accommodations which may include; quiet floor preference, larger space for safe/equipment mobility, and accessibility to bathrooms.
- providing modifications, substitutions and course waivers on a case-by-case basis; (Such accommodations need not be made if the institution can demonstrate that the change would substantially alter essential elements of the course or program)
- allow for test accommodations such as extended time, alternative test sites, oral testing, and dictation or typed, and individualized proctoring
- using alternative forms for students to demonstrate course mastery (e.g., a narrative tape instead of a written journal)
- permitting the use of computer software programs or other assistive technological devices to assist in test-taking and study skills.
- providing opportunities to obtain handicap parking decals

WHAT AM I TO DO WITH THE LETTER I RECEIVE?

1. Read the letter including the list of accommodations. Most accommodations are straight forward, however if in doubt, discuss your interpretation of the accommodation with the student. Make sure both parties share a similar understanding.
2. Discuss the logistics of accommodations with the student. For example, if the student needs extended time on an exam or needs a quiet, low stimulus environment to take exams, inform the student how you will provide that accommodation. You have the option of providing test accommodations yourself or you can ask the student to schedule their exams through the OSID.

SAFETY ISSUES AND FACULTY 911

FACULTY 911 is a set of policies to guide ECU faculty to help students in difficulty. The website is located at <http://www.faculty911.ecu.edu/>

A student wrote an essay about murdering me. I think the student may be depressed or psychotic. Who should I contact?

If you see or are dealing with aggressive behavior or other unusual situations, contact the ECU Police Department at 911 or 622-2821. A police officer will respond, assess and assist.

What if a disruptive student claims their behavior is the result of a disability?

The fact that a student may have a disability should not inhibit you from notifying appropriate authorities. Students with or without disabilities need to know they must adhere to reasonable behavioral standards. Setting and enforcing standards may encourage students with disabilities to obtain needed therapy, and to take prescribed medications. Colleges and universities may discipline a student with a disability for engaging in misconduct if it would impose the same discipline on a student without a disability.

CONTACT INFORMATION – ECU RESOURCES

ECU Office of Services for Individuals with Disabilities

361 Student Services Bldg, Mailbox CPO66

521 Lancaster Avenue, Richmond, KY 40475, (859) 622-2933

Faculty web info: <http://www.disabilities.ecu.edu/faculty.php>

ECU Deaf & Hard of Hearing Services – Interpreting staff

Staff Interpreters, Room 204 and 205, (TTY) 622-2934 and (TTY) 622-2935

Interpreter Coordinator, Room 207, (TTY) 622-2937

521 Lancaster Avenue, Richmond, KY 40475

(859) 622-2937, <http://www.disabilities.ecu.edu/DHHS/>

We can provide FM systems and TDD through our main office. Our services include note takers, interpreting services, and test accommodations.

- counsel a student with a disability toward a more restrictive career
- measure student achievement using modes that adversely discriminate against a student with a disability
- establish rules and policies that may adversely affect students with disabilities
- make pre admission inquiries as to whether or not an applicant is disabled
- prohibit or harass a student with a disability from requesting or receiving "reasonable accommodations" for academic or physical modifications
- limit or exclude eligibility to a student with a disability for financial assistance from scholarships, fellowships, internships assistantship on the basis of a disability

Find copies of state laws, federal laws, and links at <http://www.disabilities.eku.edu/faculty.php>

Help! Someone is threatening to sue. Who do I contact first?

Either your department chair or human resources. Any legal papers would best be delivered to Virginia Underwood, Esq., Chief of Staff and Executive Director of Policy, Compliance, and Governance.

FACULTY SYLLABUS DISABILITY STATEMENT

The following statement needs to be included on your syllabus, even if it is posted online in the Blackboard course. Many students print out the syllabus for reference.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

3. Set up a communication avenue with the student. Inform the student if it's best to email you or call if they have questions concerning their accommodation.
4. Keep the signed copy of the accommodation letter for your records and place your signature on the student's copy of their letter. Your signature ensures that the letter was delivered and discussed.

PHYSICAL ACCOMMODATIONS

My student is in a wheelchair and cannot get to the classroom. What do I do now?

Initial classroom scheduling is processed through the Registration Center at the time the Schedule of Classes is prepared for each term.

Once the Schedule of Classes is sent to the printer, the subsequent classroom assignments and changes are also handled through the Registration Center by contacting the Registrar's Office at Schedule.Reg@eku.edu.

The elevator is down in our building, and my student cannot get to class. Who should I call?

Go to the Report Barriers form on the disabilities site at <http://www.disabilities.eku.edu/reportbarriers.php>. Items are immediately logged in our facilities management system for repair.

SCHEDULING INTERPRETERS

EKU has an online request form to request interpreters at www.interpreting.eku.edu/request.

BEFORE you make a request, consider the source of your request;

- A deaf student that needs interpreting for required course related events is responsible for making the interpreter request. However, the faculty member can take a proactive approach by contacting Deaf Student Services in advance for these events. Every effort is made to provide accommodations for last minute requests although a minimum of 48 hours notice is required for on campus events, one

week notice for field trips/off campus events and 30 days notice for theatrical productions.

- Community events and performances; if you are the director, coordinator or planner of an event, it is your responsibility to request an interpreter for the on campus event.
- If the campus event is sponsored by the College of Education, and you are the planner, coordinator, or attendee, it is your responsibility to make a request.

In each case, complete the request and a staff member will contact you.

Should faculty ask the interpreter questions?

We encourage open communication between faculty members and interpreters. Please realize interpreters follow The Code of Professional Conduct set forth by The Registry of Interpreters for the Deaf and may refrain from responding or may refer you to the interpreter coordinator depending on the nature of the communication.

NOTETAKERS

How do you find out if a student in your class is willing to be a notetaker?

Make a general announcement at the beginning of your course. Do not disclose the name of the student who needs the service. Let the students know they are paid for this service.

What if no one wants to do it? Contact the OSID office to see if a student worker can perform this function.

What if the notetaker is absent? Another student may take notes in their place, or a recording can be made for later note retrieval.

What steps does the instructor need to take to get a notetaker?

After identifying a potential notetaker, direct them to <http://www.disabilities.eku.edu/>

PTSD AND MENTAL HEALTH

In today's employment climate, most qualified returning vets will be encouraged to enroll in universities upon their return.

About 1 in 5 or so far 300,000 U.S. troops returning from Iraq and Afghanistan suffer symptoms of post-traumatic stress disorder or depression, but about half receive no care. Stress disorder and depression afflict almost 20 percent of the over 1.5 million U.S. forces who have been deployed to Iraq and Afghanistan.

Post-traumatic stress disorder (PTSD) results from wartime trauma and its symptoms include irritability or outbursts of anger, sleep difficulties, trouble concentrating, and an exaggerated startle response.

TRAUMATIC BRAIN INJURY

Traumatic Brain Injury (TBI) has been described as the "signature injury" from the wars in Iraq and Afghanistan. It is expected that there will be more traumatic brain injuries from these wars than from previous wars because of frequent exposure. Our armed forces are sustaining attacks by rocket-propelled grenades, improvised explosive devices, and land mines almost daily when in battle. These injured soldiers require specialized care from providers experienced in treating traumatic brain injury.

LEGAL ISSUES

Colleges receiving federal financial assistance **MUST** not discriminate in the recruitment, admission, or treatment of students with disabilities.

Students with disabilities may request modifications, accommodations or auxiliary aids which would enable them to participate in and benefit from all post secondary educational programs and activities. We are responsible to make such changes to ensure that the academic program is accessible to the greatest extent possible to our students.

UNDER THE PROVISIONS OF SECTION 504, WE MAY NOT:

- limit the number of students with disabilities admitted
- exclude a qualified student with a disability from any course of study

DISABILITY STATISTICS

Roughly 20 percent of the U.S. population -- approximately 54 million people -- has some type of disability. As our population ages, the percentage of individuals with disabilities will increase. People who currently do not have a disability will acquire one, and those who already have a disability may experience an increase in functional limitations if they do not receive sufficient supports to prevent the onset of preventable secondary conditions.

<http://www.rand.org/news/press/2008/04/17/>

<http://www.ilr.cornell.edu/edi/disabilitystatistics/index.cfm>

These statistics indicate the social and economic status of non-institutionalized people with disabilities in the United States, using data from the 2007 American Community Survey (ACS).

Age: In 2007, the prevalence of disability in the US was:

14.9 percent for persons ages 5 +

6.3 percent for persons ages 5 to 15

6.8 percent for persons ages 16 to 20

12.8 percent for persons ages 21 to 64

29.7 percent for persons ages 65 to 74

52.9 percent for persons ages 75

Prevalence: Ages 21 – 64, in Kentucky is 19.5%

STUDENT DISABILITY TRENDS

ASPERGER'S SYNDROME

Asperger's Disorder is a milder variant of Autistic Disorder. Our student population with Asperger's Disorder has multiplied exponentially over the last few years. Both Asperger's Disorder and Autistic Disorder are in fact subgroups of a larger diagnostic category. This larger category is called either Autistic Spectrum Disorders, mostly in European countries, or Pervasive Developmental Disorders ("PDD"), in the United States.

<http://www.aspergers.com/aspclin.htm>

http://www.kennesaw.edu/stu_dev/dsss/aspergers.doc

Look to the right and click on Policies and Procedures then scroll down until you see FORMS, then look for note takers forms.

Additional instructions are on the forms, print out:

- Peer note taker contract
- Note taker agreement
- Note taking tips
- Form W-4
- Form K-4
- Form I-9

TRANSCRIPTION SERVICES (FOR VIDEO AND PODCASTS)

EKU transcription services are a collaborative effort between the Instructional Development Center (IDC), Web Accessibility (IT), and the Student Judicial Affairs & Services for Individuals with Disabilities Office to ensure university compliance with ADA guidelines. Any audio or video on an EKU web page or Blackboard site should also have a transcript version for compliance.

If you have audio or video files posted on your EKU web pages or Blackboard site, please send your files to Becca.Palmer@eku.edu for transcription.

TEXTBOOK ISSUES

As required by the 164.477 Kentucky Postsecondary Textbook Accessibility Act, all textbooks must be available in electronic format, fully accessible for use by students and faculty with disabilities. Any supplemental electronic materials or applications must also be accessible. Purchase of any of the items below requires verification from the vendor the product is accessible to employees and students with disabilities:

- Software applications and operating systems
- Web based information and applications
- Video and multimedia products
- Textbook software, e-versions of textbooks, and associated web applications
- Telecommunications products

- Self-contained, closed products (copy machines, fax, and kiosks)
- Video and multimedia products must have captions or transcripts with visual description provided.
- Supplementary printed materials such as workbooks, study sheets, and tests must be available electronically.

EKU provides quick transcription services for legacy audiovisual products when necessary for class use and no alternative format is available.

CONFIDENTIALITY

Faculty should be prepared to handle questions from non-disabled students who perceive accommodations provided to students with disabilities as ‘unfair advantages’. Faculty may not divulge that accommodations are provided to comply with the ADA, because this would violate the ADA’s confidentiality provisions. Making such a statement by mentioning the ADA would immediately give away the fact that the individual/student has a disability. Instead, faculty should respond that she/he is meeting its obligations under federal law.

In addition, when a student asks for an accommodation or presents a “letter of accommodation” from the Disabilities Office, take time to speak confidentially with the student regarding the accommodation. This conversation should be in the professor’s office or after class when other students are not present. Do not address the accommodation needs of students during class.

PERFORMANCE PROBLEMS

Frequently, when students with disabilities such as learning disabilities, hearing loss or other cognitive disorders request an accommodation it is precipitated by the need for a modification or need for equal access to the course material, lecture material and tests. The ADA requires universities to provide equal access in the classroom, so providing such accommodations meets the standards of disability law. Students with disabilities are like all other students in their range of performance. Performance problems do not necessarily mean an individual with a disability needs an accommodation. Do not assume that performance problems are because of an individual’s disability. Instead of a disability, the problems may be due to a myriad of other reasons, including poor academic planning and study habits, or personal and/or financial

problems or current drug or alcohol. Current drug usage is not a covered disability under the ADA.

TESTING ACCOMMODATIONS

How can I be confident a student will be watched during an exam?

Current test accommodation policies are available at <http://www.disabilities.eku.edu/docs/TestAccommodationPolicy.doc>

Any questions, concerns, or suggestions on current policy should be directed to Teresa Belluscio, at teresa.belluscio@eku.edu

HIDDEN DISABILITIES

What is a ‘hidden disability’?

‘Hidden disability’ is a catch-all phrase that simply means that a person’s impairment or condition is not apparent or visible. It is likely that you have students who are disabled but who you may not immediately recognize as such.

What are common hidden disabilities?

Mental health or emotional disorders, depressive disorders, anxiety disorders, conduct disorders, chemical dependency, specific learning disabilities, attention deficit hyperactivity and attention deficit disorders, acquired and traumatic brain injuries (TBI), long term illnesses, neurological disorders, AIDS, cancer, etc.

I think one of my students has a learning disability. Am I allowed to discuss this with a student? Who should I contact?

Faculty cannot diagnose or refer their students for evaluation. Faculty may discuss certain general behaviors that may or may not be related to the student, and let the student know that the Office of Services for Individuals with Disabilities has resources for testing if the student believes they may have a problem.