

# WARTBURG COLLEGE DISABILITY SERVICES FACULTY GUIDE

2011-2012



## **Introduction**

The faculty at Wartburg College play an integral part in the lives of the students served. This is evident in the lives of students with disabilities. As the faculty challenge and nurture students for lives of leadership and service as a spirited expression of their faith and learning according to the mission of Wartburg College, faculty are also committed to creating and maintaining an inclusive environment, recognizing, and valuing diversity. This foundation and spirit provide a place of higher learning for students with disabilities.

Qualified students with disabilities are protected from unlawful discrimination in higher education as outlined in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and ADA Amendment Act of 2008. These laws help to insure that students with disabilities are to be provided equal access to class and course material. To provide these students with equal access, faculty may need to make reasonable academic adjustments.

Academic adjustments or accommodations are usually very simple and often do not require a significant change in the teaching style of the faculty member. They do, on occasion, require some creativity, thought, and preparation.

The information in this guide is designed to facilitate the process of accommodating students with disabilities.

## **Frequently Asked Questions**

### **1. How do I know a student in my classroom has a disability?**

Sometimes, you will never know. Students with disabilities are not required to disclose that information to you. However, you will likely discover this by the student sharing the information with you and expressing his/her accommodation needs. Also, if you receive a Student Academic Accommodation Request Form (SAAR) [**APPENDIX A**] signed by Kelly Beck, Pathways Academic Success Associate, you will know the student has a disability and accommodations have been approved.

### **2. Do all students with disabilities require accommodations?**

No. Students with disabilities are probably the most resourceful and adaptive students on campus. They have often found ways to overcome some of their challenges without the need for accommodations. Additionally, teaching methods that incorporate various facets of learning modalities that are accessible to *all* students reduce or eliminate the need for accommodations.

### **3. Do students with disabilities require the same accommodations for each of their classes?**

No. Each class provides unique challenges to students with disabilities. A student with a nonverbal learning disability may need accommodations in a class that is taught primarily through lecture. However, that same student may not need accommodations in a class that is taught primarily through visual modalities. A student with a reading disability may need access to classroom notes in a lecture class but not in a discussion class.

### **4. How do I know what accommodations are appropriate and reasonable for the student?**

Fortunately, you do not have to make this determination. Kelly Beck, Pathways Academic Success Associate, meets individually with students and reviews medical/psychological documentation to determine what accommodations are reasonable and appropriate for each student and each class.

Students that have been approved to receive academic accommodations will provide you with a signed form at the beginning of each term. This form is called the Student Academic Accommodation Request Form

(SAAR) [APPENDIX A] and it outlines the accommodations that are appropriate for your class and for that student.

**5. Am I required to provide the student the accommodations he/she requests?**

If the student has not provided you with a SAAR, the answer is no. Instead, refer the student to Kelly Beck. She will then work with the student to determine if accommodations are warranted.

If the student has provided you with a SAAR, the answer is yes with a few exceptions. The college is responsible for providing reasonable accommodations in a timely manner to students with documented disabilities. Students, on the other hand, are responsible to self-identify as having a disability and provide documentation to support their claim also in a timely manner. If students do not do their part, the college can not do its part.

The word “timely” of course, is relative. For example, if a student needs equal access to show mastery of the subject material through an accommodation of extended test time but does not provide the required SAAR until three days prior to the exam, it is still reasonable to provide that accommodation (usually). However, if a student does this as he/she walks into the classroom to take the exam, the request is not reasonable and you can decline to provide it. Kelly Beck is available to assist you with this determination.

*As a cautionary statement, it is highly recommended you document the reason you declined to provide the request and provide a copy to Kelly Beck, Pathways Academic Success Associate, for the student’s file.*

**6. What do I do if I don’t agree with an approved accommodation for my classroom?**

Accommodations are not handed out lightly. However, if you have any questions or concerns about a particular accommodation for your class, contact Kelly Beck. She will work with you and the student so that accommodations are met without sacrificing the integrity of the course.

**7. Am I required to change or lower the academic standards of my course for a student with a disability?**

Absolutely not! Students with disabilities are required to complete the stated objectives of your course just like any other student. How that student completes those objectives and how you assess those objectives may vary but you are not required to lower your academic standards or sacrifice the integrity of the course.

**8. What accommodations may I expect to see on a SAAR?**

No two students with disabilities are the same; however, there are a few “common” accommodations that are provided that meet the needs of equal access for many of our students.

These may include:

- extended test time,
- a quiet location with minimal distractions for testing,
- copies of professor’s notes,
- a note taker,
- a reader for exams,
- a scribe for exams,
- use of a word processor for notes or exams,
- use of spell check or word list (dyslexia),
- audio books,
- extended time on in-class reading/writing assignments (usually better to give to student prior to class so extra time won’t be taken-up during class),
- magnifiers,
- sign-language interpreters,
- audio recording of lectures

**9. How do I provide the accommodations to students with disabilities in my class?**

Many of the accommodations that a student may need in your class will be coordinated by Kelly Beck, Pathways Academic Success Associate (audio books, note takers, sign-language interpreters, etc.). Testing accommodations are also available through Pathways Center and coordinated by Kelly Beck but you may choose to provide them yourself.

Communicating with the student will help you determine how to provide the requested accommodation. Kelly Beck is also available to assist you with this process.

**10. Am I being unfair to the other students in the class by providing accommodations to students with disabilities? Or, am I giving the student with a disability an unfair advantage over the other students in the class?**

No. It is understandable that one may think this to be true but it isn't. Accommodations are provided to students with disabilities to provide them with equal access to your class and course material. This may include equal access to show mastery of the material, equal access to lecture notes, equal access to written material, equal access to visual materials, etc.

**11. I would like a student with a testing accommodation to take his/her exam in Pathways Center. What may I expect?**

Students with disabilities that have been approved for testing accommodations may take their exams in Pathways Center. These accommodations may include but are not limited to:

- Extended Time
- Quiet location with minimal distractions
- Scribe
- Reader
- Use of word processor/spell check/word list

Students that take their exams in Pathways Center will not necessarily have a proctor physically in the testing room with them. If a reader or scribe is necessary, that person also serves as the proctor. All other students take their exams in small single-person study rooms in the Library just outside of Pathways Center. Students are expected to adhere to the Wartburg honor code.

Students are not allowed to take any personal items with them into the testing rooms unless indicated on the Exam Accommodation Form **[APPENDIX B]**. Also, their testing time is monitored and recorded. You will be contacted by a Pathways Peer when the exam is completed. Your signature (or a person designated by you) is required on the Exam Accommodation Form **[APPENDIX B]** when you come to retrieve the completed exam.

**12. How do I schedule a testing time for a student?**

It is actually the student's responsibility to schedule the testing time, not yours. Students are made aware of this when they meet with Kelly Beck each semester. They can schedule their exams in person, by phone, or on the web. You are responsible for physically bringing the exam to Pathways Center and for completing an Exam Accommodation Form **[APPENDIX B]**.

**13. What is an Exam Accommodation Form and why is it necessary to complete it?**

The Exam Accommodation Form [APPENDIX B] provides valuable information that pertains to the administration of the exam. For example, are notes allowed? Is the use of a calculator appropriate? What is the maximum time allowed? It is also a tool used for tracking and security purposes. The time is noted on the form and a signature is required to retrieve the completed exam.

**14. Is it possible to provide audio versions of classroom materials such as hand-outs, syllabi, etc.?**

Yes. Pathways Center can convert your hand-outs, syllabi, articles, etc. to MP3 files for use by students with disabilities that need audio texts. Often students will bring their documents to Kelly Beck for conversion themselves. However, the conversion does take some time. If you are able to provide the materials ahead of time to Kelly Beck, Pathways Academic Success Associate, you will help to insure that the student with disabilities has access to the material at the same time as the rest of the class.

**15. Who should I contact if I have questions or concerns that may develop during the term?**

Contacts: Kelly Beck  
Pathways Academic Success Associate  
Pathways Center  
(319) 352-8230  
[kelly.beck@wartburg.edu](mailto:kelly.beck@wartburg.edu)

Dr. Debra Loers  
Vice President for Student Life & Dean of Students  
Student Life Office  
(319) 352-8260  
[deb.loers@wartburg.edu](mailto:deb.loers@wartburg.edu)



Student Academic Accommodation Request Form

Term: Year:

Student Name Wartburg ID Student Phone #

Course Information:

Table with 4 columns: Course Name, Course Number, Course Time/Day, Instructor Name

The following academic accommodations have been approved pursuant to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendment Act of 2008 (ADAAA)

Classroom Accommodations

- •
•
•
•

Exam Accommodations

- •
•

Accommodations are coordinated between the instructor, the student, and the Pathways Associate for Testing and Disabilities Services.

I understand that it is my responsibility to initiate all accommodations in a timely manner and according to established procedures.

Student Signature

Date

Pathways Assoc. for Testing & Disability Services

Date

This information is confidential and may not be shared without the consent of the student.



### **Information for Instructors**

The student identified on this Student Academic Accommodation Request form has provided documentation to the Pathways Center regarding a disability and may need to use accommodations to complete your course. Academic accommodations are usually fairly simple. Because students' needs vary, federal law requires that accommodations be made on an individual basis depending on the disability diagnoses.

It is the student's responsibility to contact you to discuss his/her requests. The procedure for processing these requests is as follows:

1. Review the Student Academic Accommodation Request form with the student and discuss the specifics of each accommodation request.
2. For exam accommodations requiring extended time, separate location, and/or a reader, you may utilize Testing Services in the Pathways Center.

#### **The process for using testing services is as follows:**

- a. The STUDENT is responsible for making an appointment with the Testing Center to take an exam at least **two days prior to the exam**. If an appointment is not made, the exam will have to be taken at a later date, if the instructor will allow this.
  - b. The INSTRUCTOR is responsible for delivering the exam to the testing center prior to the exam.
  - c. The INSTRUCTOR will be contacted upon completion of the exam by the Pathways Center.
  - d. The INSTRUCTOR is responsible for retrieving the completed exam from the testing center.
  - e. **Advance notification is essential** if Pathways is to be utilized for test administration. If advance notification is not provided, the exam will have to be rescheduled, if the instructor agrees to a later examination date.
3. If you have questions or are concerned that any of these requests may alter your course requirements or otherwise compromise the integrity of your course, you may contact Kelly Beck, Pathways Academic Success Associate at 352-8230 or the Vice President of Student Life at 352-8260.

Thank you for your assistance in providing accommodations so that students with disabilities receive equal access to programs, services, and activities at Wartburg College.

APPENDIX B

# Exam Accommodation Form

(Place in sealed envelope with completed exam)

To be completed by Professor when testing services are requested:

**Student:** \_\_\_\_\_ **Date to be administered by:** \_\_\_\_\_

**Professor:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_

**Phone/ext:** \_\_\_\_\_

**Testing Materials** (Mark all that apply)

- Exam
- Scantron
- Other: \_\_\_\_\_

**Reason for Testing Services** (Mark all that apply)

- Disability request
- English not Primary language

	YES	NO
Calculator	<input type="checkbox"/>	<input type="checkbox"/>
Notes	<input type="checkbox"/>	<input type="checkbox"/>
Textbook	<input type="checkbox"/>	<input type="checkbox"/>
Dictionary	<input type="checkbox"/>	<input type="checkbox"/>
Translator	<input type="checkbox"/>	<input type="checkbox"/>

**Time Limit:** \_\_\_\_\_

For Office Use Only	
Exam Start Time	
Completion Time	

Additional Instructions: \_\_\_\_\_  
\_\_\_\_\_

✂-----

To be completed by Pathways Peer when student takes exam (Put in ASA's box when completed)

Peer's Initials \_\_\_\_\_

**Student:** \_\_\_\_\_ **Date exam taken:** \_\_\_\_\_

**Professor:** \_\_\_\_\_ **Professor notified:** \_\_\_\_\_  
Date/Time

**Phone/ext:** \_\_\_\_\_

Exam retrieved by Professor \_\_\_\_\_  
Signature Date/Time

Exam retrieved by Other \_\_\_\_\_  
Signature Date/Time

**Reason for Testing Services** (Mark all that apply)

- Disability request
- English not primary language

Exam Start Time	
Completion Time	