I. Mission Statement/Legal Overview.................................................................3-5
II. Students with Learning Disabilities............................................................5-6
III. Students with Attention Deficit Hyperactivity Disorder.............................7
IV. Students with Psychiatric/Emotional Disabilities..........................................8-9
V. Students on the Autism Spectrum.................................................................9-10
VI. Students with Hearing Impairments...........................................................10-11
VII. Students with Visual Impairments............................................................11
VIII. Students with Mobility Impairments.........................................................12
IX. Students with Health Impairments............................................................13
X. Faculty Teaching Suggestions.................................................................14
XI. Accommodation Notification Form/Statement ...........................................15
XII. Exam Procedure Form...........................................................................15-16
XIII. Faculty Test Accommodation Form.........................................................16
XIV. Faculty Exam Instruction Sheet..............................................................17
XV. Evacuation and Emergency Procedures....................................................17
XVI. Faculty and Staff Requests/PASSHE Management Directive....................17
XVII. List of Faculty Website Resources........................................................18
XVIII. Accommodation Notification Form......................................................19
XIX. Exam Procedure Form........................................................................20
XX. Faculty Test Accommodation Form........................................................21
XXI. Faculty Exam Instruction Sheet..............................................................22
The Office of Disability Services (ODS)  
Suite 324 Horton Hall  
Shippensburg University

The Office of Disability Services, (ODS), is part of the School of Academic Programs & Services at Shippensburg University of Pennsylvania. Located in Suite 324 Horton Hall, ODS coordinates accommodations and services to ensure equal educational access to otherwise qualified individuals with disabilities. Shippensburg University is committed to serving all students, including students with disabilities. As part of the overall commitment, this handbook has been created as a resource to assist faculty and staff with disability-related questions and/or concerns. The pages contain a wide range of topics relating to disabilities and disability services. Please refer to the Office of Disability Services (ODS) website for more information at www.ship.edu/ods

The Office of Disability Services staff is prepared to answer questions and assist faculty in working with students with disabilities. Several resource sites are listed in the back of the handbook. Questions or concerns should be directed to:

Ms. Sherry Hillyard, M. Ed.  
Director, Office of Disability Services  
323 Horton Hall  
717-477-1326 or 717-477-1364  
sahillyard@ship.edu

Mr. Kerry Harbst, M. S.  
Assistant. Director, Office of Disability Services  
321 Horton Hall  
717-477-1329 or 717-477-1364  
klharbst@ship.edu

MISSION STATEMENT

The Office of Disability Services is committed to helping all students with documented disabilities reach their academic potential. The office respects and appreciates the diversity of our students and embraces the changing needs of the university within an evolving global community. The Office of Disability Services staff is student centered and recognizes the critical needs of students with documented disabilities. Department personnel are dedicated to this vision by facilitating student development toward independence, self-advocacy, and lifelong learning.
Legal Overview

There are legal mandates that protect post-secondary students with disabilities from discrimination and ensure equal access to all reasonable aspects of university life. These laws include Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAA) of 2008.

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments of 2008, the State System of Higher Education, and Shippensburg University’s Equity Plans, the Office of Disability Services coordinates the services for students with disabilities. The office also works in coordination with the Human Resource Office to provide accommodations to faculty and staff with documented disabilities.

Section 504 requires those entities that receive federal funding to make their programs and services accessible for individuals with disabilities. The ADA extends the scope of Section 504 to include the private sector. The purpose of the ADA is to provide civil rights protection to people with disabilities by guaranteeing equal access and opportunity in employment, public accommodations, transportation, state and local government, and telecommunication.

The ADA defines a person with a disability as anyone with a physical or mental impairment that substantially limits one or more of his/her major life activities. In 1998, EEOC issued enforcement guidance in a list of major life activities to include such activities as performing manual tasks, caring for oneself, walking, seeing, hearing, speaking, breathing, learning, and working. This definition includes not only visible disabilities, but also a range of hidden or invisible disabilities, including psychological problems, learning disabilities, or some chronic health impairment, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and more. A person is considered to be a person with a disability if the individual:

- Has a disability;
- Is perceived as having a disability;
- Has a record and/or history of a disability.
The Amendments Act of 2008 (ADAA) supports EEOC’s list, with some additions, and provides clarification to what constitutes a major life activity. Specifically, learning, concentrating, and thinking are major life activities as are major bodily functions, such as the immune system, normal cell growth, and reproduction. Impairment of bodily functions which is episodic or in remission (ex. epilepsy, cancer) is considered a disability if, when active, it would substantially limit a major life activity.

The ADAA, also, states that impairment will be considered a disability without regard to the ameliorative effects of mitigating measures. Examples of such measures include reasonable accommodations, medication, assistive technology, prosthetics, learned behavioral or adaptive neurological modifications (mnemonics, reading aloud, etc.), implantable hearing devices or low-vision devices.

Post-secondary institutions are not required to lower standards or *fundamentally alter a course as an accommodation. *Fundamental Alteration: An accommodation is not required if making the modification in policies, practices, or procedures – including academic requirements in postsecondary educations – would fundamentally alter the nature of the goods and services involved (Guide to the ADA Amendments Act, Thompson Publishing Company, 2008, pg 44).

Disability Characteristics and Helpful Hints

Please note that students with disabilities will not display the exact same characteristics as listed. The following topics include guidelines and suggested accommodations; it is suggested that faculty speak with students, individually and confidentially, to allow discussion of individual needs, strengths, and weaknesses. By law, students are not required to disclose their disability.

Students with Learning Disabilities:

Description

Students with learning disabilities typically learn differently from their peers. Although they have average or above average intelligence, there is often a discrepancy between ability and achievement in specific areas. Learning disabilities are life-long disabilities that interfere with integrating, acquiring, and/or demonstrating verbal or nonverbal abilities and skills.
Each student with a learning disability has his/her own set of unique characteristics. It is not uncommon for a person with a learning disability in one area to be gifted in another area. These individuals, however, often have difficulty in one or more of the follow areas:

- Reading comprehension
- Listening difficulties
- Social problems
- Written expression
- Mathematics
- Auditory/Visual Processing
- Memory deficits

**Learning Disabilities - Suggestions:**

**Possible Accommodations** (as determined by the Office of Disability Services):

- Note-taking
- Quiet room for testing
- Alternate testing format
- Extended time for tests
- Front seating

**Learning Disabilities - Teaching Tips:**

- Use a variety of media in presenting lessons (hands-on, video clips, charts, handouts of key concepts)
- Pause and ask questions throughout the lecture
- Allow time for clarifying questions
- Incorporate small group work with accountability for all members
Students with Attention Deficit/Hyperactivity Disorder (ADHD):

Description

Students with attention deficit/hyperactivity disorder (ADHD) struggle with a life-long, persistent pattern of inattention and/or hyperactivity. ADHD may interfere with the ability to filter out extraneous movements, sounds, or thoughts when attempting to focus on a task for an extended period of time. Impulsivity or tendency toward boredom is often seen in students with ADHD. Additionally, these individuals may have difficulty in one or more of the follow areas:

- Concentration
- Distractibility
- Organization
- Procrastination
- Time management

ADHD - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):

- Note-taking
- Distraction-free room for testing
- Tape-recording
- Computer with speech input

ADHD - Teaching Tips:

- Keep instructions brief and uncomplicated
- Direct students to the syllabus for important dates and assignments
- Allow time for clarification of directions and essential information
- State lesson objectives, review previous lesson, summarize periodically
- Provide hand-outs, visual aids and hands-on activities
**Students with Psychiatric/Emotional Disabilities**

*Description*

Students with psychiatric or emotional disabilities have a disability that adversely affects their educational access, their academic performance, and daily functioning. This disability frequently requires medication which may have significant side effects. Some of the types of psychiatric disorders include but are not limited to the following disorders:

- **Depression**: a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, insomnia, and feelings of worthlessness or guilt and in some cases, thoughts of suicide.

- **Bipolar Disorder**: causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience lack of energy and less self-esteem, and disinterest in family, friends, and school.

- **Anxiety Disorders**: Can disrupt a person’s ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear.

- **Schizophrenia**: Can cause a person to experience delusions and hallucinations.

Most often, a psychiatric or emotional disorder will go unnoticed in the classroom. Many students do not need or request any accommodations while others require a variety of accommodations. Frequently, medication is prescribed to control or stabilize this unseen disability and treatment can be as individualized as the disorder itself. Effects of medications may be minimal or may cause fatigue, restlessness, agitation, slowed processing, or difficulty with concentration. Additionally, these individuals may have issues in one or more of the following areas:

- Test-taking anxiety
- Drowsiness
- Difficulty with new or social situations
- Difficulty dealing with stress
Psychiatric/Emotional Disorders - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):

- Preferential seating
- Note-taker/tape recorder
- Extended test time
- Distraction free test environment
- Textbooks in alternate format

Psychiatric/Emotional - Teaching Tips:

- Provide regular feedback on academic work
- Test on a frequent basis
- Consider written assignments in lieu of oral presentations or vice versa
- Ignore unusual behaviors that are not disruptive
- Structure lectures with PowerPoint or written handouts
- Convey interest, concern, and maintain eye contact

Students on the Autism Spectrum

Description

Students on the Autism Spectrum often have difficulty interacting with peers in social situations because of an inability to start or maintain a conversation or to take turns talking. Social cues, such as body language and subtle differences in speech tone, pitch, and accent may go unnoticed by students with this disability. Some students on the Spectrum may talk a lot, but one-sidedly, and speak very formally. Handwriting and maintaining eye contact may be difficult tasks to perform consistently and heightened sensitivity to loud noises, lights, or texture may be evident. Any changes in routine may cause significant anxiety among students on the Autism Spectrum.
Autism Spectrum - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):
- Extended time test/distraction-free environment
- Use of a laptop for note-taking and exams
- Assisting with organization and prioritization [referral to Learning Center]
- Coaching for new social situations

Autism Spectrum - Teaching Tips:
- Provide clear and concise expectations of course
- Keep instructions brief and uncomplicated
- Direct students to the syllabus for important dates and assignments
- State lesson objectives, review previous lesson, summarize periodically
- Provide hand-outs, visual aids and hands-on activities
- Minimize changes in course schedule or format
- Ensure total participation among small group members

Students with Hearing Impairments

Description

Students with hearing impairments must have access to effective communication of all class-related information and material. Auxiliary aids for students who are deaf or hard-of-hearing vary and all are imperative to equal access to educational participation. A sign language interpreter, an FM system, real-time captioning (CART), or having a note-taker are auxiliary aids that can be offered to a hearing impaired student based on need and usage history.

Hearing Impairments - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):
- Extended test time
- Laptop for lecture notes and essay exams
- Alternative test formats
- Readers or scribes
- Preferential seating
Hearing Impairment - Teaching Tips:
- Meet personally with students who disclose to explain your teaching style
- Be aware of your actions when lecturing
- Be patient, flexible, and tolerant
- Be sure to direct your conversation to the student, not to the interpreter

Students with Visual Impairments

Description
Students with visual impairments have varying levels of sight, from low vision to blindness, and are constantly challenged by classroom instructional strategies. Issues that may impede academic performance include reduced light or glare from different lighting types, understanding visual concepts, class attendance due to transportation or service animal difficulties.

Visual Impairments - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):
- Enlarged font for texts/handouts
- Text to Speech software programs (JAWS, Kurzweil, Text-Help)
- Readers/note-takers/tape recorders
- Extended test time/distraction-reduced setting
- Texts in Braille/Books on tape
- Preferential seating

Visual Impairment - Teaching Tips:
- Speak aloud things that are written on a chalk/smart board
- When showing a film, get copy in audio-described format or ask another student(s) to explain the action
- Encourage all students to say their name before speaking in class
- Use only black ink when e-mailing (colored ink is difficult to read)
- Use at least 14 font with all written material
Students with Mobility Impairments

Description:

Students with mobility impairment are as varied in disability and function as students with other types of disabilities. Examples of conditions within this range are arthritis, multiple sclerosis, amputation, stress-related injuries, para/quadriplegia, and more that may include the use of wheelchairs, walkers, braces, or crutches. These students must be able to access all campus buildings plus the classrooms within each building for which they are scheduled. These individuals, however, may have difficulty in one or more of the follow areas:

- Fatigue or low stamina
- Incidences of respiratory illness
- Manipulating writing tools or small objects
- Timeliness in getting to class

Mobility Impairments - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):

- Extended test time/alternate testing site
- Seating near exits
- Classrooms with clear, wide aisles
- Use of note-takers and/or scribes
- Use of tape recorder

Mobility Impairments - Teaching Tips:

- Ensure classroom equipment is within the student’s reach
- Sit down to speak directly to a student wheelchair user
- Provide course material in electronic format
- Advanced notice of field trips and classroom changes
- Accessible transportation for field trips and off-campus assignments
Students with Health Impairments

Description:

Students with health impairments are as varied in disability and function as students with other types of disabilities. Health impairments may impact attendance or academic performance but, also, may go completely unnoticed throughout a college career. If a student discloses the disability to faculty, it is important to contact the Office of Disability Services for further understanding as to how the impairment will impact the student. Examples of health impairments include:

- Epilepsy
- Sickle Cell Anemia
- Cancer
- Crohn’s Disease
- Diabetes
- Stroke
- Cystic Fibrosis
- Organ transplant
- Chronic Fatigue Syndrome
- HIV
- Asthma

Health Impairments - Suggestions:

Possible Accommodations (as determined by the Office of Disability Services):

- Extended time for testing in distraction-free environment
- Note-takers
- Consideration of absences
- Texts in alternate format
- Eating or drinking permitted in class
- Frequent breaks may be necessary

Health Impairments – Teaching Tips:

- Be sensitive to classroom environment regarding lighting and seating
- Consider building in breaks during evening or long lectures
- Contact the Office of Disability Services with any questions or concerns
Faculty teaching suggestions in working with any student disability issue
(from University of Pittsburgh’s Resources and Services webpage):

- Encourage students to make an appointment during office hours to self-disclose.
- Provide students with detailed syllabus, including disability statement.
- Clearly spell out course expectations before the course begins.
- Start each lecture with an outline of material.
- Speak directly to students and use gestures of natural expressions to convey meaning.
- Present new or technical vocabulary in a handout form.
- Give assignments orally and in written form.
- Announce reading assignments early on so books on tape can be secured.
- If possible, select a textbook with a built-in study guide.
- Provide adequate opportunities for questions, answers, and review.
- Explain what constitutes a good answer on exams and why.
- Present information through a multi-sensory approach.
- Have samples of finished papers or models available for student review.
- Use proper etiquette toward students with disabilities to demonstrate respect.

STUDENTS WITH SPECIAL NEEDS (actual statements from faculty syllabus)

1. Please contact me if you need special accommodations as documented by the Office of Disability Services at Shippensburg University (Horton Hall Suite 324, 717-477-1364).

2. Disability Issues. The Offices of Disability Services provides support and assistance for students who require special arrangements in order to fully pursue their academic goals. Students who wish to avail themselves of these services are responsible for contacting the Office of Disability Services directly and then, if necessary, contact me, in coordination with Disability Services, to make arrangements so that your education experience is optimized. If you feel you have need of these services, the office is located at Suite 324 Horton Hall and the phone is 717-477-1364. The Office of Disability Service’s webpage is www.ship.edu/ods.
Accommodation Notification Form (ANF) Statement

A student is **not** required to disclose his/her specific disability to professors. If the student does share the nature of their disability, please keep the information confidential. The *Accommodation Notification Form* (ANF) is **confidential** and the **privacy** of students should be respected. The information provided to faculty members on the ANF includes:

- Student Name - Semester – Professors’ names – Course names – Student Accommodation List

Faculty members should receive an ANF from each student taking one of their courses and who is registered with the Office of Disability Services **during** the **first week or two** of the semester. Students are encouraged to meet with each of their professors during office hours to deliver the ANF and to discuss and acknowledge where and how the faculty member chooses to offer the accommodated exam. An Accommodation Notification Signature Page must be signed by each professor and the student is responsible for returning the completed page to 3rd floor Horton Hall.

IF exams with accommodations are to be given in Disability Services, the preferred method of exam transport to and from Horton Hall, **as determined BY THE PROFESSOR**, is to be understood and noted by the student. This information is imperative to scheduling any and all exams in Horton Hall. A sample copy of the ANF is found on page 18.

Exam Procedure Form

All students registered with the Office of Disability Services, and who are eligible for testing with accommodations, have reviewed and signed and an Exam Procedure Form. As stated on the form, the testing site is at the discretion of the faculty. Professors may choose to provide the accommodation by having the student take the exam in an empty classroom, a conference room or an empty lab. However, full extended test time (100%) in a distract-free environment must be available to students testing outside of Horton Hall. Seating in the hall outside of the classroom or in a busy office is **not** an acceptable space.
Students may also test in the Office of Disability Services. The office has several rooms available for extended test time/reduced distraction environment on the 3rd floor of Horton Hall. All exams are proctored and students taking the same exam are never placed in the same testing room. Readers and scribes are available for those students who need this accommodation. The office has five laptops and two PCs for students who, due to the nature of the disability or the nature of the exam, require the use of a computer. The devices are internet restricted but can be made accessible through a protected password.

Students are required to take the exam the same day as the rest of the class unless written permission from the professor is given for testing on a different day. Exams must be taken as close to the class time as possible, which may vary depending on the individual’s class schedule. The student is encouraged NOT to skip a class in order to complete the exam and must be finished testing in Horton Hall by 4:30 PM, Monday through Friday. A copy of the Exam Procedure Form is found on page 19.

**Faculty Test Accommodation Form**

Faculty Test Accommodation Forms are completed by the Disability Services office for each exam that is taken in Horton Hall. Also, faculty members are encouraged to include a version of the Faculty Test Accommodation Form along with each exam being taken in Horton Hall. The form should include the date the exam is to be taken and any specific instructions as determined by you, the faculty member, such as open book, use of note cards, etc. with the exam. Indicate whether the student is to return the completed exam or if someone from the department will pick up the exam.

An exam can be e-mailed to the Office of Disability Services mail box at ods@ship.edu OR hand-delivered personally or by a department representative OR by student tester pick-up (from the professor) and carried to 3rd floor Horton Hall. **Exams may not be sent through campus mail since security and timeliness cannot be guaranteed.** All exams are kept in a locked file cabinet until the student arrives at the scheduled time for testing. A copy of the Faculty Test Accommodation Form is found on page 20.
Faculty Exam Instruction Sheet

A Faculty Exam Instruction Sheet is an in-house form that is retained in a binder in the Office of Disability Services. The form addresses the professor’s preferred method of exam administration and is completed only once for the benefit of the Disability Services staff. Information on the form serves as a reference when students scheduling exams in Horton Hall are unsure or forget how the professor wants the exam transported. Other items of preference on the form include use of an Scantron/Opscan for multiple choice answers, use of a Bluebook or notebook paper for essay exams, use of a calculator, use of a notecard or cheat sheet, etc. A copy of the Faculty Exam Instruction Sheet is found on page 198.

Evacuation and Emergency Procedures

Shippensburg University of Pennsylvania maintains a policy for evacuation procedures in the event of a fire, fire drill, or any other situation requiring the evacuation of any and all university buildings on campus. For students with disabilities, special considerations must be made for emergency situations such as those mentioned above. Students with severe mobility issues should be evacuated to building stairwells (for upper floors). Campus police, fire and rescue will assist with evacuation from this area.

Faculty should never attempt to carry a student or physically take a wheelchair down a stairwell. Students with vision or hearing impairments may need assistance to safely evacuate a building. In an emergency situation, such as student collapse or experiencing a seizure, dial 1444. It is university policy to have Campus Police handle these instances and to call an ambulance if necessary.

Faculty and Staff Requests for Accommodations

Faculty members in need of personal, individual accommodations must make a request through the Human Resources department at www.ship.edu/HR/Forms.

The approved request is coordinated through the Director of the Office of Disability Services in Suite 324 Horton Hall. The request is made by completing the Pennsylvania State System of Higher Education (PASSHE) Management Directive 205.25 form.
Resources for Faculty

Government Offices

1. National Council on Disability
   www.ncd.gov
2. National Institute on Disability and Rehabilitation Research
   www.ed.gov/about/offices/list/osers/nidrr/index.html
3. PA Department of Labor and Industry, Office of Vocational Rehabilitation
   www.dli.state.pa.us/ovr

National Organizations

1. National Center for Disability Services
   www.ncds.org
2. National Health Information Center
   www.health.gov/nhic
3. National Mental Health Association
   www.nmha.org
4. National Organization on Disability
   www.nod.org
5. National Technical Institute for the Deaf
   www.rit.edu/NTID
6. Learning Ally (formally Recording for the Blind and Dyslexic)
   www.learningally.org
The following accommodations are supported by the student's documentation and are recommended:

<table>
<thead>
<tr>
<th>Testing:</th>
<th>Classroom:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time for tests (100%)</td>
<td>Note-taking services</td>
<td>Priority scheduling</td>
</tr>
<tr>
<td>Alternate testing sites</td>
<td>Audio recording of lectures</td>
<td>Notification of faculty</td>
</tr>
<tr>
<td>Reader/Scribe for exams</td>
<td>Laptop for lecture notes</td>
<td>Access to Tech Lab (LL 136)</td>
</tr>
<tr>
<td>Laptop for essay exams</td>
<td>Books in alternate format</td>
<td>Enlarged print</td>
</tr>
<tr>
<td></td>
<td>Classroom/building accessibility</td>
<td></td>
</tr>
</tbody>
</table>

Other: LAPTOP FOR ESSAY EXAMS, MARK ANSWERS ON EXAMS. STUDENT MAY MISS CLASS DUE TO DISABILITY RELATED ILLNESS.

An Intake Interview is held between the student and director or assistant director to discuss procedures, protocol, and student responsibility for accessing academic accommodations for which they are eligible. All information concerning the disability is personal and confidential. However, the student is responsible for the following:

- Meet with each professor during office hours at the onset of the semester to discuss the Accommodation Notification Form and preferred method of coordinating accommodated exams to be taken in ODS, Horton Hall.
- Schedule exams to be taken in ODS, Horton Hall, in person, at least two work days ahead of exam day. The student AND professor receive a confirmation e-mail with day/time details after it is scheduled with ODS.
- Utilize the Learning Center resources including peer tutoring sessions for assistance in content or areas of writing or with faculty/staff Learning Specialists for individual guidance in time management or study skill strategies.
- Contact the Office of Disability Services with questions or concerns regarding access to academic accommodations and/or changes in class schedule or circumstances relating to the disability.

Reasonable and appropriate academic accommodations are determined in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008.

Sherry A. Hillyard
Sherry A. Hillyard, Director
Office of Disability Services
Suite 324 Horton Hall
EXAM PROCEDURE

Office of Disability Services
Shippensburg University

- The automated system will notify your professor, however it is **YOUR responsibility** to notify your professor, either face to face or by e-mail of your intent to test in Horton Hall **prior** to scheduling your exam with Disability Services.

- To be assured of exam accommodations, you **MUST** make arrangements **at least 2 work days before the test**. You may schedule your exams 2 weeks prior to the test. Schedule early, do not wait until the last minute
  - Schedule your exam in person between the hours of **8:00 - 4:30, Monday - Thursday**
  - Without prior arrangements, exam accommodations will not be provided.

- If you are taking the exam in the ODS: you **MUST** schedule your exam **IN PERSON**.
  - Schedule the exam with a staff member on the 3rd floor of Horton Hall.
  - You may schedule up to 2 weeks in advance

- **The latest you can start an exam is 2:00 and you must be finished by 4:30**
  - You **MUST** take your exam the **same day** as the rest of the class.
  - You **MUST** take the exam the **same time** as your class EXCEPT:
    - if you have a class right before and one right after right – may move time.
    - If you have a class immediately after ‘test’ class; move test 1 hour earlier
    - Any class 3:30 or later

- Information needed to schedule exams includes:
  - FULL name
  - Professor’s FULL name
  - Department name/Course #
  - Length of class
  - Day and date of the exam
  - Start time (between 8:00-2:00)
  - Reader? Scribe? Laptop?
  - Exam to Disability Services – how? (you **MUST** check with professor, this is **not** your choice)
  - Exam return to professor – how? (you **MUST** check with professor, this is **not** your choice)

- You will **NOT** be permitted to test in Horton Hall if you fail to follow this procedure.

I have read and understand the exam procedure.

______________________________________________  _________________________
Student Signature                                                                                                                Date
FACULTY TEST ACCOMMODATION FORM
FOR OFFICE OF DISABILITY SERVICES

Faculty may e-mail the exam, have the student pick-up the exam, or deliver the exam to:
Office of Disability Services, Suite 324 Horton Hall
(717) 477-1364 or (717) 477-1326

<table>
<thead>
<tr>
<th>FACULTY’S NAME:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Dept. Dropdown</td>
</tr>
<tr>
<td>STUDENT’S NAME:</td>
<td></td>
</tr>
</tbody>
</table>

Exam Schedule Details:

<table>
<thead>
<tr>
<th>Course No. / Sec.:</th>
<th>Date Dropdown @</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day: M T W R F</td>
<td>Date Dropdown @</td>
</tr>
</tbody>
</table>

Tests cannot be returned through the campus mail. Select how the test should be returned:
- Student returns test in a sealed/initialed envelope.
- Professor or department representative will pick up test.
- Student submits exam electronically (e.g. D2L, etc.).

ACCOMMODATIONS & INSTRUCTIONS
(Check all that apply)

- Use of a laptop / computer
- Use of calculator
- Reader/Scribe
- Note cards / sheet
- Extended Time
- Open book
- Open book for one part only
- Open notes
- Open notes for one part only
- Other: 

Special Instructions:

START TIME:          END TIME:          
Professor signature:  Date:              
ODS signature:       Date:              
Sealed by:           Date:              
Released to:         Date:              

DEPARTURE TIME:  

Rev. 10/2017 klh
Office of Disability Services
Faculty Exam Instruction Sheet

Name: (Professor or Adjunct)  
Department:  
Date:  

I typically will (check one):

☐ E-mail exams
☐ Drop off exams
☐ Have the student pick up the exam

The student will always return the exam to (check/complete as applicable):

☐ MY office:  
Location/Room# (e.g., HH322):  
☐ Slide under my door if I am not there.

☐ To department office:  
Location/Room# (e.g., HH322):  

OR

☐ I will always pick up exam

Please check the following, as applicable:

• For MULTIPLE CHOICE:
  ☐ Always use a Scantron (bubble sheet) for multiple choice
  ☐ Always circle answers or answer on space provided

• For ESSAYS:
  ☐ Always use a bluebook
  ☐ Always use notebook paper
  ☐ Always answer on space provided

IF you typically allow:  
Calculator (type permitted), note cards, summary sheets, etc. Please remember to include that information with the exam.

Please return completed form via email to ODS@ship.edu at your earliest convenience.

Rev. 09/2016