

# Office of Disability Services



## FACULTY HANDBOOK

Shippensburg University of Pennsylvania

Room 120 and Suite 324 Horton Hall

Shippensburg, PA 17257

# Office of Disability Services (ODS)

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## **The Office of Disability Services (ODS)**

### **Mission and Vision Statements**

#### **MISSION STATEMENT**

The Office of Disability Services, (ODS), is part of the School of Academic Programs & Services at Shippensburg University of Pennsylvania. Located at Room 120 and 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.

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.

#### **VISION 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. ODS staff is student centered and recognize 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.

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.

[www.ship.edu/ods](http://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 on page . Questions or concerns should be directed to:

Paula Madey

Director, Office of Disability Services

120 Horton Hall

717-477-1329 or

717-477-1364

[pdmade@ship.edu](mailto:pdmade@ship.edu)

Sherry Hillyard

Assoc. Director, Office of Disability Services

323 Horton Hall

717-477-1326

717-477-1364

[sahillyard@ship.edu](mailto:sahillyard@ship.edu)

## Legal Overview

There are legal mandates that protect postsecondary level students with disabilities from discrimination and ensure that they have equal access to all 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**.

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 regarded as having a disability;
- Has a record of a disability.

The Amendments Act of 2008 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 that 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.

**Postsecondary 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*).**

***Please note that students with disabilities will not display the exact same characteristics. The following guidelines are suggestions for accommodations; however it is recommended that faculty speak with the student and allow him/her to confidentially discuss individual needs, strengths and weaknesses. By law, students are not required to disclose their disability.***

## **Disability Characteristics and Helpful Hints**

### **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 with Asperger's Syndrome/Autism Spectrum**

#### *Description*

Students with Asperger's Syndrome/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 with Asperger's 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 with Asperger's Syndrome/Autism Spectrum.

### **Asperger's Syndrome/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

**Asperger's Syndrome/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, ZoomText, 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
- Diabetes
- Chronic Fatigue Syndrome
- Sickle Cell Anemia
- Stroke
- HIV
- Cancer
- Cystic Fibrosis
- Asthma
- Crohn's Disease
- Organ transplant

### **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 120, 477-1329).*
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 120 Horton Hall and their phone is 717-477-1329. Their webpage is [www.ship.edu/ods](http://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
- Request Date for the Accommodation
- Semester
- Professors for that semester
- List of accommodations

Faculty members should receive the ANF from ODS **during** the **first week** of classes. If a student changes his/her schedule, it is the student's responsibility to notify ODS and request that a revised ANF be sent to the new faculty member. Students are encouraged to confirm with their professors that the ANF form has been received.

## Office of Disability Services Exam Procedure

*All students registered with Disability Services who are eligible for exam accommodations complete and receive an Exam Procedure Form. As stated on the Exam Procedure Form, the test site is at the discretion of the faculty. Professors may choose to provide the accommodation and have the student take the exam in an empty classroom, a conference room or in an empty lab. 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 time/reduced distraction environment. All exams are proctored; students taking the same exam are never placed in the same room together. Readers and scribes are available for those students who need this accommodation. For those students who, due to the nature of their disability, need the use of a laptop for essay exams, the office has five laptops. The internet is "locked-off" on the laptops and is only 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 are taken *as close to the class time as possible* since the student is encouraged NOT to skip a class in order to complete the exam. A copy of the Exam Procedure Form is found on Page 21.

Faculty Test Accommodation Forms are completed for **each** exam by the Disability Services office. Faculty are encouraged to include the date the exam is to be taken and any specific instructions such as open book, use of note cards, etc. with the exam. The exam can be e-mailed to Paula Madey at [pdmade@ship.edu](mailto:pdmade@ship.edu), hand delivered to the Office of Disability Services by the department, or the student can pick up the exam from the professor. Exams may not be sent through campus mail since security cannot be guaranteed. Please also indicate whether the student is to return the completed exam or if someone from the department will pick up the exam. All exams are kept in a locked file cabinet until they are retrieved. A copy of the Faculty Test Accommodation Form is found on Page 20.

### **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 a student collapsing or if a student is experiencing a seizure, **dial 1444**. It is university policy to have Campus Police handle these instances and call an ambulance if necessary.

## Resources for Faculty

### Government Offices

1. National Council on Disability  
[www.ncd.gov](http://www.ncd.gov)
2. National Institute on Disability and Rehabilitation Research  
[www.ed.gov/about/offices/list/osers/nidrr/index.html](http://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](http://www.dli.state.pa.us/ovr)

### National Organizations

1. National Center for Disability Services  
[www.ncds.org](http://www.ncds.org)
2. National Health Information Center  
[www.health.gov/nhic](http://www.health.gov/nhic)
3. National Mental Health Association  
[www.nmha.org](http://www.nmha.org)
4. National Organization on Disability  
[www.nod.org](http://www.nod.org)
5. National Technical Institute for the Deaf  
[www.rit.edu/NTID](http://www.rit.edu/NTID)
6. Learning Ally (formally Recording for the Blind and Dyslexic)  
[www.learningally.org](http://www.learningally.org)

## **Faculty and Staff Requests for Accommodations**

Faculty members in need of personal, individual accommodations must make a request through the Human Resources department. The approved request is coordinated through the Director of the Office of Disability Services in 120 Horton Hall. The request is made by completing the ADA Accommodations Request Form, under “Other HR Forms” and can be accessed through the following link:

[www.ship.edu/HR/Forms](http://www.ship.edu/HR/Forms)

This procedure is outlined in detail in the Pennsylvania State System of Higher Education (PASSHE) Management Directive 205.25.

**Faculty Test Accommodation Form  
for the Office of Disability Services**

1. Place the test in a **sealed** envelope.
2. The **faculty** may e-mail the exam, have the student pick-up the exam or deliver the exam to the Office of Disability Services.

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**FACULTY'S NAME:**

**Office Phone Number:**

**Department:**

**STUDENT'S NAME:**

**The date & time the test should be completed:** \_\_\_\_\_

Since the test cannot be returned through the campus mail, choose how the test should be returned:

- Student returns test in a sealed/initialed envelope.
- Professor or department representative will pick up test.

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**SPECIAL INSTRUCTIONS (Check all that apply)**

- |  |   |
|--|---|
| <input type="checkbox"/> Use of a laptop   | <input type="checkbox"/> Open book                    |
| <input type="checkbox"/> Use of calculator | <input type="checkbox"/> Open book for one part only  |
| <input type="checkbox"/> Reader/Scribe     | <input type="checkbox"/> Open notes                   |
| <input type="checkbox"/> EXTENDED TIME     | <input type="checkbox"/> Open notes for one part only |

**Other:**

---

**START TIME:** \_\_\_\_\_

**END TIME:** \_\_\_\_\_

Professor's Signature/Date \_\_\_\_\_

Office of Disability Services Signature/Date \_\_\_\_\_

**Sealed By:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Released To:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Departure Time:** \_\_\_\_\_

**Office of Disability Services: 477-1329 or 477-1326**

Shippensburg University Accommodated Examination Procedure  
Suite 324 Horton Hall  
**Effective November 1, 2012**

If you are taking your exam in Horton Hall, you **MUST** schedule with the Office of Disability Services **AND** the classroom professor.

**TWO DAYS before every exam:**

1. Notify the classroom professor, face to face or e-mail, of intent to test in 324 Horton Hall. Confirm the professor's choice of **how** the exam will get to Horton Hall and **how** the exam will be returned to the professor. (Night classes: professor's choice of day student takes exam in Horton)
2. Visit 120 or 324 Horton Hall **IN PERSON** from 8:00-4:30, Monday-Friday ONLY. Schedule the examination with the student worker(s) at the front reception desk. Information needed to schedule includes:
  - a. FULL name
  - b. Professor's FULL name
  - c. Department name/Course #
  - d. Length of class
  - e. Day and date of the exam
  - f. Start time (between 8:00-2:00)
  - g. Reader? Scribe? Laptop?
  - h. Exam to Disability Services – how?
  - i. Exam return to professor – how?
3. You will **NOT be permitted** to test in Horton Hall if you fail to follow this procedure.

*I have read and understand the procedure for taking accommodated examinations in the Office of Disability Services, 324 Horton Hall.*

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Student Signature

Date