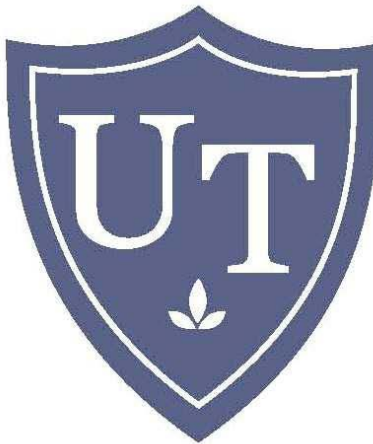


Instructor Handbook

The University of Toledo Student Disability Services



Due to necessary revisions, a saved or printed copy of the Instructor Handbook may become outdated. The official, current and most up-to-date version is available on the office's website <https://www.utoledo.edu/offices/student-disability-services/>

This handbook is available in alternate formats upon request.

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Student Disability Services (SDS) Contact Information

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Toledo, Ohio 43606

Physical Location:

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Toledo, Ohio 43606-3390

Health Science Location:

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Toledo, Ohio 43614

Email: studentdisabilitysvs@utoledo.edu

Office Hours:

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Health Science Campus: Hours may vary

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Introduction

Student Disability Services (SDS) at The University of Toledo (UT) is committed to ensuring students with disabilities are afforded equal access to an educational experience through the provision of academic accommodations. SDS helps instructors to fulfill their responsibilities for student access to course instruction. This handbook is a guide to assist instructors in this endeavor.

Two primary legal mandates protect students with disabilities from discrimination and ensure that they have equal access to all aspects of university life.

[Title II of the Americans with Disabilities Act \(ADA\) of 1990 as Amended:](#)

"A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity."

[Section 504 of the Rehabilitation Act of 1973:](#)

"No otherwise qualified individual with a disability in the United States....shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

What is an Accommodation?

An accommodation is an adjustment to the method of performing an academic task which will level the playing field for a student with a disability. Changes are usually made to instructional approaches or methods of expressing academic knowledge or skills. Thus, this type of accommodation mitigates the impact of a person's disability on their access to academic content and means of demonstrating their mastery of that content. Federal law expects that such accommodations be offered at UT unless they are "unreasonable". An accommodation is generally considered reasonable unless it gives rise to one of several specific conditions. Anything that would "fundamentally alter" an academic requirement is unreasonable. This means that a reasonable accommodation does not entail changes to learning objectives, course expectations, performance requirements, or educational goals. Additionally, anything that would cause undue hardship to the University is not reasonable. Finally, any accommodations that would pose a direct threat to health or safety are not reasonable. Apart from these exceptions, the University is generally required to provide accommodations. Instructors should contact Student Disability Services if they suspect an accommodation is unreasonable.

General Considerations

The University supports a student's right to confidentiality of their records. The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, (the Act) is a federal law which requires that a written institutional policy complying with the Act be established and that a statement of adopted procedures covering the privacy rights of students be published.

Reinforcing longstanding institutional policy, the Act and other laws require The University of Toledo to maintain the confidentiality of student educational records. Information should not be shared unless there is a legitimate educational reason for that person to know the information. Information should never be shared in the context of recommendations, academic admissions, scholarships, or academic employment. While students requesting accommodations in the classroom must self-disclose their registration with Student Disability Services, they are not obligated to reveal their disabilities or the nature of their limitations to their instructors. Some students may choose to tell their instructors, but many may not wish to discuss the specifics. Additionally, Student Disability Services staff will not disclose any student's disability unless that student has granted written permission as the ADA also requires confidentiality.

Instructors should conduct accommodation and disability-related meetings in a private location. Maintaining open communication with the student is critical to ensuring that accommodations are provided adequately.

Focus on Abilities

A barrier to success for students with disabilities is the tendency of others to focus on their disabilities instead of their abilities—what they cannot do versus what they can do. It is a best practice to approach accommodating a student who has a disability with the attitude that they have the ability to do the work, but simply needs to accomplish some things in a manner that is different from the way students perform the task typically.

Opening and maintaining a dialogue with the student is critical, but long before a student enters class instructors can begin preparing for any student that might enroll in a class. Universal Design for Learning (UDL) is an approach to designing course instruction, materials, evaluation, activities, and content in such a way that all persons can participate in the educational process without adaptation or retrofitting. Using this concept, accommodations would likely not be necessary because options for learning and evaluation are available to anyone participating in a class. Incorporating these ideals, in whole or in part, is feasible and helpful to students and saves instructors from re-working inaccessible materials.

University of Toledo Nondiscrimination Policy

UT Policy as well as Federal and State law forbid discrimination against persons with disabilities in the delivery of courses, programs or services. UT policy is designed to provide persons with disabilities equal access to educational opportunities and the college experience.

UT Nondiscrimination on the basis of disability-Americans with Disabilities Act compliance Policy states: "Since passage of the Rehabilitation Act, The University of Toledo ("the University") has been committed to eliminating barriers to services, employment and educational opportunities for people with disabilities. Our commitment was renewed with the passage of the Americans with Disabilities Act ("ADA") in 1990. With the passage of the ADA Amendments Act of 2008 (ADAAA), we restate our goal of providing seamless access."

Instructor Responsibilities

Once SDS has determined the student meets eligibility requirements and academic accommodations have been agreed upon, the student may begin to use the accommodations. The Accommodation Memo serves as verification that the student is registered with SDS and lists the accommodations for which the student has been made eligible and selected to use in the specific course. The Accommodation Memo is sent by email to the instructor's (utoledo.edu) address. Instructors should have a conversation with the student to discuss the specifics of implementing each accommodation.

Communicating with Students

Encourage the student to meet privately to talk about how accommodation(s) will be implemented in the class. Scheduling an appointment to discuss academic accommodations during office hours or at some mutually convenient time eliminates the feeling of being rushed or caught by surprise, and the possibility of being surrounded by other students wanting attention before or after class. It also ensures privacy, less distraction, and a more comfortable working environment for discussing any logistical arrangements (e.g., where the tests will be taken, when extended time and a reduced distraction environment are needed). Remember, the conversation should focus on provision of accommodations, not on disability.

Sometimes instructors may be the first person to whom a student discloses a disability. The instructor should refer the student to SDS in this case.

Please remember that student academic accommodations are highly individualized and what works for one student with a particular disability may not be effective for another

student with the same disability. SDS works with each student individually to identify appropriate accommodations.

Student Responsibilities

Students with disabilities seeking accommodations must self-disclose to SDS and follow the process for becoming registered with SDS. Specific information about student responsibilities can be found in the Student Handbook on the SDS website. Students must engage in an interactive process to determine what accommodations might mitigate the impact of their disability and allow them to have full access to the educational experience. For general information about this process, please visit the [SDS website](#).

SDS Responsibilities

SDS is responsible for determining academic accommodations. SDS staff serve as a resource to instructors as well as students. SDS staff are available for consultation or to meet with instructors and students to discuss accommodations. Sometimes implementing accommodations involves discussing the course requirements, talking through unique situations, identifying potential difficulties or generating some creative solutions. If instructors have any questions or concerns regarding accommodations they are encouraged to contact the SDS office.

Supporting all Students

While advising instructors on course management and instructional methods falls outside of its scope of service, SDS suggests the following practice may be helpful to all students in class, potentially averting the need for many student-specific accommodations:

Ensuring all media, including Blackboard content, is accessible: All course content loaded into Blackboard is the instructor's responsibility. While UT ensures Blackboard accessibility, Blackboard works on the basic interface only. UT Online Instructional Designers can provide guidance for instructors who are committed to making their classroom media accessible for everyone, including students with disabilities. Following UT Online guidelines can help instructors ensure that content is accessible. Incidentally, captioning videos also aids students without disabilities because it presents content in multiple modes.

Best Practices for Instructors

(Adapted from the Ohio State Instructors Handbook)

Supporting Students with Disabilities

The following best practices can assist in making SDS/Instructor collaboration successful:

- **Including the following statement about disability accommodations in course syllabi:** The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an Accommodation Memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#).
- **Providing accommodations only to students who have registered with SDS:** While SDS is the sole campus office authorized to review disability documentation and determine students' eligibility for specific accommodations, not all students with disabilities are registered with SDS. If an instructor has not received an Accommodation Memo the instructor is not required to provide accommodations.
- **Provide accommodations as requested, only when requested:** Instructors are under no obligation to retroactively fix any issue arising from a student's choice to forgo accommodations. Instructors may consult with SDS for further guidance on the reasonableness, parameters, or adequacy of approved accommodations.
- **Working with SDS to provide students with alternative formats for print materials and other classroom media in a timely manner:** Students registered with SDS should receive all converted materials at the same time as their peers. This requires particular proactivity from instructors of students who receive these accommodations, ideally through selecting already-accessible materials (e.g., print materials available in a searchable text digital version, audiovisual recordings with accurate captions embedded, etc.). SDS is able to assist instructors with this process. If instructors do not have accessible formats for print or audiovisual materials for their students, it is critical that they inform SDS of the materials they plan to use as soon as they are requested to do so by a student or by SDS.
- **Understanding that students with disabilities vary in their academic success:** All instructors expect their students to perform to the best of their abilities. It follows, likewise, that instructors should require students with disabilities to perform the essential functions of the class. Just as academic performance varies among students without disabilities, students with disabilities can display a wide range of academic abilities as well.
- **Remembering that the student is the expert on strategies that may help:** Many students registered with Student Disability Services have experience advocating for their needs. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology they use. Meeting with students individually can provide instructors with additional insights and helpful suggestions.

Common Accommodations

Accommodations are based on the functional limitations of a student's disability and how that disability impacts the student in academic environments. Each student's needs are unique; however, there are some common accommodations that may be provided for students with various disabilities. Some of those more common accommodations are listed below.

- Braille materials (paper)
- Accessible digital text materials
- Use of Technology (i.e. computer for typing, Braille note, SmartPen, adaptive software like JAWS screen reading software or Dragon speech to text software)
- Use of a basic calculator
- Sign Language Interpreter
- Speech-to-Text Transcribers
- Captioned materials
- Assistive Listening Devices
- Note-taking assistance
- Lab Assistant
- Classroom adaptations
- Disability-Related Excused Absences and Deadline Extensions
- Breaks/Access to food or beverages
- Preferential seating
- Extended time for timed exams
- Distraction reduced environment for exams
- Large print materials
- Scribe/Reader on exams

Braille Materials

Please contact SDS and set up a meeting to discuss the syllabus, textbook, course materials and Braille needs of the student. Converting materials to Braille can take a significant amount of time. The SDS Academic Accommodation Specialist (Alternative Media/E-text/Braille) works with instructors to evaluate course materials and develop a timeframe for conversion to Braille. Planning ahead and collaboration between SDS and instructors helps ensure the availability of Braille materials.

SDS can also convert exams to Braille when requested by a student. For those students that test at Student Disability Services instructors can upload an electronic version of the exam to the link found in the Testing Agreement in the Accommodation Memo, or email the electronic version to Testing@UToledo.Edu/. Submitting as early as possible will expedite the Braille creation process. Text only exams that need to be converted should be received in SDS a minimum of 3 business days before the scheduled exam administration date to allow time for conversion. Exams that have visuals (e.g. tables,

graphs, pictures) should be received no later than 5 business days before the scheduled exam administration date. Please provide a description of each graph/chart so that the student can access the information. Since SDS staff are not content experts it is best for the instructors to provide descriptions so the information is captured correctly and adequately.

Accessible Digital Text Materials Also Known as Electronic Text (e-text)

Students with a variety of learning disabilities that effect reading comprehension, including Dyslexia, as well as students with mobility impairments that make it difficult for them to turn pages or who are blind or visually impaired, require accessible digital text materials in order to access the content of your courses. Accessible texts convey the text by reading it out loud through the use of screen reading software. A common misconception is that all electronic materials are accessible. In fact, unless materials are created as accessible documents the text will not read, the reading order may be incomprehensible, tables will be unintelligible, and graphic images and photos will not be described.

Teamwork is essential in the alternative media/e-text process. Effective communication between the instructor and the alternative media/e-text staff is critical in providing access to accessible materials. SDS is committed to supporting instructors in creating accessible course materials.

Sign Language Interpreting, Speech-to-Text, CART and Captioning

Students who are D/deaf or hard of hearing may request the use of a sign language interpreter or speech-to-text transcription as an academic accommodation.

Sign Language Interpreter

Etiquette for working with students that use a sign language interpreter:

- Have a seat available for interpreters in the classroom.
- When talking to a student, talk directly to the student, not to the interpreter. It is not rude to ignore the interpreter, in fact, interpreters are trained to act as a conduit between the instructor and the student and expect instructors to talk to the student, not to them.
- Do not ask an interpreter to interpret during video presentations in lieu of using captioned material. It is very difficult for a student to watch an interpreter and audio/visual material at the same time. Materials that have an audio component should be captioned in order to provide equal access to the student.

Speech-to-Text/CART

Some D/deaf or hard of hearing students utilize a live transcript that is provided by a Speech-to-Text or CART transcriber. The transcriber can be located in the classroom or at a remote location. In the classroom setting, the instructor may be asked to wear a microphone or to allow the student to place a microphone near the front of the classroom. A transcriber will listen and type a transcript of what is being said in the classroom. The student may use a computer, phone, or other electronic device to read the live transcript during lecture.

When courses are being transcribed, it is important to speak clearly, maintain good voice volume, and stay within the range of the microphone. Repeat questions or comments made by students in the class to assist the transcriber in accurately reflecting the class experience. Materials that have an audio component should be captioned in order to provide equal access to the student.

Captioned Materials

Students eligible for and requesting captioning need to be able to access their resources at the same time as others in the class.

Select captioned video material whenever possible. Note: auto captioned material, for example available through YouTube captions, are not reliable and are not considered “equal access” without significant editing.

If a captioned version of the material is not available, SDS can caption material. Captioning videos can require significant front-end work. Because of this, selecting course videos in a timely manner is extremely helpful. Without sufficient notice of selections, SDS cannot promptly convert materials to an appropriate format. For these reasons, instructors are advised to submit their audiovisual material selections within at least 2 – 4 business days after receiving the initial notification from SDS of the accommodation request.

Captioning Lecture Captures

Lecture capture videos include but are not limited to: Echo 360 and Media site platforms. Instructors that use Lecture Captures need to reach out to the Alt. Media/E-Text Academic Accommodation Specialist either by phone or email to set up acceptable timelines and coordinate access to the material via Blackboard/Echo 360. Requests for captioning can be sent to Captioning@utoledo.edu or directly to the Alt. Media/E-Text Academic Accommodation Specialist. Videos should be submitted by 3 p.m. on each business day for each lecture capture. The video will be ready by 8 p.m. on the 4th business day after the request. In case of night courses, a timeline will be established with the instructor and the Alt. Media/E-Text Academic Accommodation Specialist. Estimated timelines are listed below. It is the instructor’s responsibility to check the captions and notify SDS if there is an issue.

Submitted Monday- Returned Friday
Submitted Tuesday- Returned Monday
Submitted Wednesday- Returned Tuesday
Submitted Thursday- Returned Wednesday
Submitted Friday- Returned Thursday

* Timelines may be longer on weeks in which a holiday takes place. Holiday schedules follow the University calendar.

Third Party Platforms

SDS is not able to caption video material in 3rd party platforms (i.e. MYLABS, CONNECT). It is recommended that the instructor communicate with the publisher and ask how the voice/sound material can be captioned.

Physical Copies of Video Materials

For physical copies of video materials (CDs, VHS tapes, etc.) the instructor will need to drop off the material to the Student Disability Services office (Rocket Hall Room 1820). The material will be promptly captioned and the instructor will be contacted via email or phone call when the material has been completed. When you drop off the material, please include a note containing instructor's name, course name and number, and contact information.

Electronic Files

Instructors will need to complete the Captioning Request Form for each electronic video. Send the file along with the completed form to captioning@UToledo.Edu.

Assistive Listening Devices

It may be necessary for instructors to wear a microphone, or to place equipment or a microphone in the classroom in order to accommodate students that require the use of assistive listening devices (i.e. an FM or infrared unit) in order to access the audio/talk portions of the course. Please ensure guest speakers wear a microphone. It is recommended that instructors repeat questions or comments made by students in the room for clarity.

Note-Taking Assistance

Students may be found eligible for various types of note-taking assistance based on what will be effective given the functional limitations of their individual disability. A few common types of note-taking assistance include:

- **Audio Record:** Audio recording lectures allows students to take notes and fill in gaps in their notes after class. Students are able to take more comprehensive and helpful notes when allowed to re-play sections of a lecture repeatedly.
- **Smartpen:** Smartpens record while a student writes.
- **Copies of Audio Recorded Lectures:** When courses are conducted in rooms that have the ability to record the lecture, access to the recorded file is often helpful as it allows the student to re-play the lectures and take notes at their own pace.
- **Note-Taker:** SDS will email the class and ask for a volunteer from the class to share their notes and will copy instructors on that email. If a volunteer note-taker is not available, a paid note-taker will be placed in the course. The note-taker will provide notes in addition to copies of instructor notes, PowerPoint Slides or other presentation materials available to all students in the course.

Process for Assigning Note-takers

More than one student may volunteer to provide notes for a course. Generally the first volunteer from the class is assigned and any other volunteers are wait-listed and will be assigned if the initial volunteer note-taker is unable to fulfill their duties. SDS encourages instructors to contact the SDS Academic Accommodation Specialist for Note-Taking if the instructor feels strongly that a specific student would be a good note-taker. SDS understands that the instructor knows the make-up of the class so the collaboration between instructor and SDS helps ensure the most qualified volunteer is assigned. Instructors will be notified via email when a note-taker is assigned to the course. Paid note-takers are asked to identify themselves to the instructor before class.

If a volunteer note-taker is not recruited early in the semester, instructors may be asked to work with SDS, college administrators and the college ADA Liaison to have a GA assigned as the note-taker for the class. If a GA cannot be assigned, instructors may be asked to assist in the recruitment of a student (preferably a graduate or upper level student) that is willing to be hired by SDS as a paid note-taker.

Until a note-taker is assigned, the instructor should share any instructor notes and PowerPoint slides, if available. If necessary, instructors may be asked to record lectures and upload the audio files to SDS so that notes can be created for the student.

How instructors can help: Feel free to be creative in helping recruit a note-taker for the class. For example, instructors may make an announcement in class; send an email; post a request in Blackboard; or on a class blog. Consider asking a responsible student in the class to be the class note-taker. Any and all recruitment efforts are greatly appreciated by SDS and the student who requires notes.

Lab Assistant

A student with a disability may require a lab assistant, who, under the direction of the student, will take the necessary action required to complete a task that the student is physically unable to do. The assistant will carry out the functions of the lab assignment with specific directions from the student enrolled in the class. A lab assistant will not do the work in place of the student. Instead, the lab assistant is there to provide access for students who are not able to see components of the lab or to gather and manipulate the instruments necessary for the lab.

Classroom Adaptations

Students with disabilities may require an accessible classroom or furniture. When reviewing a classroom plan ahead by thinking about how a person with a mobility impairment would maneuver through the building to the classroom, as well as around the classroom. Some students may also require adaptive classroom furniture or equipment. SDS works with instructors and facilities personnel to provide adaptive furniture, equipment, and software to students who qualify for this accommodation. Examples might include, but are not limited to: a stool, chair with/without arms, adaptive computer software, adaptive mouse, adaptive keyboard, wheelchair accessible table or computer desk.

Disability-Related Excused Absences and Deadline Extensions

What is Disability-Related Excused Absences and Deadline Extensions?

Students with conditions that are unpredictable or episodic in nature may miss class or deadlines occasionally for disability-related reasons. Students are not required to provide a note from a medical professional to the instructor should they have a disability-related absence since medical documentation is already on record with our office. However, students do need to keep open communication with instructors, preceptors and/or clerkship coordinators.

Consideration from the instructor for deadline extensions in making up missed work or tests is necessary. Students are expected to miss class infrequently and make-up any missed work or tests as soon as possible. SDS approves students for general accommodations. Instructors, preceptors and clerkship coordinators/directors determine how Disability-Related Excused Absences and Deadline Extensions will be implemented in the course and may remain consistent with the absence policy for the course.

When implementing Disability-Related Excused Absences and Deadline Extensions, things to discuss with the student are:

- How should the student contact instructors if a day is missed?
- What is the timeframe with which students must turn in missed assignments (by the next class date, within a week etc.)? The timeframe can vary greatly depending on the class and nature of the assignments. Instructors may, for example, determine

some assignments must be completed quickly as the concept is critical to moving forward in the class. Instructors may choose to give a longer timeframe to complete other assignments, like a paper or individual project.

- If a test (quiz, exam) is missed how much time will the student be given to complete the test? Where will the make-up test be administered and when. Will the student be allowed a second opportunity to take a make-up test if the test is not taken on the original make-up date?

Arrangements agreed upon for how absences and/or missed work will be handled must be put into writing between instructors, preceptors and/or clerkship coordinators and the student either through completing the “Disability-Related Excused Absences and Deadline Extensions” Form or through a detailed email. Students obtain the form from their Accessibility Specialist. If using the form, a copy must be emailed to both the instructor and Accessibility Specialist by the student.

What happens if an instructor feels attendance accommodation might fundamentally alter the course?

Although Disability-Related Absences and Deadline Extensions are reasonable in most classes, there are some courses where it would fundamentally alter the course or program. In other words alter “what” is being taught rather than the “how” something is being taught.

Instructors should review and answer the questions below. If, after answering the questions, the instructor believes the accommodation is a fundamental alteration, SDS should be contacted immediately so that SDS can communicate this information to the student.

Questions to help instructors determine if attendance is fundamental are:

1. Is there important classroom discussion between students facilitated by the instructor?
2. Is there classroom interaction and dialogue between the instructor and students and among the students themselves? Why is this interaction essential in the course?
3. Does student participation/contribution constitute a significant component of the learning process for the class?
4. Does the fundamental nature of the course rely on student participation as an essential method for learning?
5. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?
6. What does the course description and syllabus say regarding attendance?
7. What are the classroom practices and policies regarding attendance? Have there ever been exceptions to the attendance policy granted to any student?

Breaks/Access to Food or Beverages

Due to the nature of their disability, students may need to take occasional breaks or be allowed access to food or beverages during class and/or testing. Concerns with this accommodation should be directed to the student's Accessibility Specialist.

Preferential Seating

Students who are D/deaf, hard of hearing or with certain physical, psychological or emotional disabilities may benefit from preferential seating for example, near the front of the room, near the door, in a seat with a view of the door, etc. Instructors should work with students to identify a conducive seating arrangement within the academic setting.

Experiential Learning

Examples of experiential learning include: field placements, clinicals, clerkships, practicums, co-ops, student teaching, internships, or experiences that are often very different from the typical classroom experience. As a result, the type of academic accommodations required during these experiences may be different than those in the classroom setting. SDS encourages instructors to contact the student's Accessibility Specialist with any questions or concerns regarding accommodations in these courses.

Other Helpful Tips Related to Material

- Order textbook(s) early. When possible, order textbook(s) from publishers that agree to make editable files available to Student Disability Services offices. For convenience a list of these publishers is available in the [instructor's tab](#) of the SDS website.
- Ask for an extra desk copy of the textbook(s) for the course(s). In the event an electronic copy is unavailable, SDS may ask instructors for a copy of the book to convert into an electronic accessible format. For proper scanning, the spine will be removed and put it in a three ring binder and returned to the instructor. If a copy is not available, SDS will purchase one.
- For textbook(s) that are electronic or come with a CD or other digital material used for testing, homework, or other assignments, determine the accessibility of the material prior to purchase. Ask the publisher questions about accessibility (i.e. are accessible questions marked to assist instructors in easily identifying what is and is not accessible?). Please review the [Technology Accessibility Policy](#). A sample of the Voluntary Product Accessibility Template (VPAT) referred to in the policy is available at the US Department of State website: [VPAT](#).
- Create accessible course material directly. Course materials include, but are not limited to; class handouts, postings to BlackBoard, PowerPoint presentations, course packets, library reserves and any other materials. In the [instructor's tab](#) of the SDS website instructors will find several helpful tutorials as well as a guide entitled "*The*

Basics: Making your course accessible to Students with Disabilities". These tools will assist in creating accessible materials.

Testing Accommodations

Extended Time for Timed Exams

The extended time accommodation applies to any quizzes, pop quizzes, tests, exams, etc. which have a time component. This includes assessments administered during a class period or online.

Please discuss the student's extended time accommodation with the student. Instructors may arrange for extended time to be accommodated within their department; however test locations throughout the University can assist in the administration of exams that cannot be accommodated by instructors. The student's Accommodations Memo informs instructors of the testing location(s) at which the individual student may test. Exams should be scheduled to be completed during test location business hours.

Although it is preferable that the student take exams at the same time as the class, exams should be scheduled so as to ensure the student does not miss any portion of any class. If using an extended time accommodation would cause the student to miss a portion of a class the exam should be scheduled at an alternate time.

If lecturing and administering a test during the class period, please ensure the student has equal access to the lecture. Lecturing at the beginning of class and then releasing the student will ensure the student does not miss part of the lecture. If activities, assignments, or presentations are part of the class period, it is important the student is able to participate.

Distraction Reduced Environment

Many students with various disabilities require a testing location with minimal distractions, both audible and visible. These students are not required to test in the classroom with the class.

If an instructor can provide a quiet location with minimal visual distractions the instructor and the student may choose to have exams administered by the instructor, a Graduate student, or other member of the department. Please remember an office with visual distractions, a phone that may ring, or where others may stop by does not meet the requirements of a distraction reduced environment. If a distraction reduced environment cannot be provided by the instructor, University test locations are able to provide this accommodation.

Large Print Materials

Some students require materials to be enlarged to a specific font or percentage. Information regarding exact enlarged font size can be found on a student's Accommodation Memo. [Tutorial](#) and other resources can be found on the Student Disability Services website under the Instructor Tab.

Reader or Scribe during Testing

SDS has a number of reader/scribes on staff to assist students using this accommodation. However, due to the complexity of some academic subjects, as well as specific terminology, it is best if the instructor or a Graduate Assistant (GA) from the college/department reads and/or scribes for the student. Readers read the test exactly as written. Scribes record verbatim what the student answers. SDS can provide a short training to GA's that instructors choose to assign as readers and/or scribes.

If a GA cannot be provided by the department and SDS does not have a reader/scribe on staff familiar enough with the subject matter and terminology of the course, please work with the college/department to identify a graduate or upper level student familiar with the course that SDS can hire to read/scribe for the student's exams.

Testing Processes by Location

Law School Testing

Law students who qualify for academic accommodations such as a reader, scribe, or use of certain adaptive software require the assignment of an individual room. Students with these types of accommodations generally take their exams in the Law School Library under the administration of the Law School Registrar.

A copy of the Accommodations Memo will be emailed to the Law School Registrar and to instructors. A link to fill out the testing agreement is within the memo. The agreement consists of six questions regarding the administration of exams for the Law School Registrar's reference.

Students will schedule their exams using the Student Accessibility Management platform. When a student schedules their test instructors will receive an automatic email notification with the date and time of the exam.

Any concerns regarding the scheduling or administration of a test should be immediately brought to the attention the Law School Registrar. Please visit the [Law School Registrar's website](#) for additional information and hours of operation.

Health Science Campus Academic Test Center (ATC)

Instructors are expected to work with the Academic Test Center (ATC) to arrange testing with accommodations when accommodations cannot be provided in the classroom. Please

visit the ATC website for additional information and hours of operation (<http://www.utoledo.edu/centers/testingcenter/>). Contact the ATC with questions about testing processes and procedures.

Main Campus Field House Test Center (FH)

If an instructor is unable to provide the testing accommodations outlined in the Accommodation Memo the FH Test Center is well equipped to provide many testing accommodations. The Accommodation Memo informs instructors if the FH Test Center is an appropriate alternative test location for the individual student based on their testing accommodations. Follow the FH Test Center procedures for scheduling, dropping off and picking up tests (<http://www.utoledo.edu/uc/testingservices/>). FH tests should be scheduled to be completed during test center hours. Be sure to discuss the start and end time of the test with the student to ensure they will have adequate time, including any extended time accommodation, to complete the test during FH location hours.

Main Campus Testing in Student Disability Services (SDS)

Students who qualify for academic accommodations such as a reader, scribe, or use of certain adaptive software require the assignment of an individual room. For example, a student may speak the answers using speech-to-text software to record their answers. Students with these types of accommodations are generally assigned SDS as their primary alternative testing location.

Students, while eligible for other accommodations, may choose to take some individual tests with only extended time in a distraction reduced environment. When a student chooses this option, the test can be administered at the FH Test Center. Maintain open communication with the student regarding each test and where it will be administered.

What is a Testing Agreement and who fills it out?

Near the top of the Accommodation Memo instructors will find a testing agreement for students who are eligible to test at SDS and the Law School Library. Complete this agreement in order to inform the testing location of how the test should be administered. If instructors plan on administering tests themselves they should email the Academic Accommodation Specialist for Testing or the Law School Registrar in order for this information to be documented. Instructors should still complete the testing agreement in the event that the instructor or the student decide at a later date that tests should be administered at the testing location.

A student who takes exams in SDS or the Law School Library is required to schedule the exam in the Student Accessibility Management (SAM) system 3 business days in advance. This allows the testing staff to coordinate any necessary academic accommodations (i.e. Braille material, room placement, test proctor, etc.). Instructors automatically receive an email once a student schedules an exam in SAM. Upon receipt of the email, the instructor should review the date and time at which the student has requested the test be administered. Generally students should schedule tests at the same time/date the class will be taking the test. Extended time, full access to another course, or testing location hours of operation may necessitate that the student schedule tests at a different time or on a different day. Students must schedule exams to be taken during business hours. If the instructor has concerns about the day or time the student is requesting to take a test, the instructor is encouraged to contact the Academic Accommodation Specialist for Testing or Law School Registrar. The Academic Accommodation Specialist for Testing can offer guidance to instructors in arranging for testing outside SDS.

For tests that do not require conversion to an alternative format (Braille or accessible digital text), send a copy of the exam, all instructions, and any materials the class is given to use during testing to the SDS or Law School Registrar's office at least 24 hours prior to the scheduled test start time.

Text only tests for students who require tests in Braille or an accessible digital format should be received at least 3 business days prior to the scheduled test date to allow time for conversion.

Tests that have tables, graphics, or pictures that need conversion to Braille or accessible digital format, should be received at least 5 business days prior to the scheduled test date to allow time for conversion.

Sending Tests to Student Disability Services

Tests can be sent to SDS in various ways:

- NOTE: Make sure to include the course name and section as well as the name of the student(s) when submitting exams in all formats.
- Uploaded using the link sent in the test request email. This is the preferred method. The system is secure and the test is electronically "tied" to the student's request as well as the testing agreement that was completed by the instructor.
- Sent through secure email at testing@utoledo.edu.
- Faxed through departmental fax at (419) 530.6137.
- Hand-Deliver directly to the SDS office. If delivering after hours, a locked drop box is located outside the front door.
 - a. * NOTE: SDS assumes responsibility for the security of the exam once it is received. Due to the variability of delivery, sending exams through campus mail is not recommended.

Academic Dishonesty

SDS adheres to the University's [Policy #3364-71-04 on Academic Dishonesty](#).

If academic dishonesty occurs during testing, the proctor will stop the exam immediately and inform the testing location staff. The exam will be returned to the instructor with a written explanation of what occurred.

Please contact the SDS Academic Accommodation Specialist for Testing with questions about testing processes and procedures prior to arranging administration of the first test in the course.

Laboratory/On-Site Testing

Tests in laboratories or on-site (such as, film, theatre, broadcasting, art etc.) can pose unique challenges. Remember, students should still be given their accommodations on written tests in these environments. It is often helpful to contact SDS and schedule a meeting with the student and his/her Accessibility Specialist to discuss how testing accommodations might be implemented in a laboratory class.

Possible considerations may include:

- If a reader or scribe is required could a GA be assigned?
- If a distraction reduced environment is required, can the materials needed to perform the activity be moved to another location or does the lab need to be reserved for some period of time so that the student can use the lab under distraction reduced conditions?
- If the student needs to use a certain type of adaptive technology, equipment, or furniture, is that set up and is it working properly?

Emergency Procedures

Accidents, natural disasters, medical crises and emergencies occasionally occur, as do emergency preparedness drills. Work with the student to develop an emergency plan of action. Ultimately, persons with disabilities are responsible for their own safety in an emergency situation.

The following are a few suggestions should an emergency situation arise.

Students with Mobility Disabilities

- In the event of a fire or other emergency requiring evacuation, persons with mobility disabilities should be guided out of the building to a safe distance from the building whenever possible and expedient. If this is not possible, the student should be

guided to a hall or a room as close as possible to a stairway, protected by fire-rated doors and/or walls. For some emergencies, this is impossible due to blocked emergency egress, requiring such persons to "shelter in place" instead.

- When a student shelters in place: note the relative location of the nearest stairway or room number (e.g., NW corner stairs, 5th floor) this will facilitate efficient rescue from these areas. Instructors should inform sheltering students that rescue personnel will be notified of their exact position. While waiting in the area of refuge, the sheltering student should not block any stairway, as this can harm the student or others evacuating via the stairway.
- In the event of a tornado, a person with a mobility disability should be guided to an area of refuge in an internal room, away from windows.
- In most instances, attempting to carry a person with a disability is dangerous and ill-advised, as it can cause injury to both the carrier and the student.
- Whenever possible, instructors should wait with students with mobility disabilities in areas of refuge. When this is not feasible, when possible these students should be left with a cell phone to communicate with outside personnel.
- Instructors should then alert emergency personnel of the location and need for evacuation of sheltering students.

Elevator Breakdowns and Repair

Elevator breakdowns and repair are a relatively common occurrence on campus and can be inconvenient or even life-threatening to a person needing such access. When an elevator serving their classroom ceases to operate, instructor should contact the [Facilities and Construction Office](#) at 419.530.1000 (Main Campus) or at 419.383.5353 (Health Science Campus) immediately. SDS should also be made aware of this accessibility issue. Finally, instructors of students with mobility disabilities who become aware of a long-term repair of an elevator that could interfere with classroom access should contact the Office of the Registrar's Classroom Scheduler about getting the class relocated to another site.

Students who are Blind or have Low Vision

Students with vision disabilities should already be familiar with their surroundings after mobility and orientation training. They may not, however, be aware of emergency exits. Additionally, regardless of their prior training or experience, students who are blind or have low vision may be prevented from accurately orienting themselves due to the extra noise and commotion common with emergencies. Instructor assistance is critical for their safety.

- During an emergency evacuation: Instructors should alert these students to the nature of the situation, offer them assistance, and guide them through the nearest emergency exit, out of the building, and to a safe distance.

- When sheltering in place: For emergencies (e.g., tornadoes) that require sheltering in a safe area inside the building, instructors should alert students to the nature of the situation, offer them assistance, and guide them to the secure shelter location.
- In all cases, a good way of offering assistance to a person who requires guidance is to use the "sighted guide" technique. The sighted person offers an elbow, which is grasped and held by the person with the vision disability. While guiding, the sighted person relays their current location to the guided person, advising of obstacles, debris, doorways, or narrow passages. Upon arrival to the appropriate place of safety, the guide orients the person who is blind or has low vision to the surroundings and determines if further assistance is needed.

Medical Emergency

Should a student experience a medical emergency, safety/risk management concern contact UT Campus Police at 419.530.2600.

Instructor Frequently Asked Questions

Who is responsible for determining appropriate accommodations?

SDS determines appropriate accommodations for UT students in consultation with the student. Instructor input is sought when needed to determine if an accommodation would be a fundamental alteration to the course. Decisions for accommodations are based on medical documentation, assessment of the students' functional limitations, the students' clarification about specific needs and limitations, and the course requirements and learning objectives.

What obligations do I have to honor requests for disability accommodations that are made late in the academic term?

SDS continuously reviews documentation and registering with the office is a process that may take many days or weeks. There are several reasons why a student may appear to have registered late with the office: medical offices' delay in sending appropriate documentation, time required to review documentation and determine appropriate accommodations, or recent discovery and diagnosis of a previously unknown disability. Whatever the reason, students may make requests for accommodations at any point during the semester. Planning ahead can help ensure the course is accessible and instructors are ready to provide accommodations to students with disabilities at any point during a semester. Some things instructors can do include creating or utilizing accessible digital text materials, using captioned audio material, and understanding the level of accessibility of any 3rd party software used in the class.

Will providing accommodations make a student less competitive when seeking employment?

Instructors may have had questions or concerns about whether accommodating students in class might make them less competitive in the job market. The ADA does provide for reasonable accommodations in private and public employment.

The Department of Justice does, however, see the academic environment as different from employment environment. In fact various academic environments are viewed differently. Accommodations that may be appropriate in the classroom may not be reasonable in a clinical or hands-on environment. Some academic accommodations that may not be applicable in the work place should still be provided by institutions of higher education. The goal of these accommodations is to provide equal access to education, not the guarantee of future employment. Please contact SDS to discuss specific issues.

Can a student get accommodations for a temporary condition, like a broken limb?

A student with a temporary injury/medical condition may request temporary assistance through SDS. Accommodations are provided only for the duration of the injury/medical condition. If a student is in need of temporary academic accommodations they may be directed to contact SDS or visit the SDS website for further information about the temporary eligibility process.

Am I obligated to comply with a student's request for accommodations?

If a student for whom an Accommodation Memo has been received requests accommodations not listed on their memo please refer them to SDS to make their additional request. SDS will determine if the additionally requested accommodation is reasonable and the instructor will be notified with an updated Accommodation Memo.

Instructors can also send an email or call to consult with an Accessibility Specialist.

If a student informs an instructor that they have a disability, even if they are not requesting an accommodation for the course, please refer them to SDS.

What is the process for registering with SDS and requesting academic accommodations?

Students provide documentation of their disability from a qualified professional. Students often provide documentation of their history of past use of academic accommodations.

Once found eligible students participate in an interactive intake meeting in which a student and an SDS Accessibility Specialist discuss the disability and the impact of the disability as it relates to the students' academics.

Students request accommodations each semester for each class in which they wish to use accommodations. Students may choose to utilize different accommodations in different courses depending on the nature of the course.

Is it fair to other students to provide accommodations to those students with disabilities?

It would be unfair, discriminatory and against the law not to provide the accommodations as the individual with the disability learns and performs in a different manner than the student without a disability. It is our goal as an institution to be inclusive by "leveling the playing field" as much as possible to ensure course and programmatic access to all students including students with disabilities.

I received the Accommodation Memo from SDS but the student never spoke to me about the memo or their accommodation needs. What do I do? What are my responsibilities?

Although SDS advises students to communicate directly with instructors about their accommodations, students have made the University and the instructor, as an agent of the University, aware of the need for accommodations in the course by entering and having requests approved through the Student Accessibility Management (SAM) online portal. Students are strongly encouraged to share their memo with their instructor and discuss their accommodations. SDS also recommends that instructors confidentially reach out to students once an Accommodation Memo is received. If a student does not communicate directly with the instructor the instructor is still responsible to provide the accommodations listed in the memo.

There is a student who uses a service dog in my class. How should I interact with the animal?

If the animal is in a harness or wearing a vest, the animal is "on duty" and working, or ready to assist the student. It is important not to distract the animal (i.e. by affection, petting, etc.) while it is working because it puts both the animal and the handler in danger. Even if the animal is "off duty" (out of the harness or not wearing the vest), it is important to ask the handler for permission before petting the animal.

I have a student in my class that has permission to audio record class lectures as an accommodation. I don't feel comfortable with this accommodation; do I need to provide this accommodation?

Yes. Students approved for this accommodation are legally entitled to audio record lectures for educational purposes.

I heard that all materials in all courses need to be captioned, is that true?

Captioned materials are recommended for all courses as this benefits all students in the course. It is required for all materials to be captioned if a student has indicated that this is a needed accommodation. Keep in mind that students may be found eligible for accommodations at any point during a semester so selecting captioned material whenever possible is suggested. SDS can assist in captioning material should a student be found eligible for this accommodation.

I am thinking about purchasing a software package that contains homework assignments, quizzes and tests that I might want to use in my class. What can I do to find out how accessible the product is?

Prior to purchase, ask the vendor to provide a VPAT and how their product meets the WCAG 2.0 standards and Section 508 Compliance. For additional information, please review the UT policy found at: [Technology Accessibility Policy Number: 3364-15-15](#)

A student has asked for accommodations. How can an instructor know that the student truly has a disability and needs accommodation?

If a student has registered with SDS, the instructor will receive an Accommodation Memo from SDS via their UT email account. Sent emails remain in our data management system so instructors can also call SDS to verify that an email was sent, or to have the email re-sent. The student also receives a copy of that Accommodation Memo and is encouraged to provide a copy to each of their instructors.

What recourse does an instructor have if they disagree about students' requests for accommodations?

While registered student requests for accommodations have been verified and are supported by SDS, some students may occasionally ask for accommodations that do not appear in the Accommodation Memo due to the nature of the course. To clarify any confusion or to consult about a requested accommodation, instructors should first contact the student's SDS Accessibility Specialist. If further attention to the issue is required, the Director of SDS is also available to discuss any instructor concerns.

Are all University departments, colleges, and professional degree programs obligated to accept applicants with disabilities, assuming they have met all other admission requirements?

Students with disabilities must meet the same requirements as all other students when being considered for acceptance in a program. If a student has done so and is otherwise qualified for acceptance, then any disability-related concerns cannot be taken into consideration.