



THE UNIVERSITY OF
TOLEDO

Office of Accessibility
and Disability Resources

Office of Accessibility and Disability Resources Instructor Handbook

Table of Contents

Introduction.....	4
Title II of the Americans with Disabilities Act (ADA) of 1990 as Amended	4
Section 504, Rehabilitation Act of 1973	4
What is an Accommodation?	4
Section 1: General Considerations.....	5
University of Toledo Nondiscrimination Policy	5
Instructor Responsibilities	5
Communicating with Students.....	6
Student Responsibilities.....	6
The Office of Accessibility and Disability Resources Responsibilities	6
Section 2: Best Practices	7
Syllabus Disability Accommodation Statement	7
Provision of Accommodations	7
Expectations for Academic Competency	7
Good Design	8
Ensuring all course materials are accessible	8
Selecting Textbooks.....	8
Selecting Video Materials	9
Third Party Software	9
Communication with Student.....	9
Section 3: Common Accommodations.....	9
Braille Materials	9
Accessible Digital Text Material or Electronic Text/E-Text.....	9
Sign Language Interpreting, Speech-to-Text, CART, and Closed Captions	10
Etiquette when working with students and Interpreters:.....	10
Speech-to-Text/CART:.....	11
Captioned Materials:.....	11
Captioning Lecture Captures:.....	11
Assistive Listening Devices.....	11
Breaks/Access to Food or Drinks	12
Classroom Adaptations	12
Disability-Related Absences and Assignment Deadlines	12

What if the instructor feels the Attendance Accommodations fundamentally alters the course?	12
Experiential Learning	13
Lab Assistant	13
Note-Taking Assistance	13
Audio Recording:	13
LiveScribe Smartpen:	13
Copy of Recorded Lecture:	14
Access to a Computer or Electronic Device for Taking Notes	14
Preferential Seating	14
Testing Accommodations	14
Assistant during Testing	14
Distraction Reduced Environment	14
Extended Time for Timed Testing	14
Large Print Materials	15
Testing Instructions by Location	15
Health Science Campus Students	15
Law School Students	15
Testing: Main Campus Students	16
Laboratory/On-site Testing	16
Section 4: Emergency Information and Procedures	16
Students with Mobility Impairments	16
Students who are Blind or Low-Vision	17
Medical Emergency	17
Elevator Breakdowns and Repairs	18
Section 5: Frequently Asked Questions by Instructors	18

Introduction

The Office of Accessibility and Disability Resources (ADR) at the University of Toledo (UToledo) is committed to ensuring students with disabilities are afforded equal access to an educational experience through the provision of academic accommodations. Our office 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, 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 disabled student. Accommodations provide the student with the opportunity to demonstrate competency, academic knowledge, or proficiency of skills. Accommodations mitigate the impact of a person’s disability on their access to academic content and means of demonstrating their mastery of the content.

Federal law expects that such accommodations be offered at UToledo unless they are unreasonable or inappropriate. An Accommodation is generally considered reasonable unless it gives rise to one of several specific conditions.

1. 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.
2. Anything that would cause undue hardship to the University is not reasonable.

4. 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 The Office of Accessibility and Disability Resources if they suspect an accommodation is unreasonable or inappropriate given the course objectives.

Section 1: General Considerations

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

Reinforcing longstanding institutional policy, the Act and other laws require UToledo 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 recommendation letters, academic admissions, scholarships, or academic employment unless the student specifically requests that this information be included.

While students requesting accommodations in the classroom must self-disclose as a disabled individual with our office, they are not obligated to reveal information pertaining to their impairments/medical conditions or nature of their limitations to their instructors. Some students may choose to share their disability identity with their instructors, but many may not wish to discuss the specifics. Additionally, the Office of Accessibility and Disability Resources will not disclose any student's disability unless that student has granted written permission.

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.

University of Toledo Nondiscrimination Policy

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

Please review the [University of Toledo Nondiscrimination on the Basis of Disability - ADA Compliance Policy](#) using this link.

Instructor Responsibilities

The Office of Accessibility and Disability Resources 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 has completed the affiliation process with our office and lists the accommodations the students has selected to use in the specific course.

The Accommodation Memo is sent via 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, caught by surprise, and the possibility of being surrounded by other students with questions before or after class.

This also ensures privacy, less distraction, and a more comfortable working environment for discussing any logistical arrangements (test taking locations, when extended time is needed). Remember, the conversation should focus on the provision of accommodations not on impairment/medical condition.

Sometimes instructors may be the first person to whom a student discloses a disability. When this occurs, the instructor should refer the student to our office.

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. The Office of Accessibility and Disability Resources works with each student individually to identify appropriate accommodations.

Student Responsibilities

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

The Office of Accessibility and Disability Resources Responsibilities

The Office of Accessibility and Disability Resources is responsible for verifying disability status and determining reasonable academic accommodations in partnership with each student. Our staff serve as a resource to instructors as well as students. Our staff are available for consultation or to meet with instructors and students to discuss access and 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 our office.

Section 2: Best Practices

The following best practices would aid in fostering collaboration between The Office of Accessibility and Disability Resources and Instructors.

Syllabus Disability Accommodation Statement

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu

Provision of Accommodations

The Office of Accessibility and Disability Resources is the sole campus office authorized to review disability documentation and determine eligibility and reasonableness for specific accommodations. Some students with disabilities are not affiliated with our office. If an instructor has not received an Accommodation Memo, the instructor is not required to provide accommodations.

Instructors are under no obligation to retroactively fix any issue arising from a student's choice to forgo accommodations. Instructors may consult with us for further guidance on the reasonableness, appropriateness, parameters, or adequacy of approved accommodations.

Expectations for Academic Competency

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. Disabled students can display a wide range of academic abilities and competency as well. Students affiliated with the Office of Accessibility and Disability Resources have experience advocating for accessibility. They are knowledgeable about the strategies and accommodations that work for them as well as the assistive technology they use. Meeting with the student individually can provide instructors with additional insights and helpful suggestions.

Good Design

The Office of Accessibility and Disability Resources recommends the following practice to support Universal Design in Learning (UDL) for classes. 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.

Ensuring all course materials are accessible

Course materials refer to but are not limited to; class handouts, postings on Blackboard, PowerPoint presentations, course packets, library reserves and any other materials not named. Refer to the [Instructor Tab](#) of our website for helpful tutorials. These tools will help in creating accessible materials.

All course content loaded into Blackboard is the instructor's responsibility. UToledo Online Instructional Designers can provide guidance for instructors who are committed to making their classroom material accessible for everyone, including students with disabilities. Following UToledo Online guidelines can help instructors ensure that content is accessible. Incidentally, utilizing closed captioned media or electronic documents also aids students without disabilities because it supports multimodal learning.

Selecting Textbooks

When possible, order textbooks from publishers that provide an accessible digital version or choose texts that are natively digital. Ask when selecting your textbooks if an accessible digital version is available.

In the event a digital file isn't available, as for an extra desk copy for use by our office to convert into an electronic accessible format. We will need to cut the spine of the book and remove all pages for proper scanning. If this copy isn't available, will work with the publisher to get an accessible copy.

For textbooks that are electronic or come with a CD or other digital material used for testing, homework, or other assignments, instructors should inquire about the accessibility of these materials prior to purchase.

1. Ask the publisher questions about the accessibility of all materials you will be using.
 - a. Ask if they have a Voluntary Product Accessibility Template or VPAT.
 - b. To learn more about the importance of a VPAT, visit the US Department of State website: [VPAT](#) .
2. Review the University of Toledo [Technology Accessibility Policy](#) .

Selecting Video Materials

When possible select video content that already has closed captions available.

For physical copies of video materials (CD's, VHS tapes, etc.) the instructor will need to drop off the material to The Office of Accessibility and Disability Resources (Rocket Hall 1820). The material will be promptly captioned, and the instructor will be notified via email when the material has been completed. When you drop off the material, please include a note containing instructor's name, course name and number along with contact information.

Third Party Software

Audio/video material in 3rd party software (MyLabs, Connect, etc.) are required to be captioned or have transcripts available. It is recommended that the instructor communicate with the publisher and ask for a captioned version or for transcripts if media does not appear to be captioned.

Communication with Student

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 their class. 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 part, is feasible and helpful to students and saves instructors from re-working inaccessible materials.

Section 3: Common Accommodations

Accommodations are based on the barriers experienced by the disabled student in the environment, interacting with technology, and participating in programs. Each student's experiences are unique; however, there are some common accommodations that may be provided to disabled students. Some common accommodations are listed below.

Braille Materials

Please contact The Office of Accessibility and Disability Resources and set up a meeting to discuss the syllabus, textbook, and course materials. Conversion to Braille can take a significant amount of time. Our office works with instructors to evaluate course materials and to develop a timeframe for conversion to Braille. Planning and collaborating with our offices serves to ensure the timely availability of Braille materials to the student.

Accessible Digital Text Material or Electronic Text/E-Text

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/or graphic images and photos will not be described.

Students utilizing this accommodation should receive all converted materials at the same time as their peers. This requires particular proactivity from the instructors of students who receive these accommodations, ideally through selecting already-accessible materials (print materials available in a searchable text digital version, audiovisual recordings with accurate closed captions embedded, etc.)

Teamwork is essential in the e-text process. Effective communication between the instructor, our office, and the course designer is critical in providing access to accessible materials. The Office of Accessibility and Disability Resources is committed to supporting instructors in creating accessible course materials. For material placed on Blackboard, please use [Ally](#), a tool integrated in Blackboard that gives you recommendations and steps on making your documents accessible.

The Office of Accessibility and Disability Resources is able to assist instructors with this process. If instructors need accessible formats for print or audiovisual materials for their students, it is critical that they inform us as soon as possible by emailing accessibility@utoledo.edu or your course designer with UToledo Online with material that needs to be made accessible.

Sign Language Interpreting, Speech-to-Text, CART, and Closed Captions

Students who are Deaf or Hard of Hearing may request access through facilitated communication with a sign language interpreter or a real-time speech-to-text captioner.

Etiquette when working with students and Interpreters:

- Have a seat available for the Interpreter in the classroom
- When talking to a student, talk directly to them and not to the Interpreter.
- It is not rude to ignore the Interpreter, in fact, they are trained to act as a conduit between the instructor and the student. They 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 effective communication to the student.

Speech-to-Text/CART:

Some Deaf or Hard of Hearing students utilize live real-time captioning that is provided by a CART captioner. The captioner provides services from 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. The captioner will listen and type a transcript of what is being said during the class. The student may use a computer, phone, or other electronic device to read the real-time captions during the lecture.

Speak clearly, maintain a good voice volume, and stay within range of the microphone. Repeat questions or comments made by students in the class to assist the captioner to accurately reflect the class experience. Materials that have an audio component should be closed 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. Please note that auto caption material available through YouTube is not reliable and are not considered 'equal accesses without significant editing.

If a captioned version of the material is not available, our office can caption material. Captioning videos can require significant front-end work. Because of this, selecting course videos in a timely manner is critical.

Without sufficient notice of selections, our office cannot promptly convert materials to an accessible format. For these reasons, instructors are advised to submit their audiovisual material selections to our office as early as possible.

Captioning Lecture Captures:

Lecture capture videos include but are not limited to Echo 360 and Blackboard Collaborate platforms. Requests for captioning can be sent to accessibility@utoledo.edu.

Assistive Listening Devices

It may be necessary for instructors to wear a microphone, or to place equipment or microphone in the classroom in order to accommodate students that require the use of assistive listening devices (FM or Infrared unit) in order to access the lecture (talk, conversation) or audio portions of the course.

Please ensure that all guest speakers wear a microphone as well. It is recommended that instructors repeat questions or comments made by students in the room for clarity.

Breaks/Access to Food or Drinks

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

Classroom Adaptations

Students with disabilities may require an accessible classroom or furniture. When reviewing a classroom plan, think about how a person with a mobility impairment would maneuver through the building to the classroom as well-as the classroom.

Some students may also require adaptive classroom furniture or equipment. We work with Classroom Services and facilities to provide adaptive furniture, equipment, and software to students who use this accommodation. Some examples are – but not limited to a stool, chair without arms, computer software, adaptive mouse and/or keyboard, and wheelchair accessible computer desk.

Disability-Related Absences and Assignment Deadlines

Students with this accommodation have conditions that are unpredictable and episodic in nature, which may occasionally impact attendance and the ability to meet deadlines.

In accordance with the [University of Toledo Missed Class Policy](#) or program professionalism Standards, the student is expected to notify the instructor and their Accessibility Specialist in a timely manner when there is a disability-related absence.

A disability-related absence counts as an excused absence as specified in the syllabus and the student is not required to provide a medical note. If the student is unable to meet attendance and deadline requirements as specified in the syllabus, please refer the student to us.

What if the instructor feels the Attendance Accommodations fundamentally alters 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 being taught.

Instructors should review and answer the questions below. If, after answering these questions, the instructor believes the accommodation is a fundamental alteration, we should be contacted immediately for consultation:

1. Is there important classroom discussion between students facilitated by the instructor?
2. Are there classroom interactions and dialogue between the instructor and students and among the students themselves? Why are these interactions 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 the 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?

Experiential Learning

Examples of experiential learning include: Field Placement, Clinical, Clerkship, Practicum, Co-op, Student Teaching, Internships, or experiences that are often 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 traditional classroom setting. SDS encourages instructors to contact the student's Accessibility Specialist with any questions or concerns regarding accommodations in these courses.

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 enrolled student.

A lab assistant will not do the work in place of the student. Instead, the lab assistant is there to provide access by describing components of the lab or to gather and manipulate the instruments necessary for the lab.

Note-Taking Assistance

Students may use various types of note-taking technology based on what will be effective given the functional limitations of their individual disability. Below are a few common types of note-taking tools.

Audio Recording:

Audio recording lectures allows student to take notes during lectures and fill gaps in their notes after class. Students are able to take more comprehensive and helpful notes when allowed to replay sections of a lecture repeatedly.

LiveScribe Smartpen:

This device allows the student to write and record what is written by the student and the lecture at the same time.

Copy of Recorded Lecture:

Access to the recorded file is often helpful to students. It allows students to re-play the lectures and take notes at their own pace.

Access to a Computer or Electronic Device for Taking Notes

Student may use an app or software to take notes.

Preferential Seating

Instructors should work with students to identify a conducive seating arrangement within the classroom.

Testing Accommodations

Assistant during Testing

Our office can provide a student staff to assist students using this accommodation. However, due to the complexity of some academic subjects, it is best if the instructor or a Graduate Assistant from the college/department scribes for the student. Scribes record verbatim what the student answers. We can provide a short training to GA's. If a GA cannot be provided by the department and our office does not have student staff familiar enough with the subject matter and terminology of the course, please work with the college or department to identify a graduate or upper-level student familiar with the course that we can hire as a test assistant.

Distraction Reduced Environment

Many students with various disabilities require a testing location with minimal distractions; both audible and visual stimuli can impact concentration. Distraction-reduced is defined as space outside of the classroom. Students with this accommodation can be placed in a separate room to test together.

If an instructor can provide a quiet location with minimal visual distractions, the instructor and the student may choose to have tests administered by the instructor, Graduate Assistant, or other department member. Remember, an office with visual distractions, a ringing phone, or where others may stop by does not meet the requirements of a distraction reduced environment. If this type of environment cannot be provided by the instructor, University of Toledo testing locations are able to provide this accommodation.

Extended Time for Timed Testing

The extended time accommodation applies to any quiz, pop quiz, test and/or exam which has a time component. This includes assessments administered during a class period or online.

Please discuss the student's extended time accommodation with them. Instructors may

arrange for extended time to be accommodated within their department however, locations including Memorial Field House Testing Center on Main Campus, Academic Testing Center on the Health Science Campus, and the College of Law of Toledo can assist in the proctoring of tests that cannot be administered by instructors. For online exams, instructors are responsible for providing the time extension.

The Accommodation Memo informs instructors of the testing locations at which the individual may test. Tests must be scheduled to be completed during the testing location's regular hours of operation.

The student should take tests at the same time as the class. Tests 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 test should be scheduled at an alternative time.

If instructors plan to lecture and administer a test during the class period, ensure that the student has equal access to the lecture. Lecturing at the beginning of the class and testing 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 for the student to participate.

Large Print Materials

Students may require paper material to be enlarged to a specific percentage or they may need a specific font style. Information regarding exact enlarged font size can be found on the student's Accommodation Memo.

Testing Instructions by Location

Health Science Campus Students

For students testing at the HSC Academic Testing Center (ATC): a copy of the Accommodations Memo will be emailed to the Testing Center staff as well as to the Clinical or Academic Coordinator(s).

Instructors are expected to work with the ATC to arrange for accommodated tests. Visit [Academic Testing Center](#) for additional information and hours of operation and contact the ATC with any questions about UToledo testing processes and procedures.

NOTE: Schedule tests early enough in the day in order to receive full accommodation time based on hours of operation of the ATC.

Law School Students

For students testing at the Law School: A copy of the Accommodations Memo will be emailed to the Law School Registrar and to the instructor.

Students utilizing accommodations generally take their exams in the Law School Library under

the administration of the Law School Registrar.

Contact the [Law School Registrar](#) with any questions about testing processes and procedures prior to taking the first test. Any concerns regarding the scheduling or administration of a test should be immediately brought to the attention of the Law School Registrar. Please visit the [Law School Registrar](#) for additional information and hours of operation.

Testing: Main Campus Students

If an instructor is unable to provide the testing accommodations within the department or college as outlined in the Accommodation Memo, the test may be administered at the Memorial Field House - FH1080.

Contact the [Field House](#) Testing Center to ask questions about testing processes, procedures, and hours of operation. Be sure to discuss the start and end time of the test with the student to ensure they will have adequate time to complete the test.

Laboratory/On-site Testing

Tests in laboratories or on-site such as film, theater, broadcasting etc. can pose unique circumstances. It is often helpful to schedule a meeting with the student and their Accessibility Specialist to discuss how testing accommodations might be implemented in a laboratory class setting.

Possible considerations may include:

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

Section 4: Emergency Information and Procedures

Accidents, natural disasters, medical crisis, and emergencies occur, as do emergency preparedness drills. Work with students to develop an emergency action plan. Ultimately, disabled individuals are responsible for their own safety in an emergency.

Here are a few considerations in case an emergency arises:

Students with Mobility Impairments

In the event of a fire or other emergency requiring evacuation, persons with mobility impairments 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, not the relative location of the nearest stairway or room number to facilitate efficient location and rescue from those areas. Instructors should inform sheltering students that rescue personnel will be notified of their exact position. While waiting, the sheltering student should not block any stairway, as this can harm the student and hamper evacuating via the stairway.

In the event of a tornado, the student 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 impairments in areas of refuge. When this is not feasible, these students should be left with a cell phone to communicate with outside personnel.

Instructors should alert emergency personnel of the location and need for evacuation of this student.

Students who are Blind or Low-Vision

Students with visual impairments may not be aware of emergency exits.

During an emergency, evacuation instructors should alert these students to the nature of the situation, offer assistance, and guide students through the nearest emergency exit, and out of the building to a safe location.

When sheltering in place that require sheltering in a safe area inside the building, instructors should alert students to the nature of the situation, offer assistance, and guide the student 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 impairments. While guiding, the sighted person relays their current location to the guided person; advising obstacles, debris, doorways, or narrow passages. Upon arrival to the appropriate safe place, the guide orients the person to their surroundings.

Medical Emergency

Should a student experience a medical emergency, safety, or risk management concern – Dial

911.

Elevator Breakdowns and Repairs

Elevator breakdowns and repairs can be inconvenient or even life-threatening to a person needing such access. When an elevator serving their classroom ceases to operate, instructors should contact the [Facilities and Construction Office](#) at 419.530.1000 for Main Campus or call 419.383.5353 for the Health Science Campus immediately.

The Office of Accessibility and Disability Resources should also be made aware of this accessibility barrier. Finally, instructors of students with mobility impairments who become aware of a long-term repair that could interfere with classroom access should contact our office to request that the class be relocated to an accessible space.

Section 5: Frequently Asked Questions by Instructors

Q: Who is responsible for determining appropriate accommodations?

A: The Office of Accessibility and Disability Resources determines appropriate accommodations for UToledo 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.

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

A: The Office of Accessibility and Disability Resources continuously reviews applications and documentation. There are several reasons why a student may appear to be making accommodation requests late in a semester: medical office delays 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.

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

A: 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 the workplace. In fact, various academic environments are viewed differently. Accommodations that may be appropriate in the classroom may not be reasonable in a clinical or experiential learning environment.

Some academic accommodations that may not be applicable in the workplace should still be provided by institutions of higher education. The goal of these accommodations is to provide equal opportunity to the educational experience, not to guarantee future employment.

Q: Can a student get accommodations for a temporary condition?

A: A student with a temporary injury/medical condition may request temporary assistance through affiliating with our office. Accommodations are provided only for the duration of the injury/medical condition.

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

Instructors are obligated to provide accommodations listed in the accommodations memo. If the student requests an accommodation not stated in the accommodations memo, please direct them to our office. We will determine if the additionally requested accommodation is reasonable and the instructor will be notified with an updated Accommodations 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 our office.

Q: What is the process for setting up accommodations and requesting academic accommodations with the Office of Accessibility and Disability Resources?

A: Student submits an application through our online portal with a personal narrative explaining barriers experienced due to disability and impact of impairment/medical condition on their academic experience. Students may provide documentation of their disability from a qualified health care provider. Students may also provide documentation of their history of past use of academic accommodations. The final step is for students to participate in a Disability Access Initial Appointment in which the student and an Accessibility Specialist to set up accommodations and receive training on utilization of their accommodations.

Students request accommodations memos each semester for each class in which they wish to use accommodations through the Student Accessibility Management (SAM) system. Students may choose to utilize different accommodations in different courses depending on the nature of the course.

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

A: It would be unequitable, discriminatory and against the law not to provide accommodations to disabled students. 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 offering an equitable experience for students with disabilities.

Q: I received the Accommodation Memo, but the student never spoke to me about the memo or their accommodations needs. What do I do? What are my responsibilities?

A: 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 and sent to instructors through the Office of Accessibility and disability Resources' Online Portal.

Students are strongly encouraged to communicate with each instructor and discuss implementation of accommodations. It is recommended that instructors privately reach out to students once an accommodations 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.

Q: There is a student who is accompanied by a service dog in my class. How should I interact with the animal?

A: 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., with affection, petting, clapping etc.) while it is working. This type of interaction puts both the animal and the handler in danger. Even when the animal is “off duty”, not in a vest or harness, it is important to ask the handler for permission before interacting with the animal.

Q: 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.

Q: 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?

A: Prior to purchase, ask the vendor to provide you with their Voluntary Product Accessibility Template (VPAT), and ask how their product meets the WCAG standards and Section 508 Compliance. Please submit information about how the product will be used along with the VPAT to accessibility@utoledo.edu. Our office can provide guidance and consultation. For additional information, please review the University of Toledo policy for [Technology Accessibility](#).

Q: What recourse does an instructor have if they disagree about student's requests for accommodations?

A: While student requests for accommodations have been verified and are supported by our office, 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 students Accessibility Specialist. If further attention to the issue is required, our Director is also available to discuss any instructor concerns.

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

A: If a student has established services with the Office of Accessibility and Disability Resources and made a formal request to utilize accommodations, the instructor will receive an Accommodation Memo from our office via their UToledo email.

Sent emails remain in our online portal so instructors can also call us to verify that an email was sent or to have it resent if needed. Additionally, the student receives a copy of the same email and can provide it to an instructor.

Q: Are all University of Toledo departments, colleges, and professional degree programs obligated to accept applicants with disabilities, assuming they have met all other admissions requirements?

A: 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 admission, then any disability-related concerns cannot be taken into consideration.