

# HANDBOOK FOR FACULTY

## ACCESSIBILITY RESOURCES AND SUPPORT SERVICES FOR STUDENT

**Dear Faculty,**

Every student at CUWAA brings unique strengths and experiences, and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capacities. There is no need to dilute curriculum or to reduce course requirements for students with disabilities. Although, special accommodations may be needed in the way information is presented and in methods of testing and evaluation. Providing accommodations ensures equal opportunities for success in mastery of course material; it does not mean compromising the content, quality or level of instruction. All students are required to meet a standard of competency in course work; students with disabilities are no exception.

The purpose of this handbook is to provide CUWAA faculty with practical information and suggestions in working with students with disabilities. It also offers important guidelines and suggestions for educating and accommodating students with disabilities. Students with disabilities are a rapidly growing minority in American Higher Education. The obligation to accommodate these students extends beyond the moral responsibility and our university's commitment to academic success, there is also a legal imperative to ensuring students have equal access to educational programs and activities. As faculty you also have certain rights, which are delineated in this handbook. The Academic Resource Center (ARC) is available to assist you in finding the balance of providing the accommodation(s) without compromising the learning experience and technical standards of CUWAA programs.

Thank you for taking the time to review the Handbook that has been created for CUWAA faculty and staff. We hope this handbook will become an essential manual that you will refer to often as you seek to accommodate students in the classroom and in educational services at CUWAA. We welcome your ideas and modifications for future additions. Should you have any questions or concerns not addressed within this handbook please contact the ARC office on your campus: at CUW at (262) 243-4299 or [arc-as@cuw.edu](mailto:arc-as@cuw.edu), at CUAA at (734) 995-7582 or [arc-as@cuaa.edu](mailto:arc-as@cuaa.edu), (or come visit us in the ARC).

***CUWAA Academic Resource Center (ARC) Staff***

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## **ABOUT STUDENT ACCESSIBILITY SUPPORT SERVICES**

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The ARC-Accessibility Services Office seeks to facilitate and enhance the learning effectiveness of students. It is essential that both students and faculty understand that difficulty with an academic task may not necessarily be related to cognitive ability, but may be due to differences in learning styles or modalities; previous academic experiences; learning and physical disabilities; life experiences; language skills; or psychological or social demands of this environment.

The ARC-Accessibility Services Office is committed to ensuring that all students with disabilities are provided access to all facets of CUWAA. We are available to assist and coordinate support services and programs that enable students with disabilities to maximize their educational potential, as well as help increase awareness among all members of CUWAA, so that students with disabilities are able to achieve academic success based on their abilities, not their disabilities. The ARC-Accessibility Services Office assists students with disabilities by determining their eligibility for services and then working with students to determine reasonable accommodations and services which will, in turn, give the student equal access to the University.

## **LOCATION AND HOURS**

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### **ARC STAFF OFFICE HOURS**

Monday through Friday - 8:00am to 4:30pm

Student Workers help to keep the ARC open Monday through Thursday – 8:00am-8:00pm;  
Friday 8:00am-4:30pm  
Sunday – 4:00pm – 8:00pm

### **TESTING HOURS:**

Exam administration is available Monday through Friday – 8:00am to 4:30pm  
All tests in the testing center must be completed during these hours, unless special arrangements have been made.

### **CAMPUS ARC LOCATIONS:**

CUW – Rincker 206  
CUAA – Zimmerman Library

## DISABILITY LAW

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The ARC-Accessibility Services Office provides academic services and accommodations for students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Students disclosing a diagnosed disability with evidence of a functional limitation that impacts the individual in the academic setting will be provided with reasonable accommodations.

Students with disabilities must be able to perform the essential functions (technical standards) of the curriculum, with or without accommodations, and present no threat to the safety and well-being of others. It is the responsibility of the individual student to request accommodations, provide documentation, interact with ARC personnel, and to advocate on their own behalf.

The ARC-Accessibility Services Office requires a personal interview (interactive process) and/or documentation of the disability to determine appropriate services and accommodations.

### SECTION 504 OF THE REHABILITATION ACT OF 1973

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

Academic institutions are required to provide the same opportunity for students with disabilities as those that are available to other students. Students who have self-identified, provided appropriate documentation of their disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

### AMERICANS WITH DISABILITIES ACT OF 1990

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The ADA reinforced the provisions of the Rehabilitation Act and was designed to extend civil rights protection to people with disabilities. It requires that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue hardship would result.

### ADA AMENDMENTS ACT OF 2008

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“Mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapist and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law.” The ADAAA clarifies the coverage of impairments to include those that are “episodic or in remission that substantially limit a major life activity when active, such as but not limited to, epilepsy or post-traumatic stress disorder.”

## DISABILITY DEFINED

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Under the ADA, an individual with a disability is a person who:

- 1) has a physical or mental impairment that substantially limits one or more of the major life activities of the person; OR
- 2) has a record of such impairment; OR
- 3) is regarded as having such impairment.

A major life activity under the ADA includes: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

The ADA included reading, bending, communicating, thinking and concentrating as major life activities. Additionally, major bodily functions such as “functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions” were also included within the ADA.

A qualified person with a disability is defined as one who “meets the academic and technical standards requisite to admission or participation in the education program or activity.”

## REASONABLE ACCOMMODATIONS

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A reasonable accommodation is a modification or adjustment to a condition that would otherwise cause a student, because of a disability, to be at a disadvantage relative to non-disabled students in their access to the university’s programs for students.

Reasonable accommodations provide equitable access to programs or facilities and do not fundamentally alter the essential nature of a course or academic program. For an accommodation to be reasonable it also must not cause an undue financial or endanger the safety of self, or others.

***\*\*Accommodations are never designed to substantially alter the curriculum or eliminate the student from meeting the academic or technical standards.***

## HOW ARE REASONABLE ACCOMMODATIONS DETERMINED?

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Documentation of the student's disability and recommendations made by the diagnosing professional are reviewed during an interactive process by the ARC Director – CUW, Assistant ARC Director - CUA;A;

- **The Interactive Intake Process follows a set of guided questions.** The Accessibility Services Office does not diagnose or suggest that a student has a disability. The conversation is started by asking the student to identify and explain their disability. The conversation (**interactive process**) involves a series of questions led by the Director of the ARC, that 1. helps determine how the student's disability creates a barrier to access their education, 2. how they have struggled with learning in the past and 3. what accommodations that they have had in the past have been the most helpful.
- **Accommodations are determined on an individual, case-by-case basis, never by disability label.** In some rare instances, the program director/dept chair may be asked if an accommodation is reasonable given the technical standards of the academic program.
- **Needs vary among individuals with the same disability, therefore, suggestions represent only general guidelines for classroom adaptations.** It is important to remember that a student may have multiple disabilities that have to be taken into consideration. Some students may have disabilities that are not obvious when speaking with the student. Therefore, please do not assume that because you are not able to observe obvious signs of a person having a disability, that the student is not disabled. The fact that the student has been determined eligible to receive accommodations by the ARC means that the student has submitted documentation and is officially registered with the University as having a disability.
- **With certain accommodations, such as flexible attendance, arranging suitable adjustments involves a shared responsibility between the professor and the student.** In this instance students with disabilities are responsible for bringing their individual needs to the attention of the instructor once the faculty notification has been sent out; however, students may be hesitant to make special requests. It is suggested that early in the semester instructors make a general announcement or direct students to information on accessibility services located in the course syllabus.
- **Examples of reasonable accommodations include, but are not limited to:** extended test taking time, use of assistive technology for audio-notetaking, accessible format for text to speech programs or testing in a distraction-free environment.

## CONFIDENTIALITY AND RELEASE OF INFORMATION

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The ARC-Accessibility Services Office is committed to ensuring that all information regarding a student's disability is kept in accordance with state and federal laws. The U.S. Department of Justice has indicated that a faculty or staff member generally does not have a need to know what the disability is, only that it has been *appropriately verified by the office assigned this responsibility on behalf of the institution*. Faculty and staff do not have the right to demand access to the actual documentation, including test scores, dates, or names of professionals providing such documentation.

Disability related records are not subject to free access under FERPA. The Act exempts such disability related records that are used for support of the student and that are available only to service providers and other professionals chosen by the student. Faculty and staff should be aware that for many students, disclosing their disability to a faculty member can be threatening and difficult. This is especially true of newly diagnosed students or students with an acquired disability who have not had to explain it to anyone before now.

## UNIVERSITY OBLIGATION

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The University has an obligation to confirm that students receiving accommodations have verified disabilities according to state and federal law. The ARC-Accessibility Services Office requests disability documentation on this information. Accommodations and services may not be provided if the student does not provide appropriate documentation of a disability through the interactive process, does not have a diagnosed disability, or does not follow policies and procedures. Disability documentation/information is housed in a confidential student file and does not become part of the student's academic record.

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Students have a right to confidentiality. In accordance with state and federal laws, the University recognizes that student records for the purpose of disability documentation, disability determination, and accommodation determination are confidential and are treated as such. However, a student's right to privacy must be balanced against the University's need to know the information in order to provide requested and recommended services and accommodations.

A student's self-disclosure of a disability is voluntary. Students are never obligated to self-disclose their disability to the ARC-Accessibility Services Office, faculty, or staff. However, students who wish to obtain accommodations and/or other disability-related services must self-disclose their disability to the ARC-Accessibility Services Office and officially request accommodations.



## CONFIDENTIALITY AND DISCLOSURE

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- Students must disclose their disability by completing the **Self- Disclosure and Accommodation Request Form**. This acknowledges an understanding that in order for the ARC-Accessibility Services Office to coordinate, advise, or administer requested accommodations, verification of one's disability is necessary.
- Disability related information is to be treated as medical information. Any information that regards a student's disability is considered confidential and shall be shared with others within the institution on a need-to-know basis and only for the purpose of assuring appropriate accommodations.
- A student's disability-related information remains housed in the ARC-Accessibility Services Office in a confidential electronic file that is secured and accessible to only ARC Staff. The information does not become a part of the student's academic record.
- A student's disability-related file will not be released except in accordance with federal and state laws or pursuant to a court order or subpoena.
- If a student wishes to have his/her information shared with others, the student must provide a written authorization for the ARC staff to release the information.
- If a student asks that ARC staff not discuss their situation with faculty or staff, their request will be honored. However, students must understand that if they are requesting the ARC-Accessibility Services Office to provide accommodations and if they prohibit the individuals responsible for implementing accommodations from discussing critical components of the situation, then it may not be possible to implement an accommodation.
- Under the Privacy Act students may request access to their personal file as long as the confidentiality and privacy of others is respected and neither the student nor anyone else is thereby put at risk.

## FACULTY RIGHTS AND RESPONSIBILITIES

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### Faculty and Staff have a Right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, and activities and to evaluate students on this basis;
- Identify and maintain the academic and technical standards that are fundamental to providing a quality academic program, while ensuring the right of individuals with disabilities;
- Refuse an unreasonable accommodation, adjustment, or auxiliary aid or service that imposes an undue hardship or a fundamental alteration of a program or activity at CUWAA;
- Select and recommend accommodations that are equally effective for individuals with disabilities.

### Faculty and Staff have the Responsibilities to:

- Include a statement on syllabi to inform students with disabilities how to access accommodations on campus through the ARC-Accessibility Services Office.
- Maintain the same academic standards for all students, as with appropriate accommodations students with disabilities should be expected to perform at the same academic proficiency levels as their non-disabled peers.
- Work cooperatively with the students and the ARC-Accessibility Services Office in providing accommodations **only** when an approved accommodations notification from the ARC has been received.
- Ensure that students receive the needed accommodations without undue complications.
- Provide, in a timely fashion, test materials the ARC Testing Coordinator may need to ensure appropriate accommodations for students.
- Respect the student's right to privacy; keep disability-related information confidential. Students with disabilities are protected under FERPA and the civil rights law. At no time should faculty and staff make any statements or implications that the student with a disability is any different from the general student population.
- Remember that the student has the right not to discuss the particulars of his/her disability except on a need-to-know basis.
- Contact the ARC-Accessibility Services Office immediately in the event problems occur.
- Be aware that further accommodations/arrangements may be made at any time by a member of the ARC staff.

***\*\*Students are not expected or required to provide faculty with detailed documentation about their disabilities. From a legal standpoint, it is strongly advisable that faculty not expect or request such detailed documentation from the student. It is, however, entirely appropriate for faculty to request verification from the ARC-Accessibility Services Office that the student is registered for Accessibility Services.***

## STUDENT RIGHTS AND RESPONSIBILITIES

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### Students with Disabilities have a Right to:

- Equal access to programs and services offered through CUWAA;
- Confidentiality of all information pertaining to the individual's disability;
- Information reasonably available in accessible formats;
- An opportunity to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

### Students with Disabilities have the Responsibilities to:

- Meet qualifications and maintain essential institutional technical standards for courses, services, and activities.
- To self-disclose as an individual with a disability and to follow institutional guidelines to request approved accommodations and services.
- Follow published procedures for obtaining information, services, and accommodations.
- Through an interactive process with the student and often based on what has been successful in the past, the student provides appropriate documentation/information concerning how the disability limits participation in courses, programs, services, or activities.
- Contact the ARC-Accessibility Services Office immediately if there are any problems with the manner in which accommodations are being provided.
- Notify the Testing Coordinator at least **3 business days prior to each exam (5 business days prior to each midterm or final exam)** to ensure that the exam will be available in the ARC at the time of the exam, and to ensure testing time(s) and space in ARC is available.
- Notify the ARC Testing Coordinator as soon as possible of any changes to scheduled exams, so that alternate arrangements can be made.
- All exams scheduled in the ARC Testing Center must be completed by 4:30pm, unless special arrangements have been approved by the ARC Testing Coordinator.
- Follow the same testing procedures in ARC Testing Center as if the test were taken in class. For example, tardiness will result in lost time and it is the student's responsibility to start and stop the examination on time.
- Remember that accommodations are not a guarantee of a certain grade or of success in a particular class; rather they are for the purpose of providing equal access to education.

## FACULTY AND THE ACCOMMODATION PROCESS

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- Students may not be aware of the accessibility services available through the ARC, or some students may not even realize they have a disability. Faculty and staff can use this as an opportunity to refer and inform the student about the ARC and the services available for students.
- Faculty should highlight ARC Services & Supports when reviewing their disability course syllabus. This helps to inform students of the process for requesting accommodations and those accommodations are coordinated through the ARC. It can also be helpful to read the disability statement aloud or reference the services available through the ARC for students with disabilities at the beginning of each semester.

### Example statement that can be read:

*“Any student who feels he/she may need an accommodation based on the impact of a disability should contact the Academic Resource Center- Office of Accessibility Services (ARC) to self-disclose and officially request accommodations. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and notify faculty of approved accommodations.”*

- After a student has been approved for a reasonable accommodation(s), the ARC- Accessibility Services Office communicates the information to each faculty member of that student. The ARC provides the name of the student and the specific accommodation(s) only. Information related to a student’s disability, documentation, etc. is confidential.
- Once approved for reasonable accommodations, students are responsible for requesting the specific course accommodations they wish to utilize each term. Accommodations can vary for course to course and from term to term, depending on the barrier their disability creates.
- It is the responsibility of faculty to ensure that a **Testing Agreement** is completed for each course exam taken in the ARC. This form allows the ARC Test Center Coordinator to know specific information related to the proctoring of the test, such as password information, the time the exam is to start, the length of time the class gets for the exam, special instructions, etc.

## ARC Testing Guidelines

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*Tests are proctored between 8:00am – 4:30pm  
ALL testing must be completed during these hours, unless special arrangements have been made.*

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### SCHEDULING

1. Students are responsible for scheduling their tests in the Alternative Testing Center.  
*\*\* If a student chooses to take a test in the class rather than use their testing accommodations in ARC, the student must notify the ARC Alternative Testing Coordinator of the change, so their spot in the testing center is cancelled and available for another student if needed.*
2. **At the beginning of each semester:** Students are encouraged to provide the ARC Alternative Testing Coordinator with their requests to use their testing accommodations so their professors are informed and can fill out the testing agreement for the course.
3. **3 business days prior to a test:** Students must submit their request to utilize their alternative testing accommodations for each exam. This initiates a faculty notification stating that the student will be taking the up-coming test in the ARC Testing Center.

### MATERIALS & TOOLS

4. Students must present their student ID when entering the ARC Testing Center to receive their test. Backpacks and phones are placed in an area away from the student while they are taking their test. The student is only allowed to have the items identified by the professor on the testing agreement. Pockets should be emptied of papers, cell phones, pagers or any other electronic devices.  
  
*\*\* Only materials the professor has permitted may be taken into the testing room (i.e. scratch paper, calculator).*

### TIME

5. **Tests start at the regular class time.** If a student receives extended time and the amount of testing time for a test would interfere with another course/lab on the schedule, **students are responsible** for noting this on their test request so the ARC Alternative Testing Coordinator can make arrangements with professors so that another testing time is approved in the ARC Testing Center.  
  
*\*\* Students cannot be tardy or miss a class due to extended testing time in the ARC unless previously arranged.*
6. Students are **not** allowed to start an test if **more than 15 minutes late** without approval from the professor.

### RESTRICTIONS

7. If snacks and/or drinks are permitted in the testing room, a proctor must check each item prior to the student entering the testing area.
8. Students may use their own computer for computerized tests in the ARC Testing Center if approved by the professor and noted on the testing agreement.

## **ARRANGING MAKE-UP Tests IN THE ARC (Disability Related)**

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Students with a documented disability and approved testing accommodations would use the same process to request any make-up test. This initiates a faculty notification stating that the student will be using their testing accommodations for the make-up test in the ARC Testing Center.

## **ARRANGING MAKE-UP Tests IN THE ARC (NON-DISABILITY RELATED)**

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1. Students must adhere to the professor's policy regarding notification of an absence from a test.
2. Faculty can find information regarding the non-disability related make-up testing procedure as well a testing agreement to complete using this link: [Make-up Testing Agreement](#)

If you have questions about a student with a disability, accommodations, or if you would like to discuss a specific situation, please contact the ARC at (262) 243-4299 for CUW and (734) 995-7582 at CUA.

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