

# COLUMBUS STATE

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ACCESSIBILITY AND TESTING

# Instructor Handbook

**2023-2024**

This handbook is available on-line at [www.cscs.edu/disability](http://www.cscs.edu/disability), and in alternate formats upon request.

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# COLUMBUS STATE

ACCESSIBILITY AND TESTING

Accessibility and Testing  
Eibling Hall, Room 101  
614-287-5089

Dear Instructor:

The Accessibility and Testing (A&T) staff is here to provide accommodations and support services that allow students with disabilities to participate fully in all aspects of their educational experience at Columbus State. We are also here to support you as you provide an equivalent educational experience to all of your students.

We hope that you will use this handbook as a helpful resource when working with students. It includes our policies and procedures, information about specific disabilities, and emergency procedures. You may also visit the Accessibility Services website:

<http://www.csc.edu/services/disability/> for more information on our services and activities.

Thank you for your cooperation! We appreciate your assistance in this collaborative effort to ensure that students with documented disabilities receive appropriate accommodations. If you have any questions about how to best serve students registered with our office, please feel free to contact our staff at 614-287-2570.

Best Wishes,

Tiffany McClain,  
Director  
Accessibility and Testing

# COLUMBUS STATE

ACCESSIBILITY AND TESTING

## **Accessibility Services Contact Information & Hours of Operation**

<b><u>Mailing Address</u></b>	<b><u>Phone Numbers</u></b>	<b><u>Location</u></b>
Accessibility Services 550 E. Spring Street Columbus, Ohio 43215	Main Desk: 614-287-2570 Fax: 614-287-6054 Testing: 614-287-5750	Eibling Hall, Room 101 <b><u>Email</u></b> <a href="mailto:disability@csc.edu">disability@csc.edu</a>

### **Hours of Operation**

#### **Access Advisor Intake Hours (By Appointment only – virtual or in person) \*\***

Monday: 8:00am-5:00pm  
Tuesday: 8:00am-5:00pm  
Wednesday: 8:00am-7:00pm  
Thursday: 8:00am-5:00pm  
Friday: 10:00am-4:30pm

\*\*Access Advisors are typically unavailable during lunch hour from 12-1pm.

#### **Eibling Testing Center Hours\***

Monday: 9:00am-5:00pm  
Tuesday: 9:00am-5:00pm  
Wednesday: 9:00am-5:00pm  
Thursday: 9:00am-5:00pm  
Friday: 9:00am-3:00pm

\*No tests will be started less than 2 hours prior to close. Tests must be completed by closing time.

**Staff Contact Information**

<b>Director</b>	Tiffany McClain	<a href="mailto:tmcclain@csc.edu">tmcclain@csc.edu</a>
<b>Project Specialist</b>	Sarah Conrad	<a href="mailto:sconrad12@csc.edu">sconrad12@csc.edu</a>
<b>Access Advisors</b>	Helen Baker Marie De Falco Brian Dixon Amadea Jennings	<a href="mailto:hbaker20@csc.edu">hbaker20@csc.edu</a> <a href="mailto:mdefalco1@csc.edu">mdefalco1@csc.edu</a> <a href="mailto:bdixon11@csc.edu">bdixon11@csc.edu</a> <a href="mailto:ajennings16@csc.edu">ajennings16@csc.edu</a>
<b>Coordinator of Accessible Media (housed within DEIS)</b>	Alissa Price	<a href="mailto:aprice16@csc.edu">aprice16@csc.edu</a>
<b>Supervisor of Interpreting &amp; Captioning</b>	Sheryl Killen	<a href="mailto:skillen@csc.edu">skillen@csc.edu</a>
<b>Interpreters</b>	Jerri Heine Julia Thompson	<a href="mailto:jheine@csc.edu">jheine@csc.edu</a> <a href="mailto:jthomp01@csc.edu">jthomp01@csc.edu</a>
<b>Testing Center</b>		<a href="mailto:academicstest@csc.edu">academicstest@csc.edu</a> 614-287-5750

## **Accessibility Services – What We Do**

Accessibility Services (AS) provides services, adaptive technology and devices, and accommodations for students with documented disabilities at Columbus State Community College. Additionally, AS assists instructors to ensure that all students have access to classroom instruction and materials. This instructor handbook is a guide to assist you in this endeavor.

### **Mission**

The mission of Accessibility Services is to collaborate with and empower students who have documented disabilities in order to coordinate support services and programs that enable equal access to an education and campus life.

The department provides a quality higher education experience to a diverse student population as embedded in the philosophy of Columbus State. We recognize disability as an aspect of diversity that is integral to society and to the campus community. To this end, Accessibility Services collaborates with students, instructors, staff, and community members to create usable, equitable, inclusive, and sustainable environments. We promote and facilitate awareness and full access through training, partnerships, innovative programs and accommodations.

## Legal Mandates

There are two legal mandates that protect students with disabilities from discrimination and ensure that they have equal access to all aspects of college life. These laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Section 504 of the Rehabilitation Act states: “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.”

Title II of the ADA states: “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.”

In our efforts to provide appropriate services, AS works to make sure services are in compliance with the law. At the same time, we are available to assist you in making sure that your efforts as instructors of students with disabilities are also consistent and in compliance with the law.

## Accommodation Notification

- All students registered with Columbus State's Accessibility Services office are provided with a **Letter of Accommodation (LOA)**.
- Students may choose to email the LOA or print a copy and hand it directly to their instructor.
- If emailed, the LOA will be an attachment and not in the body of the email. If the email is coming from a CSCC student email address (username@student.cscce.edu) it should be considered safe to open. Students may or may not add additional text/info into the body of the email.
- Accommodations should be provided once you have received the **Letter of Accommodation** from the student. Once this document has been received instructors are considered notified and should proceed with ensuring accommodations are met.
- Students have the right to provide accommodation notification at any point during the semester. However, instructors and Accessibility Services reserve the right to require reasonable notice to arrange accommodations.
- It is a common misconception that instructors can mandate that LOAs must be turned in within the first two weeks of a semester.
- The college-approved, standard syllabus statement can be found at: <https://www.cscce.edu/academics/syllabus.shtml>
- Instructors must not deny any accommodation listed on a student's LOA without consulting with Accessibility Services first.

## **Accessibility Services Staff Descriptions**

The primary goal of every staff member at AS is to make sure students with disabilities have equal access to an education at Columbus State Community College. We provide reasonable accommodations, adaptive technology, and support services that are based upon appropriate documentation, nature of the disability, restrictions, functional limitations, and a collaborative assessment of needs. Students are taught to use advocacy skills to request authorized accommodations specific to class needs and personal preference, but they are **not** required to disclose their specific disability. AS may not be able to meet all personal preference requests, but we do provide reasonable accommodations and auxiliary aids to qualified students. Students are involved in service decisions, and must request their approved accommodations from their instructors. Staff members are available to assist instructors with provision of reasonable accommodations, and instructional strategies for working with students who have specific disabilities.

Accessibility Services' staff fall into three main categories:

- **Administration:** Our Director and Assistant Director oversee the operations of the department, function as liaison to the campus and community, and handle day-to-day problems with students, instructors, and staff.
- **Access Advisors:** Under the direction of the Assistant Director, students are assigned to a designated Access Advisor who is trained and knowledgeable about disabilities. The Access Advisors work with students on issues of academic accommodations, disability adjustment, self-advocacy skills, learning strategies, transition, and career planning. They also serve as consultants to instructors and staff on disability-related issues, provide in-service training for the college community, and participate on various college committees.
- **Interpreting/Captioning Staff:** Under the direction of the Supervisor of Interpreting and Captioning Services, these staff members provide sign language interpretation, or live captioning, for students who are Deaf or hard-of-hearing.

Accommodated testing is now housed within Testing Services, under the department of Accessibility & Testing umbrella. Under the direction of the Testing Services Assistant Director, Supervisor, and Coordinators, Testing Specialists are responsible for administering accommodated tests across all Columbus State Testing Center locations.

Accessible Media services is now housed within Digital Education and Instructional Services (DEIS). Under the direction of the Coordinator of Accessible Media, these staff members are responsible for producing alternate media (the conversion of printed materials into accessible formats).

## **Assistive Technology (AT)**

Accessibility Services has a computer lab in our office with workstations designed to provide access to the latest in AT software and hardware. The AS computer lab provides a quiet and studious environment for all students who are registered with AS. Qualified students may be eligible to have Assistive Technology installed on their personal computers, or to borrow equipment from AS each semester.

**Reading/Writing Enhancement Software:** Several programs are specifically designed to assist users with learning disabilities related to reading and/or writing. Among the many tools these programs offer is the text-to-speech function, a feature which allows users to have textbook materials read out loud. This function can also benefit students with attention deficit hyperactivity disorder (ADHD) as it can enhance focus and concentration. All CSCC students, faculty, and staff can have Read & Write installed for free by the IT Help Desk.

**Voice Recognition Software:** The AS lab has voice recognition software called Dragon Naturally Speaking that allows the user to “type” hands-free. The user simply speaks, and the computer types. This is helpful for people who have difficulty typing, who have no ability to type, or who compose thoughts and ideas better orally.

**Screen Magnification Software:** Screen enlargement programs magnify the computer screen (in part or in entirety) to allow students to see with better clarity and focus.

**Screen Reader Software:** All workstations in the AS computer lab have software that can read aloud everything that is on the computer screen, including Internet sites and word processing applications. This software accommodates users who are blind or have low vision.

**Alternative Input/Output Devices:** The AS computer lab has alternative input devices such as adaptive mice, enhanced keyboards, and CCTV magnifiers. This lab also offers some workstations with height adjustable tables and workstations for left-handed users.

The AS computer lab is open to all students who are registered with AS. Students can arrange individualized training sessions with AS staff to learn how to use the technology that will enable them to achieve equal access to classroom materials. All workstations have access to printers, the Internet, e-mail, and the same word processing programs found in most campus labs. Computer Labs throughout CSCC are equipped with several of the assistive technology features described in this section.

## Common Accommodations and Instructor Responsibilities

### Testing Accommodations

Accessibility & Testing works with students and their instructors to create a testing experience that emulates, as closely as possible, the testing experience of the rest of the class, while allowing students to use the exam accommodation(s) necessary to help level the academic playing field.

A few of the testing accommodations approved for students are:

- Extended time (Double the approved class allotted time)
- Distraction-reduced space
- Private testing room
- A scribe and/or a scribe for scantron
- Use of a closed-circuit television (CCTV) screen magnifier
- Exams in an alternate format (audio, electronic, Braille, Large Print)
- Use of a keyboard to type exam/quiz answers
- Assistive technology software
- Height adjustable tables

**What you can do:** Instructors are critical partners in the process to ensure that students get appropriate accommodations for their exams.

### Submitting Tests to Accessibility & Testing

- If proctoring assistance is needed, all testing materials must be submitted via RegisterBlast at least **three (3) business days** prior to the test availability date *and* received prior to closing for processing to begin. Exams submitted after hours will be dated as being received the following business day (see below for testing desk hours of operation). Saturdays and Sundays are excluded.
- If you are submitting an academic test proctoring request for a specific student/set of students (**NOT an entire DL course**), you will need to enter the cougar ID for each respective student under the "Limit Eligible Takers" section on the RegisterBlast faculty submission page.
- If you are submitting a test request for an entire DL course (that may or may not contain students requiring testing accommodations), leave the "Limit Eligible Takers" section blank.
- You may access RegisterBlast by clicking on the RegisterBlast link in your Blackboard course under Course Tools. [Step by Step Instructions](#).
- Unproctored exams/quizzes do not need to be submitted via RegisterBlast; you will, however, still need to allow for extended time, etc.
- Tests/Quizzes for students approved for extended (2x) time **MUST** be set up ahead of time. If your assessments are within Blackboard, instructions for setting a time exception for individual students are available in the [DEIS Knowledge Base](#). For non-Blackboard assessments, instructors must determine individual extended time procedures and set the accommodated student's test parameters accordingly.

**Please note:** if a student chooses to take a test in your classroom or at home without accommodations, you are not required to submit testing materials via RegisterBlast.

Unproctored quizzes and exams may or may not need to be submitted to Accessibility and

Testing Services; please contact Testing staff at [academicstest@csc.edu](mailto:academicstest@csc.edu) or 614-287-5750 if you have questions about an unproctored assessment.

**Test Pick Up:** Tests will be made available for pick up at the location indicated by the instructor when submitting the test proctoring request via RegisterBlast. Instructors (or a department designee) should be prepared to show a photo ID when picking up tests.

## Accessible Media

Under the Digital Education and Instructional Services (DEIS) department, the Accessible Media team converts textbooks, exams, and other printed classroom materials into more accessible and usable formats for students who are unable to use traditional print. (Accessible formats tend to have a different appearance but are otherwise identical to the original version of the materials.) Students who may use this accommodation include, but are not limited to:

- students who are blind or have low vision,
- students with learning disabilities in reading, or
- students with upper-body mobility limitations.

Alternate formats include:

- **Audio:** Audio output is accomplished via the use of electronic copies of books that are read by computer screen reading software. The computer reads aloud electronic text to students while the text is displayed and highlighted on the screen.
- **Braille:** Braille transcription is provided when a student prefers braille for tests or classroom handouts.
- **Tactile Images or Raised Line Images:** Some students need to be able to feel graphic images, so tactile images are created for their use.
- **Enlargements:** Students with low-vision may request the above formats, as well as paper enlargements for classroom handouts (up to 11 x 17 inches) or electronic image files such as Portable Document Format (PDF) to view their textbooks using a computer with screen enlargement software.

**What you can do:** The conversion of textbooks into alternative formats is labor intensive and time consuming; therefore, early textbook identification by the instructor is critical. Provide print materials (syllabus, handouts, etc.) to the Accessible Media Team as early as you possibly can. This allows staff time to convert these materials into alternate formats and get them to students in a timely manner. Students with disabilities need to access classroom materials at the same time as their peers. Delays in textbook identification may result in students not being able to access their textbooks in a timely manner.

## Sign Language Interpreting/Captioning Services

Students who are Deaf or Hard-of-Hearing may be approved for one of the following classroom accommodations:

- **Interpreting/Transliterating:** A team of American Sign Language interpreters will

interpret/transliterate all academic related activities, i.e., lecture, recitation, lab, study groups. Interpreters are frequently positioned in proximity to visual aids and/or class activities to ensure maximum participation and visual access.

- **Captioning:** A transcriber will provide a script, in real time, through a laptop computer screen for all academic-related activities, i.e., lecture, recitation, lab, study groups. This service is recommended for non-signers and for classes with dense medical, scientific, or technical content or vocabulary. Transcribers will often need to be seated near an electrical outlet, where they can also see any presentation materials and/or whiteboards.

**What you can do:** Instructors can assist transcribers and interpreters by discussing class dynamics at the beginning of the semester and supporting them in any way needed. It is also helpful to always provide the interpreters with a copy of class handouts.

## **Note Taking Assistance**

Some students need assistance taking notes due to the functional limitations of their disability. In the event that this is the case, the following options may be exercised:

### **Instructor provides notes**

The student is approved to receive advance copies of class lecture notes, overheads, or PowerPoint presentations, etc. [when available] in order to facilitate/support their in-class notetaking process. If notes/resources are not already created by instructor, the instructor is under no obligation to create them.

### **Student audio records lectures**

The student is approved to audio record lectures with some kind of recording device (e.g. digital recorder, smartpen, mini tape recorder, phone, tablet, computer) in order to facilitate/support their notetaking process.

### **Student receives copy of peer notes**

The student may ask a fellow classmate or instructor for assistance in locating someone in class to take notes on their behalf. Students may pick up a Notetaker Notebook (a carbon-copy notepad designed to provide a duplicate copy of pages of classroom notes) from Accessibility Services, EB101 and/or request to receive digital copies of a peer's notes. If a student is having problems finding a note-taker, Accessibility Services can discuss with the student the steps they have taken to find one. If we determine that the student needs more advocacy, we may contact the instructor to work out how the student can get sufficient and equal notes.

**What you can do:** While we encourage students to try to find a note taker on their own, some students may require your assistance. If you make an announcement in class to locate a volunteer note taker, be sure to do so without revealing the student's name. If you have difficulty finding a note taker, feel free to contact Accessibility Services staff for assistance.

All students who have provided you with a letter from Accessibility Services confirming their need for a note taker have a right to this service. It is critical that they receive this accommodation, as legally mandated by the ADA.

***Important Note: Note-taking assistance is not a substitute for attending class. When students miss class for a non-disability-related reason, they must make alternate arrangements for obtaining notes.***

### **Unscheduled Absence Plan**

Occasionally, a student's documented disability may cause them to miss more class time than is permitted by the syllabus and instructor. These absences may be of the nature that the student is not able to notify the instructor in advance.

**Students are expected to attend class.** Attendance is an academic issue. The documented disability does not release a student from meeting the course requirements.

Should a student have a disability which may cause unscheduled absences to occur, they must discuss this possibility with their Access Advisor. If this accommodation is approved, the student must obtain an Unscheduled Absences Form from their Access Advisor.

This form should be presented to the instructor, along with the student's Letter of Accommodation, at the beginning of the semester (or as early as possible after the student completes registration with Accessibility Services). It should be given to each of the student's instructors throughout the student's time at Columbus State.

The Unscheduled Absence Plan gives recommended extensions on deadlines for assignments, quizzes/tests, and in-class participation. Should the student and instructor choose to create a different plan than the one provided by Accessibility Services, it is recommended that the student provide a copy of the new plan to his/her/their Access Advisor.

The form also explains the need for the student to complete **all** required coursework, perform all essential functions and meet all requirements of the class. If the student misses too much classwork due to disability-related absences, it may become impossible for the student to pass the course.

## **Things to Remember**

### **Collaborate with Students and Accessibility Services.**

To successfully provide approved accommodations, instructors, students, and AS staff must collaborate and communicate with each other. It is important to note that not all students with disabilities are registered with AS. This office reviews documentation of a disability from students who wish to self-identify as a person with a disability. This review determines if the student who provided the documentation is eligible for accommodations. If a student is requesting accommodations from you, and you are in doubt, ask the student to provide the Letter of Accommodation from AS to verify that they are registered with our department. If any requests for accommodations seem questionable or unreasonable, consult with Accessibility Services Staff.

### **Include a Disability Accommodation Statement in your Syllabus.**

Include an Accessibility Services statement in all syllabi. It should read:

*It is Columbus State policy to provide reasonable accommodations to students with disabilities as stated in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you would like to request such accommodations for access, please contact Accessibility Services: 101 Eibling Hall, (614) 287-2570. Delaware Campus students may contact an Advisor in the Student Services Center on the first floor of Moeller Hall, (740) 203-2831.*

### **Maintain Confidentiality.**

At or near the beginning of the semester, students should approach you to give you their Letters of Accommodation (or email them to you) and inform you of any assistance they need. Meet privately with students regarding disability matters, and always maintain their confidentiality both in and out of the classroom. Offer to conduct disability-related meetings in a private campus location. Do not initiate a discussion about their disability in front of another student. (Note: If a student asks you questions about accommodations or discusses their disability in front of other students, you may follow their lead).

### **Accommodate requests only after they have been made.**

Do not feel compelled to provide accommodations to a student who has not requested them, even if they have a known disability. In other words, you are not expected to guess or predetermine what a student may need. Students have the right to choose not to use accommodations. Correspondingly, if a student asks retroactively to fix a problem (for example, re-take an exam) because they failed to use accommodations, you are not under any obligation to do so.

## **Accessibility & Testing is a Fragrance-Free Zone**

The chemicals used in scented products can make some people sick, especially those with fragrance sensitivities, asthma, allergies, and other medical conditions.

Accessibility & Testing staff are committed to being fragrance-free for the health and comfort of our students, staff, and visitors.

We ask that you please join us in keeping the air healthy and fragrance-free when visiting our space.

What types of products can contain scents?

- colognes, aftershaves, fragrances, and perfumes
- lotions, powders, and creams
- potpourri and candles
- industrial and household chemicals
- soaps and oils
- air fresheners and deodorizers

(Please note that this list is not all-inclusive and other products may trigger a response).

## **Dual Credit/College Credit Plus**

High School students taking College Credit Plus courses, and earning college credit, are considered college students. The laws that are used to determine and approve reasonable accommodations for college students are different than those that are used at the high school level.

Accommodations for high school students with disabilities are approved through the lenses of The Individuals with Disabilities Education Act (**IDEA**), Free Appropriate Education (**FAPE**), and The Rehabilitation Act of 1973, Section 504, **Subpart D**.

Accommodations for college students with disabilities are approved through the lenses of The Americans with Disabilities Act (**ADA**) and The Rehabilitation Act of 1973, Section 504, **Subpart E**.

In order to be able to receive accommodations in College Credit Plus courses, students must submit a copy of their **Letter of Accommodation** to their Instructors. A Letter of Accommodation serves as proof of registration with Columbus State's Accessibility Services. This document will also list the student's approved accommodations. Only accommodations listed on the student's Letter of Accommodation should be allowed.

A student's Letter of Accommodation is the **only** document that Instructors should accept as proof of registration with Accessibility Services. If a student presents any other documentation (i.e. IEP, 504 Plan), please refer them to Accessibility Services.

Feel free to call AS at (614) 287-2570 to discuss any concerns you might have.

## **Service Animals**

### **Students Who Utilize a Service Animal:**

1. Do not have to officially register with AS. Columbus State cannot ask about the nature of a person's disability to determine if the animal qualifies as a Service Animal. Per the ADA:

*Some, but not all, service animals wear special collars and harnesses. Some, but not all, are licensed or certified and have identification papers. When it is not obvious what service an animal provides, only limited inquiries are allowed. Instructor/ Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task. Although a number of*

*states have programs to certify service animals, you may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.*  
([www.ada.gov](http://www.ada.gov))

2. If it is unclear that an animal is a Service Animal, the student may be directed to Accessibility Services to assist in determining if an accommodation needs to be made, or if the animal is indeed a Service Animal.

Service Animal Definition: Service animals are defined as dogs (and, in some instances, small horses) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting, and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.  
([http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm)).

### **Where Service Animals are Allowed:**

- Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

### **Service Animals Must be Under Control:**

- Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls. A person with a disability cannot be asked to remove their service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.  
([http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm))
- The owner is responsible for removal of the animal's waste, including placing the waste in a closed container and removing the container to an outdoor receptacle.
- Owners could be held responsible if any damages are caused by their animals.
- Animals should be healthy with updated vaccines and immunizations and should not pose a threat to Columbus State students, instructors, or staff.

## **Frequently Asked Questions**

**Q: Who is responsible for determining appropriate accommodations?**

A: Accessibility Services (AS) is the office on campus that determines appropriate accommodations. The office bases decisions upon documentation submitted by a student with a disability, which details the student's functional limitations, and the student's clarification during intake about specific needs and limitations.

**Q: Am I required to provide exam accommodations to all students who request it?**

A: Yes. The Rehabilitation Act of 1973, Section 504, as well as the Americans with Disabilities Act (ADA) protect students with disabilities. These laws require that qualified students with disabilities get equal access to an education, including exam accommodations. **All students registered with Accessibility & Testing Services who have provided appropriate documentation have a right to the accommodations approved by our office, and we will partner with you in providing them.**

**Q: A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations?**

A: You may ask the student to provide you with a Letter of Accommodation verifying that they have a disability. AS will make every effort to provide the student, if registered with AS, a copy of their letter **within 2 business days** from the time a request is made. AS stores and maintains documentation of the disability for every student who is registered with the office. The specifics of the disability cannot be disclosed due to confidentiality issues.

**Q: Anytime I stop by Accessibility Services, I get asked by staff to sign in. I am extremely busy. Do I have to sign in?**

A: Yes. All visitors to AS (students, faculty, adjuncts, & staff) are required to sign in, regardless of their intent for the visit. Visitors will be assisted in the order in which they've signed in.

**Q: Students with disabilities ask me to submit Test Administration Requests via RegisterBlast. I have a million things to do. I don't mind if they use exam accommodations, but do I have to fill out that form?**

A: Yes. For Accessibility & Testing to administer exams with accommodations to your student(s), you must promptly submit the test administration Request via RegisterBlast. The RegisterBlast exam submission is required to enable Accessibility & Testing to schedule, prepare, and administer exams according to your specific requirements and with appropriate accommodations for each student's needs.

**Q: A student with a disability has requested that they take an exam at a Testing Center. How do I know that my exam will be safe and that the student will get no unfair advantage?**

A: Accessibility & Testing has developed a systematic and secure procedure for getting exams from instructors and returning them once the student has taken the exam. We have rigid check-in and check-out procedures for exams, and no student is able to take an exam without authorization. While exams are in the possession of Accessibility & Testing, exam security and academic integrity is of the utmost importance to our staff. As students are taking their exams, they are closely monitored. Any inappropriate behaviors are reported back to the instructor. Occasionally, there are issues, but Accessibility & Testing works diligently to rectify any problems. Suggestions and feedback are always welcome.

**Q: I've been debating about what book I want to use for my class, but the Accessible Media team keeps asking me to select a book ASAP. Do I have to?**

A: Yes. Textbook conversion is a time-consuming, labor-intensive task, and the AM team has over 400 books or other reading assignments each semester to enlarge, convert to electronic formats, audio formats, or braille. Students who have difficulty reading print material may need access to their textbooks at the same time as others in the class. If the selection of textbooks is delayed, the AM team may not be able to get books converted to the appropriate format(s) in a timely fashion. As a result, students may have to start the semester without access to their textbooks.

**Q: When I have a student who is Deaf in class, am I required to have an interpreter or transcriber in the class, too? My classroom is very crowded, and the students sometimes watch the interpreter instead of me.**

A: Yes. You are required by law to permit whatever is required by the student to give them equal access to an education, which may include having a sign language interpreter or transcriber in the classroom. Students who are not utilizing the services will adjust in a few days and eventually will ignore the interpreter.

**Q: Do I have any recourse if I disagree about requested accommodations?**

A: To clarify any disagreement concerning requested accommodations, first contact AS at (614) 287-2570 to discuss your concerns with an Accessibility Services Access Advisor. If concerns are not resolved to your satisfaction, you may also discuss them with the Assistant Director.

**Q: A student in my class asked me for assistance getting notes. After I made these arrangements, the student has missed most of the lectures. Should he be getting these notes?**

A: If a student with a disability regularly skips class, then they have no right to get notes on the days skipped. The note taker should be informed of this. If the student has a legitimate excuse for the absence, (for example illness, death in the family, etc.) handle the situation as you would with all other students.

**Q: I have a student who is having difficulty in my class. I think they may have a disability. What should I do to help them?**

A: Talk privately with the student to discuss your observations. The student may reveal that they have a disability. If so, suggest that they talk to an Accessibility Access Advisor who can help them register with AS, or to obtain information about diagnostic testing for a suspected learning disability. Access Advisors can also refer students to qualified professionals for disability diagnoses. Suggest that the student call AS at (614) 287-2570 for further information.

**Q: Am I required to lower the standards of a required assignment because the student has a disability?**

A: No. Standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer. In all cases, the quality of the work should be the same.

**Q: I have a student with a disability who is behind in their schoolwork. This student has missed a number of classes and has not handed in several assignments. Although they have taken a midterm and used accommodations, they received a D for the midterm. At this point, they are not passing the class. Do I have a right to fail a student with a disability?**

A: The student with a disability has the same right to fail as anyone else. Their work should be equivalent to their peers. It may be a good idea to discuss your observations with this student just as you would with anyone else in your class who is experiencing difficulty.

**Q: I have a student who is blind in my chemistry lab. How are they going to participate and be graded in their lab work?**

A: It is likely that the student who is blind is approved for a Lab Assistant as a formal accommodation through Accessibility Services. Students with disabilities approved for this accommodation are responsible for showcasing their knowledge through full participation in each lab by directing the assistant to carry out the functions of the lab assignment. If Accessibility Services has not contacted you prior to the start of the current semester to notify you that a Lab Assistant would be accompanying this student to lab, please redirect the student to Accessibility Services as soon as possible. The speed in making these arrangements is critical so that the student will not fall behind. In most situations, students have made arrangements for a lab assistant prior to classes starting.

**Q: We are making a decision about accepting a student with a disability into our professional degree program. I am concerned about the cost of providing accommodations, the extra time this student will require, etc. Are we required to accept this person?**

A: Students with disabilities need to meet the same requirements as all other students when considering acceptance into a program. Any disability-related concerns cannot be taken into consideration: if a student with a disability meets the same requirements as other applicants and is otherwise qualified, you must process their application under the same procedures used for students without disabilities. If the student does not meet the same requirements as other

applicants, you are not required to accept them into your program.

**Q: A student came to me in the sixth week of the semester requesting accommodations. I feel this is too late to ask - arrangements should be made at the beginning of the semester. I even made an announcement on the first day of class to meet with me about these arrangements. Do I have to provide accommodations for someone this late?**

**A:** Yes. There could be a variety of valid reasons why a student makes a late request, such as insufficient documentation of their disability. Some students want to try to take a class without accommodations but later change their minds. Regardless, students are permitted to request accommodations at any time during the semester. However, CSCC must provide accommodations only at the point when a student makes a request, and it is possible to make appropriate arrangements. If a student requests accommodations so late in the semester that appropriate arrangements are not possible to make, or if a student reveals a disability after the completion of a class, CSCC is under no obligation to alter or delete unsatisfactory grades.

## **Effective Teaching Practices for Students with Disabilities**

Students with disabilities vary considerably, even those with the same disability. For example:

- Some students have no vision, some can see large forms, others can see print if magnified, and still others have tunnel vision with no peripheral vision or the reverse.
- Some students read braille, and some have little or no knowledge of braille.
- Students who are deaf are often expected to use sign language, however, some students who are deaf do not use sign language. NOTE: It is not appropriate to ask a deaf student if they can lipread.
- Some students with learning disabilities have difficulty with reading and writing but excel in math. Others can read and write well and perform math problems well, but their overall pace may be slower than that of an average student.
- Since students with disabilities vary so much, it is prudent to ask them about instructional strategies that might be the most helpful to them as an individual.
- Please be aware that many of the students who come to you requesting accommodations have invisible disabilities. The functional impact of an invisible disability may be just as significant in an academic setting as that of a more visible disability. All students who provide you with a letter verifying a disability and requesting accommodations are registered with AS. They have been instructed to advocate for themselves and make requests for accommodations, but they are NOT required to tell you the nature of their disability. Some will choose to tell you, but many may choose not to discuss the specifics of their disability. Others will want to discuss their disability but may not request accommodations. Every student does not need accommodations for every class.
- Students with disabilities vary in their academic success. Some students with disabilities who use accommodations will get A's on every test, whereas others may fail every test. Just because a student gets A's doesn't mean that they do not need accommodations

**Consider incorporating some of the following tactics as you teach students with disabilities:**

**Practice Universal Design for Learning.**

Universal Design for Learning is an approach to designing course instruction, materials, evaluation, activities, and content in such a way that all people can participate in the educational process without adaptation or retro-fitting. Using this concept, accommodations would likely not be necessary because options for learning and evaluation are available to anyone participating in a class. This approach to teaching and learning is an ideal, but even incorporating only some aspects of this instructional approach may be feasible as well as beneficial to all students. Make sure web-enhanced instruction is accessible. You can find more information here: <https://www.cast.org/>.

**Be responsive to the needs of students with specific disabilities.**

Examples of such situations are:

- Don't turn your back to a student who is deaf or hard of hearing. They may be reading your lips.
- If you have a student who is blind, refrain from vague language such as "Look at this" and "Examine that." Use words to describe what you and others see.
- Assist with preferential seating when necessary and provide students who are blind with orientation to the classroom by describing the physical layout of the room including any obstacles, furniture, lecture position, location of steps, or any low-hanging objects.
- Assist with making arrangements for a room change if the room is inaccessible and you have a student who needs an elevator in order to gain access to the classroom.
- Do not suggest to the student to drop the class. Students must have access to all classes.
- Ask the student for ideas. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology that they use.

**Support Strategies for Students with Learning Disabilities, ADHD, Head Injuries, and other Cognitive Disorders**

- Strategies and aids that provide structure are particularly helpful. Some examples are a comprehensive syllabus that clearly delineates expectations and due dates, study aids such as study questions, study guides, opportunities for questions and answers, and review sessions to help the student who needs a lot of repetition.
- Be receptive to students meeting with you for clarification during office hours.
- Also, students may ask for assistance in identifying a "study buddy," another student who is willing to meet regularly to review notes, explain complex materials, and provide two-way quizzes.

## **Disability-Related Classroom Etiquette**

- If a student has a guide dog, understand that this is a working animal. They must be allowed in the classroom, but do not feed or pet a guide dog.
- Interpreters are in the classroom only to facilitate communication and must not be asked to do other things like run errands, proctor an exam, etc. Speak to the student who is deaf and not to the interpreter. The interpreter will voice student questions.
- Never discuss disability-related arrangements in front of the class unless it's a situation where there is no chance that the student with a disability will be identified.

## **Emergency Procedures—How to Assist Students with Disabilities**

Emergencies such as fires and tornadoes occasionally occur as well as emergency drills. Instructors and staff should develop a plan of action if they are aware that they have a student with mobility, visual, or hearing limitations in their classroom. Ultimately, the person with a disability is responsible for their own safety in an emergency situation, but it is important that classroom instructors play a role in student evacuation. The following are some suggestions:

### **Students with Mobility Limitations**

In case of fire or tornado, individuals with mobility limitations should be directed to an area of refuge. This can include a stairway, a classroom adjacent to a stairway with a fire-rated door or walls, or an internal room away from windows (in case of tornadoes). Note the location of the stairway or adjacent room. The student should not block the stairway. This can result in harm to the student and others as people evacuate via the stairway.

- The instructor should alert emergency personnel of the location and need for evacuation of the person with a disability.
- Assist the student with limited mobility to access an area of refuge and let them know you will be contacting appropriate rescue personnel.
- If you have a cell phone and the student does not, leave the cell phone with the student.
- In most instances, do not attempt to carry a person in a wheelchair. You can injure yourself or the student.

### **Elevator Breakdowns and Repair**

With such a large number of buildings on campus, elevator breakdowns are a relatively common occurrence and can be extremely inconvenient or even life-threatening to a person who uses a wheelchair. When an elevator ceases to operate, contact the Physical Plant at (614) 287-5444 immediately. If a person who uses a wheelchair is stuck on an upper-level floor and uses a respirator to breathe, time is of the essence. Consult with the person in question to determine the amount of oxygen remaining in the respirator and assess their desire for emergency rescue.

## Students Who Are Blind or Have Low Vision

Students who are blind or have low vision should already be familiar with their surroundings after mobility and orientation training. They may not, however, be aware of emergency exits.

In case of emergencies, alert the student to the nature of the situation. Offer assistance to the student and guide them to the nearest emergency exit and away from the building to safety. Some types of emergencies require safety within a building. A student who is blind may not be able to orient themselves as well as they can during calmer times. Your assistance is critical to their safety.

One good approach to offering assistance to a person who is blind is to use what is known as the sighted guide technique:

- Offer the blind person an elbow. They will hold on to your elbow, and you proceed ahead.
- As you walk, alert the student to where they are and inform them of any obstacles, debris, doorways, or narrow passages.
- Once safe, orient the student to their surroundings and determine if further assistance is needed.

## Students Who Are Deaf or Hard of Hearing

Students who are deaf or hard of hearing may not hear alarms or other audible warnings. Instructors should inform the student of an emergency. There are three ways to get this person's attention:

- Write a note for the student alerting them to the emergency and instructing the student where to go.
- Turn the light switch off and on to gain attention.
- Tap the student's shoulder.

In most instances, an interpreter/ transcriber will be in the classroom to explain the emergency to the student. Provide any assistance a student might need during the evacuation process.

## Seizures

Most persons who have a seizure disorder are able to control their seizures through the use of medication; however, medical management of a seizure disorder is not always completely effective. Seizures may occur in your classroom. Students with an active seizure disorder will likely speak to you about their seizures and direct you how to respond to the seizure. Some students have unexpected or infrequent seizures.

### What to do during a seizure (Guidance from the Epilepsy Foundation of America, Inc.):

1. **STAY** with the person and start timing the seizure. Remain *calm* and check for medical ID.
2. Keep the person **SAFE**. Move or guide away from *harmful objects*.
3. Turn the person onto their **SIDE** if they are not awake and aware. *Don't block airway*, put something small and soft under the head, loosen tight clothes around neck.
4. Do **NOT** put *anything* in their mouth. Don't give water, pills or food until the person is awake.
5. Do **NOT** restrain the individual.

6. **STAY** with them until they are awake and alert after the seizure. ***Most seizures end in a few minutes.***

**Call for emergency assistance (911) in any of the following situations:**

- The seizure lasts longer than five minutes
- The person is passing from one seizure to another
- The person has difficulty breathing or pulse is faint or nonexistent
- The person is extremely disoriented/does not return to their usual state after emerging from the seizure
- The person is injured, pregnant, or sick
- The person reports this as “first time seizure”

Instructors and staff should assess the situation and use their best judgment in determining the need for immediate medical intervention. Erring on the side of caution is usually the best course of action when a student is having a seizure.

Should you have any questions or concerns about any of the information in this handbook, do not hesitate to call us. We are here to ensure equal educational access for all students with disabilities, and you as an instructor are an important component of that. We can be reached at 614-287-2570. Additional resources for instructors can be found on our website: <https://www.csc.edu/services/disability/instructors.shtml>.

Thanks again!

## Addendum – Memory Aids

### What is a Memory Aid?

A memory aid is a testing accommodation used to support students who have documented limitations or impairments with memory. A memory aid is a tool used to trigger information that a student has studied but may have difficulty recalling due to cognitive processing deficits associated with memory and information retrieval. A memory aid gives students an equal opportunity to demonstrate their knowledge of course material on a test/exam without taxing an already compromised memory function.

The cue sheet allows the student to demonstrate knowledge of course material by helping prompt the student's memory, *not by providing the answer*.

**\*\*\*This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.\*\*\***

A proper memory aid will not be useful to the student unless the student knows and understands how to use the information it refers to. If the student doesn't understand the course material, a proper memory aid will not help.

A memory aid helps students with documented memory deficits in recalling information that would otherwise be inaccessible to them in a testing situation. A student who requires a memory aid will provide Student Accessibility Services with documentation supporting the need for this particular aid.

### Memory Aid Review Considerations

The following are important considerations for an instructor when reviewing the appropriateness of material on a memory aid:

- The contents of a cue sheet are at the instructor's discretion and should not run contrary to the essential requirements of the course. Only the professor can determine whether a cue sheet compromises the integrity of the course.
- A cue sheet should not contain a synopsis of course material, but rather mnemonics (a device such as a pattern of letters, ideas, or associations that assists in recalling information) and formulas that would enable the student to solve the problem.
- If the purpose of a test is to determine whether or not the student knows specific definitions, having those words or definitions on a cue sheet would make it an answer sheet and therefore, not acceptable.
- If the definitions were written but not connected to the terms to be defined in any way, this may be allowable, since it will trigger the student's memory of the correct term.
- The ideal cue sheet would most likely make little sense to anyone but that specific student.
- If remembering the information on the cue sheet is deemed to be an essential learning objective or outcome of the course, it should not be allowed. For example, if the learning objective or outcome of the course is to know the formula, it should not be allowed on the cue sheet; however, if the learning objective or outcome of the course is to demonstrate the ability to apply the formula, then it could be allowed on the cue sheet.
- Instructors can choose to remove memory triggers that are deemed to be essential learning objectives for the course. Note: It is understood that some courses do not lend themselves to the use of cue sheets.

## Instructor Responsibilities

- Review memory aids, when submitted by students in a timely manner, and approve content of the memory aid in light of the learning objectives or essential requirements of the course. The instructor may decide to...
  1. **Approve** the memory aid “as is.”
  2. **Remove** (if handwritten: delete, scratch out, or black out with a marker; if in a Word document: delete) information that the instructor has deemed inappropriate. If an item on the cue sheets provides a complete answer, rather than a trigger for an answer, the item must be removed.
  3. **Disallow** the memory aid entirely because the memory triggers on the cue sheet are deemed to be essential criteria or learning objectives for the course.
- Provide feedback to the student with sufficient time for the student to make appropriate adjustments to the memory aid.
- Consult Accessibility Services when a concern with the memory aid content or format arises and a resolution is not reached with the student.
- Contact Accessibility Services for guidance and clarification about the accommodation, as needed.
- For students testing at the TC: provide a digital copy to the Testing Center at least 24 hours prior to the test or quiz.
- For students testing in the classroom: retain and provide the finalized/approved copy of the memory aid to student on the day of the test or quiz. The student should not be permitted to bring their own copy of the memory aid with them on the day of the test or quiz.

## Process for Using Memory Aid Accommodation

1. To request to use the memory aid accommodation, the student will need to complete the following steps:
  - a. Notify instructor 5-7 business days before a test/quiz, if the student plans to use the accommodation
  - b. Create a memory aid using cues and mnemonics the student devises to remember information. This may not include specific formulae, terms, or other course content, unless otherwise approved as an exception by the instructor. [NOTE: the ideal memory aid may only make sense to the student.] The memory aid should...
    - i. be limited to one side of an 8.5"x11" page.
      - When typed, the page should meet the following specifications:
        - double line spacing,
        - 1-inch page margins,
        - font of size 11 or 12 font using Arial, Calibri, or Times New Roman font
    - ii. be provided, in draft form, to the instructor for approval within the 3-5 days prior to the test. This is to allow time for the instructor to review the aid, gain clarification as needed, and offer suggestions. Then, the student has time to make adjustments and resubmit for final approval. Student and instructor can determine if adjustments to the aid are possible closer to the testing appointment.
    - iii. be provided in a digital form (i.e., PDF, jpeg) that the instructor can easily upload to RB or email to TC.

***NOTE: A final draft of the memory aid should be provided to the instructor at least 1-2 days before the scheduled testing window.***
2. Upon approving a memory aid, the instructor will provide a digital copy of the memory aid to the Testing Center at least 24 hours before the student's testing appointment.