



# OASIS Faculty and Staff Handbook

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## About OASIS

### Our Mission

East Stroudsburg University and the Office of Accessible Services Individualized for Students OASIS are committed to providing equal educational access to otherwise qualified students with disabilities and recognize the responsibility of the university community to provide such access and full participation in any university program or activity.

### Our Task

OASIS is responsible for the administration of ESU's commitment to equal access and full participation for all students who have documented disabilities or medical conditions in academic areas and other programs sponsored by the University. This includes providing appropriate accommodations pursuant to the legal requirements in Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act (1990), and the ADA Amendments Act (2008, ADAAA).

### Our Philosophy

OASIS values a positive student-centered approach to academic accommodations characterized by self-advocacy, student learning, and equal access for all students, while carefully maintaining the confidentiality of each student. By utilizing best practices in the field, education and outreach to the ESU community, OASIS fosters access for students, attitudes that reflect both an awareness of disability issues and principles of universal design, and a philosophy encouraging an environment of accessibility by removing barriers to ensure opportunities for academic success based on a student's abilities, not their disabilities.

### Notice of Non-Discrimination

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal and state laws and regulations.

### Staff Listing

#### **Jennifer Young, Ph.D.**

OASIS Department Chair / Disability Specialist

#### **Kim Roselli, M.Ed.**

Assistive Technology Coordinator

#### **Tara Blaine**

Secretary

## Confidentiality of Records

### Confidentiality

Confidentiality is extremely important in all matters pertaining to students with disabilities. Information regarding a student's disability is shared with other University personnel only if there is a legitimate reason to do so, and with the student's written permission. Faculty members are not told the specific nature of the student's disability unless the student provides written permission.

OASIS recommends that the student provides the letter verifying their disabilities and accommodations to faculty during office hours or by special appointment when arrangement of accommodations can be discussed in a confidential setting.

Students are encouraged to communicate openly with faculty regarding their disability and accommodations. The faculty is not permitted to ask about the nature of the student's disability and all information shared by the student will remain confidential.

It is essential that disability information be kept confidential. At no time should the class be informed by a faculty member that a student has a disability except at the student's request. All information that a student shares with the faculty member is to be used specifically for arranging reasonable accommodations for the course of study.

## Legalities

Postsecondary educational institutions are subject to several legal mandates designed to protect students with disabilities from discrimination and ensure they have access to all aspects of university life.

### Section 504 of the Rehabilitation Act of 1973

Under the provisions of Section 504 of the Rehabilitation Act of 1973, entities receiving federal funding are required to make all services accessible to individuals with disabilities. Students who have self-identified as having a disability, provided documentation of a disability, and requested reasonable accommodations, are legally 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.

### The Americans with Disabilities Act (1990)

The American with Disabilities Act (ADA) requires that "no qualified individual with a disability shall, by reason of such a disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity."

The ADA mandates that "a public entity, including educational programs, shall make reasonable modifications to policies, practices, or procedures when modifications are necessary to avoid discrimination on the basis of a disability unless those modifications present undue hardship or substantially alter a program." ADA also requires the provision of accessible facilities, auxiliary aids and services for individuals with disabilities by public programs.

The Americans with Disabilities Act (ADA) defines a person with a disability as any person who (1) has a physical or mental impairment that substantially limits one or more of their major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, learning, concentrating and thinking.

### The ADA Amendment Act (2008)

The ADA Amendments Act (ADAAA, 2008) broadened the definition of "disability" to include individuals who have conditions that affect major life activities including specific physical symptoms, and, in areas of learning, concentrating and thinking. These recent changes were designed to reduce discrimination, and make the accommodation process less burdensome for individuals seeking services by including less stringent documentation requirements. For students seeking educational accommodations, the documentation process is not as complicated as in the past, and places greater emphasis on the student's description of how their disability poses a barrier to their education, the intake evaluation and the requested accommodation to remove the barrier.

## Student Rights and Responsibilities

Students with identified disabilities have the right to:

- full and equal participation in and access to the courses, programs, services and activities of ESU;
- reasonable accommodations, academic adjustments and/or auxiliary aids and services;
- privacy and confidentiality of information regarding disability; and,

- reasonably available information in accessible formats.

Students with disabilities are responsible to:

- meet institutional qualifications and maintain essential institutional standards for courses, programs, services, and activities;
- identify oneself as an individual with a disability when an accommodation is needed and seek information, counsel and assistance as necessary, preferably prior to classes;
- provide documentation from an appropriate licensed professional source:
- documentation should include a description of the nature of the disability and how it limits the student's participation in courses, programs, services, jobs, activities and facilities when accommodations are sought;
- documentation should also include recommendations of the nature of accommodations to provide equal access and opportunity to the student with a disability; and,
- follow published university procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

## **Faculty Rights and Responsibilities**

The faculty member has the right to:

- be notified by the student who requires reasonable accommodation(s);
- provide reasonable accommodations without altering the fundamental nature of the course;
- discuss how the reasonable accommodation can be satisfied with the student;
- use the Faculty Liaison as a resource in providing reasonable accommodations for a student;
- use the Assistive Technologist as a resource in providing information about assistive technology;
- fail a student with a disability who is unable to pass the course requirements, exams, etc., although accommodations have been granted and provide; and,
- deny a student's request for accommodations without a letter of accommodation from OASIS verifying their disability and need for accommodations.

The faculty member has the responsibility to:

- provide the student with a disability the accommodation(s) granted by OASIS;
- permit the use of assistive technology in the classroom and for test taking if the student is granted assistive technology accommodations;
- maintain the student's right to confidentiality about their disability; and,
- report concerns or problems associated with the accommodations;
- state in the syllabus how far in advance students must provide you with their accommodation letter to ensure that you have adequate notice to provide the accommodations.

## **OASIS Faculty Fact Sheet Audio-Recording Class Lectures**

- Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide auxiliary aids and services to students with documented disabilities and not deny equal access to the institution's programs, courses and activities. For a variety of reasons, some students are not able to take adequate notes during class. Audio recorders are a legitimate auxiliary aid to supplement or substitute note taking for some students with disabilities.
- OASIS, where appropriate and reasonable, may recommend a student with a documented, qualifying disability be permitted to audio record class lectures as a form of academic accommodation. Students who have been

granted permission to audio record class lectures as an accommodation have agreed to abide by these provisions:

- students will obtain prior consent to record a class lecture and the instructor's consent must not be unreasonably withheld;
- recordings of class lectures are only for the OASIS student's personal use in study and preparation related to the class;
- the student may not share the recordings with any other person at any time, whether or not that person is in their class;
- information contained in the recorded lecture is protected under federal copy-righted laws and may not be published or quoted without the express consent of the lecturer and without giving proper identify and credit to the lecturer;
- the students acknowledge that the recordings are sources and their use is governed by the ESU's Policy of Academic Integrity;
- the student has agreed to destroy any recordings that were made when they are no longer needed for academic work while enrolled at East Stroudsburg University; and,
- the student will record only the voice of the lecturer, not the voices of other students such as in discussion sessions.

If a student will be recording a lecture in your class, please announce to the class:

"This lecture will be recorded and its use is governed by the ESU Student Code of Conduct. Neither the recording nor the transcription shall be released or shared with any other student. In the event that students might share information of a personal or sensitive nature during the class discussion and/or a student prefers to not be recorded, please notify the instructor and the recording will be stopped when you speak. Students who do not wish for their voice to be recorded may also use an alternative means of participating and ask questions. (Examples: written notes, asking recordings to be paused during questions, etc.) Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice."

## University Rights and Responsibilities

The University has the right to:

- identify and establish essential functions, abilities, skills, knowledge, standards and criteria for courses, programs, services, and activities;
- request and receive (through OASIS), current documentation from an appropriate licensed professional source that supports accommodation requests as well as requests for academic adjustments and/or auxiliary aids and services;
- deny a request for accommodations, academic adjustment and/or auxiliary aids and services in consultation with a student with a documented disability;
  - if documentation does not meet the university's guidelines and demonstrate that the request is warranted; or,
  - if the student fails to provide appropriate documentation;
- refuse to provide an accommodation, adjustment and/or auxiliary aid or service that is ineffective or unreasonable, including any that:
  - pose a direct threat to the health and safety of others;
  - fundamentally alter the courses, programs, services, or activities; and / or,
  - pose undue financial or administrative burden.

The University has the responsibility to:

- provide information regarding policies and procedures to faculty, staff, students and guests with disabilities and assure that this information be provided in accessible formats upon request;
- ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- evaluate students and applicants on their abilities and potentials, not their disabilities;
- provide or arrange for effective, appropriate and reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with identified disabilities in courses, programs, services, and activities; and,
- maintain appropriate confidentiality of records and communication concerning students with disabilities.

## **Applying for Accommodation/Services**

Incoming freshmen and transfer students may apply for accommodations once admitted to ESU. Current students may apply at any time. It is the student's responsibility to identify to OASIS and to complete the intake process to determine if they are eligible for services and accommodations.

### **Application**

The Accommodations Request Form is available online at [www.esu.edu/oasis](http://www.esu.edu/oasis)

If students need assistance completing the application, please feel free to contact OASIS. A completed application will not be processed until all necessary documentation is received, reviewed and approved.

### **Documentation**

Students seeking services from OASIS on the basis of a previously diagnosed disability/condition will be asked to submit documentation that verifies their eligibility under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the ADA Amendments Act.

All documentation submitted is considered confidential. OASIS will not return documentation. Students should keep copies for their records.

### **Submission of materials**

The Public Accommodation Request Form must be submitted online at [www.esu.edu/oasis](http://www.esu.edu/oasis)

- All documentation must be in .pdf or .doc file format. If you do not have access to a scanner or FAX, you can utilize a free app that converts images into a pdf file (e.g. CamScanner).

### **The Review Process**

The review process typically takes up to 2 weeks. In particularly busy times, such as the start of a new semester, this process may take longer. The Student will be notified once the application and documentation have been reviewed.

### **Intake Interview**

Once a student is notified of their eligibility for an intake interview, an appointment is scheduled to meet a disability specialist at which time the appropriate accommodations for the student will be determined.

## **Letter of Accommodation**

A letter of accommodation is a notification that a student has been granted specific reasonable accommodations based upon their self-disclosure of a disability, the student's application, an intake interview with a faculty member in the

Office of Accessible Services Individualized for Students (OASIS), and additional documentation, if needed. The letter is printed on ESU OASIS letterhead and signed by the appropriate faculty member at OASIS.

After a student has self-disclosed their disability, applied for accessible services and has been granted accommodations, they authorize distribution of their accommodation letters to their professors. The accommodation letter will be sent from OASIS using the data system, Accommodate.

All faculty will have access to **Accommodate**, our client management system, in order to access *Letters of Accommodation*, OASIS announcements and our library of resources. In addition, faculty will be able to see at a glance which students enrolled in a course have academic accommodations and what those accommodations entail. You will also be able to electronically sign off on receipt of each letter you receive on behalf of a student enrolled in your course. For your convenience you will receive an email from OASIS whenever a *Letter of Accommodation* arrives in your portal for your electronic signature.

To access your portal, follow the following link and select **FACULTY**:

<https://esu-accommodate.symplicity.com>

Your username and Password are set to be the same as your ESU email.

You will see a "Letters to Review" area on the home page. You can view and sign accommodation letters right from the home screen. Please see directions below:

- The "letters to review" area is organized by course/section.
- Under the course/section header, you will see student names, click the review button next to the student's name and you can view and sign the acknowledgement.
- You will also see "Previous," and "Next" buttons so that you can review additional accommodation letters without having to go to back to each individual student.
- The next time that you log in- you will not see any letters that you have signed on the home screen. However, if you would like to view/print any accommodation letters you can access them by clicking on the "Accommodation Letters" tab from the menu on the home screen.

To view students enrolled in your course who have been granted accommodations select **Courses** from the menu on the left of the home screen where you will find of list of your courses. Select your course by clicking on its title then view students by selecting Enrolled Students from the tab at the top. Here you can see at a glance all the academic accommodations an enrolled student has been granted.

There is a one minute how-to video on the home page of accommodate for your reference.

In compliance with federal mandates, the faculty member is required to provide the accommodation(s) that have been granted on the letter. Please note that an accommodation should not alter the fundamental nature of the course.

When the student provides a letter of accommodation to the faculty member, it is recommended that the faculty member meet with the student for a confidential discussion outside of class to determine how the accommodation(s) can be met in class. . The faculty is not permitted to ask about the nature of the student's disability and all information shared by the student will remain confidential.



## **OASIS Faculty Liaison**

Jill Ceasar Boyle, M.Ed., will be serving as the OASIS Faculty Liaison to provide faculty with a resource to answer questions about providing accommodations and to work collaboratively in resolving issues about accommodations.

The faculty member is encouraged to work in conjunction with OASIS to provide approved accommodations to students with disabilities. When disability-related accommodations are requested, faculty members have the right to work with OASIS staff to identify strategies or accommodations to provide equal educational access to students with disability.

## **Accessibility and Accommodations**

At East Stroudsburg University, requests for accommodations for a disability are evaluated by OASIS, on the basis of a student's self-disclosure of a disability, request for services, an intake interview, and other documentation (if needed), in accordance with Federal Law. Upon completion of the application process and intake interview, the disability specialist will determine the reasonable accommodation(s) to be granted and will provide a letter of accommodation to the student listing the accommodations granted based upon their disability. It is the student's responsibility to provide copies of this letter to each faculty member in order to receive these accommodations.

Reasonable accommodations are granted on an individual case by case basis according to a student's documented disability to ensure the student an equal access to educational opportunities.

Reasonable academic accommodations may include:

- recording of lectures
- copy of professor's notes
- access to video recorded lectures
- extended time for tests
- extended time for completing assignments
- reduced distraction test setting
- use of a reader or a scribe

Auxiliary aids and services may include:

- note taking support
- sign language interpreters
- captioning
- assistive technology
- alternative format materials

## Common Course Accommodations

Course accommodations that are frequently listed on letters of accommodation for student with disabilities are described below. The purpose of accessibility and academic accommodations is to enable students with disabilities equal educational opportunities to achieve academic success based on their abilities, not their disabilities.

### Classroom Accommodations

#### **Access to Overheads or Power Point Presentations**

Students with disabilities may request an instructor's course materials displayed or Power Point slides for review. Instructors are not required to create new materials, however, they may elect to post the materials using D2L, provide copies of materials for students, or place them on reserve at the library.

#### **Alternative Format Materials**

Students may require materials in an alternative format, such as enlarged fonts, recorded texts, electronic texts or Brailled course materials. The nature of alternative material production can be a time consuming process, and an OASIS staff member may request course information and materials several weeks or months in advance. OASIS staff can collaborate with the student and the professor to determine an appropriate alternative format.

#### **Braille**

Most materials for student with visual impairments can be available in electronic or audio formats, however, it may be necessary to provide key passages, handouts, or diagrams in Braille format. OASIS can provide limited Braille transcription services and/or refer a student to appropriate resources for this service.

#### **Captioning Request for Educational Content**

To have course content captioned, please visit the link listed below to request captioning services.

[https://www.esu.edu/oasis/faculty\\_request.cfm](https://www.esu.edu/oasis/faculty_request.cfm)

#### **Deaf and Hard of Hearing Services**

Students seeking assistance with sign language interpreters and captioning services should contact OASIS to make these arrangements as early as possible.

#### **Class Absences/Flexible Attendance Due to a Disability**

Students with a disability may miss class due to a variety of reasons, including medication issues, chronic illness, mobility difficulties or other disability related circumstances. Flexibility in attendance does not mean that attendance policies do not apply. The instructor and the student determine the specifics of a flexible attendance policy and the potential implications of missing class. OASIS staff can function as a resource regarding this accommodation.

#### **Permission to Leave or Move About in Class**

There are some disabilities where sitting for long periods of time or remaining in the same position can exacerbate a student's disability. Students who have been granted this accommodation should discuss seating arrangements and the timing of breaks with their instructor.

#### **Permission to Record Classes**

The recording of class materials in audio format is permitted when the student provides notification of the accommodation to the professor. A student who has been granted permission to record classes must provide their own recording device and ask their professor for the best placement of the recording device. OASIS staff can function as a resource regarding this accommodation.

### **Use of a Laptop/Mobile Device for Taking Notes**

Students with a disability may have difficulty in taking notes by hand and may request use of a laptop or mobile device in class for taking notes. These devices allow for greater speed in note taking so the student can keep pace with the instructor.

### **OASIS Assistive Technology Resource**

Faculty can contact the OASIS Assistive Technology Coordinator at 570 422 2707 or email [atoasis@esu.edu](mailto:atoasis@esu.edu) for questions about the use of assistive technology devices for students with disabilities.

## Testing Accommodations

### **Extended Time**

Students with certain disabilities may require extended time for taking tests and completing in-class assignments. For students who are granted extended time for taking tests based on documentation, extended time is usually approved in increments of one and one half or double the allotted time. The extended time ensures the student's academic performance is reflective of their ability. Unless efficiency or speed is the essential skill being assessed, students may be allowed additional time for all exams, in-class writing assignments and labs.

### **Readers for Exams**

Students with particular disabilities may require having test questions read to them. Software programs with a text-to-speech component can "read" the exam aloud to the student to satisfy this accommodation. Additionally, a "reader" employed by OASIS may be assigned to read the exam to the student. OASIS staff will make arrangements for this accommodation.

### **Reduced Distraction Environment**

Students with particular disabilities may require a "reduced distraction" testing environment. This accommodation provides a quieter place where students have fewer distractions, but does not guarantee a distraction free testing environment. This testing space may be an instructor's office, an unused classroom or a conference room. OASIS staff can function as a resource in assisting with this accommodation. In addition, OASIS has a testing center in which exams can be administered by OASIS staff. Arrangements must be made 3 – 4 business days in advance of the exam.

### **Use of a Calculator for Exams**

Students who are granted this accommodation are allowed the use a calculator as long as the calculator is unable to perform the functions that are being tested, and the calculator is approved by the instructor. This accommodation is granted so students with particular disabilities who understand the mathematical concepts being tested are not penalized for errors in basic calculations.

### **Use of a Computer for Essay Exams**

The approval to use a computer for essay exams allows the student to avoid physical fatigue and provide legible answers to essay questions. Students can use a computer from OASIS or a personal computer that is pre-approved by the instructor. The computer provided by OASIS will have word processing capabilities, without internet access.

### **Use of Spell Check for Exams**

Students utilizing this accommodation during exams avoids being penalized for basic spelling and grammatical errors.

Resource: Faculty Handbook, South Florida University

## Note-Taking Support Services

Students who are determined to be eligible by OASIS for Note Taking Support Services may be granted one of the following accommodations depending upon availability: a copy of the professor's notes, recordings of lectures, assistive technology, use of a laptop, mobile devices, and recorders. Note Taking Support supplements the student's personal notes and are not a substitution for classroom attendance, participation or personal notes.

In order to assist us in determining the type of note taking support that will be needed, all students requesting note taking support must complete the Note Taking Support Accommodation Form and return it to OASIS. Requests for the Note Taking Support Accommodation will be processed ONLY after OASIS has received this completed form.

### Assistive Technology – Otter Ai

Otter helps students capture classroom lectures so they can stay focused, save time and work more effectively. Using artificial intelligence, Otter Ai listens to the voice conversations and generates “smart notes” – accurate, machine-generated text that is synchronized with audio and enriched with speaker's tags and summary keywords.

**Questions:** All questions regarding Otter Ai should be directed to the Assistive Technology Coordinator.

## Suggest Syllabus Statements

Faculty members are encouraged to make an announcement at the first class meeting and include a statement in the course syllabus regarding accommodations for students with disabilities. The following are suggested statements to include on the faculty syllabus:

These statements are to:

1. encourage students with disabilities to access services available to them on campus, and,
2. advise students of their responsibility to notify the faculty member in a timely manner they may require reasonable accommodations for the class.

### Statement 1: Accessibility and Accommodations

*“Students who are in need of accommodations for a disability may consult with the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 to arrange for appropriate accommodations. For students with existing accommodations, it is the student's responsibility to give reasonable notice to the professor prior to requesting an accommodation.”*

### Statement 2: Accessibility and Accommodations

*“It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information to about arranging for reasonable accommodations.”*

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

## Frequently Asked Questions for Faculty/Staff

### How do students get accommodations for a disability?

Students must self-disclose their disability or medical condition and apply for services on campus through the Office of Accessible Services Individualized for Students (OASIS). Providing appropriate documentation will assist OASIS in determining the need for accommodations. If more information is needed then the student or medical professional may be asked clarifying questions.

### How will I know if a student is receiving services with OASIS?

After a student has self-disclosed their disability, applied for accessible services and has been granted accommodations, they will need to authorize OASIS to send their accommodation letter to their professors. Each subsequent semester, students are responsible to complete a “semester request” with OASIS to activate their academic accommodations and to send their accommodation letter to their professors. The accommodation letter will be sent from OASIS using the data system, Accommodate.

### **When is a student required to notify me of a need for accommodations?**

Students are encouraged to notify their professors as soon as they received a letter of accommodation and are encouraged to meet with the professor privately to discuss these accommodations. However, students can apply for accommodations through OASIS at any time during the semester. Faculty should state their preferred timeline in their syllabus.

### **Are faculty allowed to request documentation from the student for any reason?**

No, documentation stating and describing a student’s disability is confidential information and cannot be disclosed without a signed release of information. The letter of accommodation will list the specific accommodation needed for the student’s disability; it is not necessary for the faculty member to discuss the student’s disability.

### **I have a student with a disability who is behind in their course work and is not passing the class, do I have the right to fail a student with a disability?**

Any student with a disability has the same rights as other students, including the right of failure. Work produced by the student should be equivalent to that of their peers and should be graded accordingly. Academic accommodations ensure equal educational opportunity, however, accommodations do not guarantee academic success. You may want to suggest tutoring to the student, or contact the OASIS Faculty Liaison about other considerations to help this student.

### **I have a student who is having difficulty in my class. I think the student may have a disability. What can I do to help the student?**

Talking privately to the student to discuss your observations may help to identify what the student may need. If you suspect the student has a disability, you can refer the student to OASIS to discuss options or other academic program support.

### **If a student informs me that they has a disability and would like accommodations, but does not have an accommodation letter, am I required to provide accommodations?**

No, you are not required to provide any accommodations unless you have received a letter of accommodations from OASIS. It would be appropriate to refer the student to apply for services through OASIS.

### **By providing accommodations for disabled students, am I giving students with disabilities an advantage over other students in my classes?**

No, providing reasonable academic accommodations to students with disabilities ensures the same educational opportunity as other students to demonstrate their academic achievement. Without reasonable accommodations, expecting the student with the disability to perform academically at the same level as students without disabilities is discriminatory; accommodations are provided to “level the playing field.”

### **Why should I have to take extra time to accommodate students?**

The institution at large is legally responsible for providing accommodations that have been granted to students with disabilities in compliance with federal mandates. Many accommodations are related to course requirements, and it is necessary for all faculty to take an active role in providing accommodations.

### **What are hidden disabilities?**

While some disabilities are readily apparent, there are disabilities that considered ‘hidden’ disabilities such as attention deficit hyperactivity disorder (ADHD), learning disabilities, psychological disabilities, or medical conditions. Whether a disability is obvious or not, disabilities can vary from person to person, therefore, each student’s needs must be considered on an individual basis.

## **What are the accommodations that might be seen in the classroom?**

Accommodations are decided on an individualized, case by case basis. Typical accommodations that many students who have disabilities are granted may include extended time on testing, use of note taking support, early registration, or classroom changes, if there are accessibility or mobility issues. Other, more individualized accommodations may be necessary, but these are often implemented with close collaboration between the instructor and the student.

## **Assistive Technology (AT) Resources**

Students with disabilities who request services from OASIS are often encouraged to use assistive technology to help them achieve academic success and to maximize their educational experience. After a student meets with an OASIS faculty member for an initial interview, they may receive a letter of accommodation that includes the use of assistive technology. An appointment with the Assistive Technology Coordinator can be scheduled for the student to receive the appropriate training on the devices, software or apps recommended for them.

## **Resources for Teaching Students With Disabilities**

Resources providing information on specific disabilities, accommodations for specific disabilities, and legal issues regarding disability issues in higher education.

### **Government Agencies**

National Council on Disability

PA Department of Labor and Industry, Office of Vocational Rehabilitation

### **National Organizations**

National Center for Disability Services

National Mental Health Association

National Organization on Disability

National Technical Institute for the Deaf

Learning Ally (formerly Recording for the Blind and Dyslexic)

Various Apps are available for free or at a low cost to assist with:

Text to speech

Speech to text

Spelling and grammar

Study skills

Note taking

## **Faculty Teaching Suggestions in Working with any Student Disability Issues**

- Encourage students to make an appointment during office hours to self-disclose their disability.
- Provides students with a detailed syllabus, including a disability statement. \*
- Clearly spell out course expectations before the course begins.

- Start each lecture with an outline of material.
- Speak directly to students and use gestures of natural expressions to convey meaning.
- Present new or technical vocabulary in a handout form.
- Give assignments orally and in written form.
- Announce reading assignments early on so books on tape can be secured.
- Select a textbook with a built-in study guide if possible.
- Provide adequate opportunities for questions, answers and review.
- Explain what constitutes the right answer on exams and explain why.
- Present information through a multi-sensory approach.
- Provide examples of finished papers or models available for student review.
- Set an example by demonstrating respect for the student's disabilities, either a different learning style, or a physical disability.