Office of Accessibility
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Faculty and Staff Handbook

Welcome

The Office of Accessibility would like to welcome you to our office. We strive to provide students with disabilities equal access opportunities and programs geared for academic success at The University of Akron. We collaborate with faculty and staff to ensure that academic accommodations are carried out in a timely and effective manner. We have developed this handbook for faculty and staff to provide information regarding disability-related accommodations while working with all students in an inclusive manner. If you have additional questions, please do not hesitate to contact the Office of Accessibility for further information.

Office Hours

Fall/Spring Semesters	Summer Semester
Monday through Friday 8:00 AM to 5:00 PM	Monday through Friday 8:00 AM to 4:30 PM

Office of Accessibility Staff

The staff at the Office of Accessibility strives to provide students with full access to and the opportunity to fully participate in the academic environment at The University of Akron. We encourage students to contact us to find out more about our programs and services.

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Mission of the Office of Accessibility

The mission of the Office of Accessibility at The University of Akron is to provide students with full access to and the opportunity for full participation in the academic environment. We are advocates of social justice for students with disabilities and work to end oppression by examining the social, cultural, and institutional barriers to inclusion of all students. We embrace the diversity of our student body and celebrate a culturally sensitive and accessible campus through outreach, partnership, and advocacy with many university departments.

Our goal is to provide reasonable accommodations and a supportive, well-resourced environment to students with disabilities to promote student success in the university environment. This mission goes well beyond the legal requirements, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA as Amended (2008), and supports the University's commitment to create an accessible and welcoming environment for all students.

Legislation Mandates

In addition to the mission of the Office of Accessibility, the following directives from federal laws guide the efforts of the Office of Accessibility and The University of Akron to provide an accessible experience in higher education. The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federally funded programs and activities. The Americans with Disabilities Act (ADA) of 1990 is a civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, state and local government, public accommodations and services, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified individual with a disability in the United States…Shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (Section 504 of the Rehabilitation Act of 1973)." For the purposes of this section, the term "program or activity" means all the operations of a college, university, or other post-secondary institution, or a public system of higher education.

Title II of The American with Disabilities Act

"Subject to the provision of this title, no qualified individual with a disability shall, by reason of such 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 such entity (Title II of the Americans with Disabilities Act)."

Americans with Disabilities Act as Amended

The **ADA Amendments Act of 2008** (Public Law 110-325, ADAAA) became effective January 1, 2009. The ADAAA expands interpretation of the ADA's coverage, which has been narrowly construed by case law in a number of decisions by the Supreme Court. Because Congress viewed those decisions as limiting the rights of persons with disabilities, the ADAAA explicitly reversed those decisions. It also rejected portions of the regulations published by the Equal Employment Opportunity Commission (EEOC) that interpret Title I (the employment-related title) of the ADA. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition -- and therefore the number and types of persons who are protected under the ADA and other Federal disability nondiscrimination laws.

The ADAAA requires that courts interpreting the ADA focus on whether the covered entity has discriminated, rather than whether the individual seeking the law's protection has an impairment that fits within the technical definition of the term "disability." The Act retains the ADA's basic definition of "disability" as: 1. an

impairment that substantially limits one or more major life activities; 2. a record of such an impairment; or 3. being regarded as having such an impairment.

The ADAAA renews Congress' commitment to ensuring that all Americans with disabilities can fully participate in all facets of society. By broadening the definition of disability in the ADA, the ADAAA provides protection for persons previously excluded by Supreme Court cases. Future cases under the ADA will focus less on the threshold question of whether a person is disabled, and will focus more on whether discrimination occurred, including whether an accommodation or modification was unjustly denied.

Roles and Responsibilities in the Accommodation Process

Office of Accessibility Responsibilities

- Review and explain what documentation is needed to determine eligibility for services.
- Determine your eligibility for individualized accommodations based on documentation.
- Maintain student files in a confidential manner.
- Send letters to faculty members that detail your accommodations, per your request in STARS.
- Make a reasonable, good faith effort to provide accommodations, aids, and services for eligible students in a timely manner.

Student Responsibilities

- Register with the Office of Accessibility by providing necessary documentation.
- Meet with your Disability Specialist to discuss your needs.
- Submit accommodation requests through STARS **each semester**.
- Speak to your professors about your accommodations and maintain necessary communication with instructors and the Office of Accessibility to coordinate services throughout the semester.
    - Establish agreed upon arrangements for the use of your accommodations with each of your instructors and complete any necessary Instructor Agreement Forms related to your accommodations, within the first two weeks of the semester.
- Be aware of out-of-classroom/hands-on learning experiences in your program and communicate with your Disability Specialist and professors to determine appropriate accommodations for those experiences.
    - This may include accommodations in student organizations, Student Recreation & Wellness Services, and student hearing proceedings (which may include Student Conduct and Community Standards, Title IV, or other university related programs).
- Meet with your Disability Specialist to discuss any evacuation concerns. If applicable, some students may also need to communicate with their professors about individualized evacuations plans.
- Complete the Additional Documentation Form in your STARS profile if you have additional accommodation requests that you wish to have considered and reviewed by your Disability Specialist.
- Notify your Disability Specialist if additional accommodations should be considered.
- Contact your Disability Specialist and/or professors if you have any questions/concerns.

Faculty Responsibilities

- Understand accommodations approved by the Office of Accessibility. It is reasonable for the faculty member to consult with the Office of Accessibility when clarification is needed about how to implement accommodations in their course.
- Collaborate with the student and/or the Office of Accessibility to coordinate accommodations.
- Contact the Office of Accessibility if there are questions/concerns regarding accommodations.
- Know the essential elements of a course or program and request consultation from the Office of Accessibility if an accommodation is deemed to be unreasonable due to the requirements of an assignment, course, or program.

Disability Information

Student with disabilities utilize academic accommodations to mitigate the impact of their disability in the educational setting and ultimately provide access to the educational process. The overall goal is to be inclusive of all students and promote an accessible learning environment to everyone.

Flexibility and effective communication between student and instructor are key in approaching accommodations. Although students with similar disabilities may require different accommodations, it is useful for faculty to be aware of typical strategies for working with students who have various types of impairments. With this basic knowledge you will be better prepared to ask students to clarify their needs and to discuss accommodation requests.

Attention-Deficit/Hyperactivity Disorder (ADHD) is a condition that is characterized by poor attention, distractibility, and/or hyperactive and impulsive behaviors. Examples of accommodations for students who have ADHD include:

- Extended test time
- Distraction reduced testing environment
- Use of an audio recorder in the classroom

Autism Spectrum Disorder (ASD) refers to disorders characterized by delays in the development of socialization and communication skills. Symptoms may include problems using and understanding language; difficulty relating to people, objects, and events; difficulty with changes in routine or familiar surroundings; and repetitive body movements or behavior patterns. Examples of accommodations for students who have Autism include:

- Frequent communication with instructor(s)
- Clarification of instructions and ambiguous terms
- Use of adaptive technology to assist in written expression and organization

Blindness refers to the disability of students who cannot read printed text, even when enlarged. Typical accommodations include:

- Audiotaped, Brailed or electronic-formatted lecture notes, handouts, and texts
- Verbal descriptions of visual aids
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels, auditory lab warning signals
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)
- Computer with optical character reader, speech output, Braille screen display and printer output

Health Impairments affect daily living and can involve the lungs, kidneys, heart, muscles, liver, intestines, immune systems, and other body parts (e.g., cancer, kidney failure, multiple sclerosis, fibromyalgia, AIDS). Typical accommodations for students who have health impairments include:

- Notetaker or copy of another student's notes
- Flexible attendance requirements and extra test time
- Assignments made available in electronic format, use of email to facilitate communication
- Copies of overhead/PowerPoints

Considerations:

- Communication and flexibility are often necessary when symptoms are unexpected or exacerbated.

Deaf/Hearing Impairments make it difficult or impossible to hear lecturers, access multimedia materials, and participate in discussions. Examples of accommodations for students who are Deaf or hard of hearing include:

- Sign language interpreter, transcription, SoundField, notetaker
- Open or closed-captioned media, use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions
- Appointments with faculty for outside of class discussions to ensure the availability of a transcriber or interpreter
- Preferential seating in front of the classroom and/or direct line of sight to instructor

Considerations:

- Students who have hearing loss do not all have the same communication preferences nor need the same supports.
- Avoid speaking while your back is turned to the class (i.e., writing on the board, etc.) as this may muffle the signal to the student. Some students rely on a combination of auditory and visual information and will need to see your face directly.
- Many students with hearing loss have a preferential seating accommodation. The student will need to find a seat in the room which provides the most visual and auditory access to everyone in the room.
- Occasionally a student will ask for information to be repeated. Repeat the information as close to the original message as possible. This includes answers given in class by other students, especially if they are soft-spoken or if it is a large classroom.
- A student with a hearing loss may ask you to wear a lapel microphone to help them to hear your voice above any background noise.
- Keep in mind that a fast rate of speech, a lower volume, distance, and extraneous noise, may make lectures and classroom communication more difficult for the student.
- It is especially difficult for someone with a hearing loss to hear while doing group work if the classroom is small and several groups are talking at once. A quiet area to work in is helpful if that option is available.

Low Vision refers to students who have some usable vision, but cannot read standard-size text, have field deficits (for example, cannot see peripherally or centrally but can see well in other ranges), or other visual impairments. Typical accommodations for students with low vision include:

- Seating near front of class
- Large print handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Class assignments made available in electronic format
- Computer equipped to enlarge screen characters and images
- Magnification Devices
- Accessible PowerPoint and media documents for screen readers

Considerations:

- Be descriptive. Say, "The computer is about three feet to your left," rather than "The computer is over there."
- Narrate the content presented on boards and other visuals.

- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Mobility Impairments may make walking, sitting, bending, carrying, or using fingers, hands, or arms difficult or impossible without mobility aides. Mobility impairments result from many causes, including amputation, polio, scoliosis, spinal cord injury, cerebral palsy, injuries, and birth related disorders. Typical accommodations for students with mobility impairments include:

- Notetaker, lab assistant, group lab assignments
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables/chairs, lab equipment located within reach
- Class assignments made available in electronic format
- Computer equipped with special input device (e.g., speech input, Morse code, alternative keyboard)

Considerations:
- Sit or otherwise position yourself at the approximate height of people sitting in wheelchairs when you interact.
- Do not touch a wheelchair unless the student requests assistance. It is considered part of their personal space.

Neurological Disorders are disorders of the brain, spine, and the nerves that connect them. This includes Traumatic Brain Injuries (TBIs) and concussions. Examples of accommodations for students with neurological disorders include:

- Notetakers and/or audiotaped class sessions
- Extra exam time, alternative testing arrangements, and breaks during exams
- Flexible attendance requirements
- Receiving copies of PowerPoints prior to class

Psychological Impairments includes mental health and psychiatric disorders that affect daily living (e.g., Bipolar Disorder, Generalized Anxiety Disorder, Major Depressive Disorder). Examples of accommodations for students with these conditions include:

- Notetaker, copy of another student's notes, or recording of lectures
- Extended time on assignments and tests
- A non-distracting, quiet setting for assignments and tests
- Flexible attendance requirements

Considerations:
- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.

Specific Learning Disorders are documented disabilities that may affect reading, writing, math calculation, processing information, remembering, and spatial abilities. Examples of accommodations for students who have specific learning disabilities include:

- Notetakers and/or audiotaped class sessions
- Extra exam time, alternative testing arrangements
- Visual, oral, and tactile instructional demonstrations
- Computer with speech output, spellchecker, and grammar checker

- Alternative media

Considerations:
- Offer directions/instruction both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Temporary Medical Conditions refers to students with temporary conditions, such as injured limbs, surgeries and short-term illnesses that may require temporary accommodations. Temporary accommodations typically last one semester. Examples of temporary accommodations for students include:

- Audio recorder for class sessions
- Extra exam time, alternative testing arrangements
- Classrooms in accessible locations

General Considerations:
Treat people with disabilities with the same respect and consideration with which others are treated. There are no strict rules when it comes to relating to people with disabilities. The following are a few things to consider:

- Ask a person with a disability if they need help before providing assistance.
- Refer to a person's disability only if it is relevant to the conversation. If so, mention the person first and then the disability. "A man who is blind" is better than "a blind man" because it puts the person first.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair." A wheelchair is not confining- it's liberating!
- Ask for permission before you interact with a person's service animal.
- Students are required to ensure that the appropriate amount of personal care is in place while attending The University of Akron. It is inappropriate for the student to ask any University of Akron personnel to provide any level of personal care assistance related to any activity of daily living including, but not limited to toileting, showering, eating, sleeping, walking, dressing, grooming, transfer in and out of a wheelchair and personal hygiene.

Registration Process

1. Get started at The University of Akron
   - Applying for admission to The University of Akron and applying for services with the Office of Accessibility are two different processes.
   - Students need to apply, be accepted, and enroll in classes before attending an intake appointment.
   - Students can register with the Office of Accessibility at any point while enrolled at The University of Akron.

2. Submit New Student Application and Documentation
   - The Office of Accessibility recommends submitting the New Student Application and documentation 3 months prior to enrollment.
   - Complete the New Student Application to register with the Office of Accessibility. The new student application is a brief online questionnaire designed for students to describe the impacts of a disability. STARS is the online system that allows students to request and notify faculty of approved accommodations: https://york.accessiblelearning.com/s-Akron/ApplicationStudent.aspx.
   - After completing the new student application, students should upload current, disability-related documentation of their disability(ies) completed by a **qualified professional**. The Office of Accessibility has specific guidelines available in Simmons Hall 105 and online at https://www.uakron.edu/access/forms/. The Office of Accessibility will not accept disability-related documentation from treatment professionals who are related, in any way, to the student requesting services.

3. Schedule an Intake Appointment
   - Once a new student application has been reviewed, including complete documentation, an Office of Accessibility staff member will follow-up to schedule an intake appointment. If any information in the application is incomplete, a staff member will contact the student to address what is needed via phone.
   - During the intake appointment, you will discuss:
     - Eligible services based upon documentation and disability-related needs.
     - Training on our online accommodation request system (STARS).
     - Any other questions/concerns about The University of Akron, our office, and preparation for attending college.
   - Upon scheduling your Intake, you can expect to receive documents and materials necessary for the completion of the Intake appointment, via email. Please have these materials readily available during your appointment time.
   - A support person (parent/guardian, spouse, case manager) is welcome to participate in the appointment.
   - In order to complete your intake appointment, you will need to have access to the internet at the time of your scheduled appointment.
   - The appointment will last approximately 1 ½ hours.

4. Submit Additional Documentation
   - Students can submit additional documentation through the Additional Documentation form within STARS. Students should utilize this form when needing to submit additional documentation. Students may consider submitting additional documentation for many different reasons. These reasons may include, but are not limited to:
     - Sustained a Temporary Medical Condition (broken bone, concussion, unexpected hospitalization);
     - An exacerbation of current disability-related symptoms;
     - Additional disability diagnosis;
     - Submitting documentation for the review of Provisional status;

    - Requesting the review of current documentation on file for eligibility of a new accommodation.
- Students should upload current, disability-related documentation of their disability(ies) to STARS completed by a **qualified professional**. The Office of Accessibility has specific guidelines available on our website or in Simmons Hall 105. The Office of Accessibility will not accept disability-related documentation from treatment professionals who are related, in any way, to the student requesting services.
- Students are encouraged to contact their Disability Specialist with questions or to discuss the process of submitting additional documentation.

Accommodation Process

1. The Office of Accessibility reviews the student's disability related documentation and determines eligibility for reasonable and appropriate academic accommodations and services. Academic accommodations and services are designed to focus on mitigating the limitations caused by the disability and are individualized for each person.

2. Once a student is registered with the Office of Accessibility, they are encouraged to request academic accommodations by the end of the second week of classes in a 15-week session or its equivalent time frame for shorter sessions. The Office of Accessibility will generate an accommodation letter for each faculty member indicating the student's academic accommodations. Accommodation letters are emailed one week prior to the start of the semester. The student is encouraged to discuss with faculty the effects of the disability and how the recommended accommodations are helpful. Students may choose not to use all these accommodations in every class. Each student is ultimately responsible for notifying their faculty of the accommodations in a timely manner. It is important to note that students are able to request letters of accommodation at any point in the semester.

3. Faculty are responsible for providing academic accommodations once they receive the accommodation letter, even if it is after the second week of the semester. Faculty are also encouraged to discuss these accommodations with students and the Office of Accessibility staff should any concerns arise. It is the responsibility of the student to notify the Office of Accessibility if accommodations are not in place or are not effective.

Instructor Portal

The instructor portal is a feature of the Student Accommodation and Test Request System (STARS) that allows instructors to view letters of accommodation, submit and edit testing agreements, request captioning for videos, view notetaker information and more, all in one place. Use of the instructor portal is encouraged, but not required.

Faculty can log in to the instructor portal at https://york.accessiblelearning.com/Akron/Instructor/ using their UANet ID and password.

Academic Accommodations

Alternative Media
The responsibility of the Office of Accessibility is to ensure that students who have reading disorders, blind or visually impaired (or otherwise print impaired) have classroom materials in the appropriate format. Alternative media could include Braille, large print, scanned text, or a combination depending on the student. The appropriate format should be accessible at the same time printed materials are available. The Office of Accessibility works to produce classroom materials to students in a timely fashion. The student is responsible for requesting alternative media when requesting accommodations each semester.

Captioning
The Office of Accessibility works to ensure that all audio-visual materials used in class are accessible. All media shown must be captioned for students with hearing impairments or who are Deaf. Faculty will receive specific instructions when the accommodation is put into place. If faculty members need any videos captioned, contact the Office of Accessibility at least two weeks prior to showing the video.

Classroom Accessibility

Accessible Seating Arrangements
The Office of Accessibility assists students with mobility and other health-related issues to ensure accessible classrooms. Eligible students may request accessible furniture arrangements through STARS.

Accessible seating options include:

- Adjustable height, padded chair
- Non-adjustable height, padded chair
- Padded chair with no arms
- Plastic chair
- Table (in lieu of desk)

Classroom Relocation
For some students with disabilities, classrooms will be relocated to ensure the student has access to their courses. The Office of Accessibility makes the schedule change as soon as we receive the student's schedule, to ensure timely relocations.

Lock-In Class
Eligible students may request to "Lock-In" classroom locations in STARS at least four weeks prior to the start of the semester. Students should always review their schedule in advance to make sure the location will work for them. If a student would like to ensure that a class location will not be moved, they can select to "Lock-In" the classroom in STARS. If a locked in class requires relocation, the OA will contact the student upon receiving the request.

Course Assignment Accommodations
Eligible students may request assignment accommodations in STARS if they anticipate needing assignment extensions due to the impacts of a disability, throughout the semester. Students need to be aware that exceptions to deadlines may not always be possible, given the nature of the individual course, curriculum, or program. Students are required to meet with their instructors early in the semester to discuss this accommodation. This accommodation should not interfere with the essential elements or fundamentally alter the essential requirements of a course or program. The student is expected to consult with the instructor when these instances

occur. Consultation between the Office of Accessibility, the student, and the instructor, to determine what constitutes as reasonable flexibility and what qualifies as the essential elements, is encouraged.

Course Attendance Accommodations

Flexibility to the classroom attendance policy may be appropriate to assist students when the impact of their disability may require them to leave the class suddenly, come late to class, or miss class. Students most likely to request flexible attendance policies are those with disabilities that flare up episodically. An example of a possible scenario could be a student's blood sugar drops unexpectedly and the student needs to give themselves an insulin shot, check blood sugar levels and/or eat a snack. Additional situations could be a student has a seizure, a student needs to leave class or walk in the back of the classroom due to a limited sitting tolerance, or a student has a chemical sensitivity and develops a reaction to a chemical in the environment (perfume, cleaning solution, etc.). The Office of Accessibility informs students that the instructor determines the class attendance policy, but we ask that faculty take the student's disability into consideration when applying the policy.

The Office of Accessibility recommends that students with a disability-related need for flexibility in attendance meet with their instructors to discuss the extent to which modification in attendance policies may be reasonable for a particular class. The student and instructor should have a clear understanding of what accommodation can be made for disability-related absences and after meeting the student should complete the attendance contract in their STARS account. In cases where attendance is an essential part of the class, a medical withdrawal may be considered a reasonable accommodation if absences become excessive.

Course Requirements

The instructor will receive an accommodation letter from the student at the beginning of the semester. Students are encouraged to discuss with each instructor their academic accommodations as it relates to each specific course. Academic accommodations cannot alter what is fundamental to the course objectives. If there is a concern with an accommodation altering a fundamental element of the course, contact the Office of Accessibility for assistance.

Fieldwork, Internships or Clinical Placements

Internship and/or co-op experiences are often very different than a typical classroom format and frequently involve hands-on experiences. As a result, the type of academic accommodations that would be reasonable for these experiences will often be different than those that have been used in the classroom setting. As faculty work with students with disabilities in an internship, clinical, or fieldwork setting, please remember to:

- Measure knowledge and comprehension rather than physical performance of a task when testing a student's understanding of material.
- Ask the student how s/he might be able to do specific aspects of fieldwork. Attempt to include the student in field work opportunities, rather than automatically suggesting non-field work alternatives.
- Consider accessible transportation when planning field trips and out of class assignments. Discuss with the student their transportation situation and contact the Office of Accessibility to help problem-solve if necessary.
- Consult with the Office of Accessibility if there are concerns about physical access to the placement site.

Notetaking Assistance

Audio Recorder/Smart Pen – Students record lectures, which allows them to relisten to lectures for a variety of reasons: auditory processing deficits, attention/concentration concerns, visual motor integration deficits, and fine motor impairments. If faculty have concerns regarding sensitive course material being recorded, contact the Office of Accessibility and we will assist in finding an alternative accommodation. Students may be asked to complete an *Audio Recorder Agreement* form when checking out an audio recorder.

Copies of Overheads/PowerPoints/Instructor Notes – As an accommodation, students may ask faculty for copies of visually presented materials, such as PowerPoint presentations. It is the student's responsibility to ask for the materials and the faculty will provide them in a timely manner. We encourage faculty to provide the materials prior to the lecture, if possible. We also encourage faculty to post their notes and PowerPoint presentations on Brightspace, which allows all students to benefit.

Notetaker – Notetakers are students taking the same class as the student with a disability. It is critical for the instructor to help identify a notetaker, assist in doing so or provide notes to the student who is providing this memo. To meet the individual needs of students, it is important to discuss the following options with the student before proceeding. Here are your options for securing a notetaker:

1. ***The instructor identifies a notetaker during the first two weeks of school***. Many instructors know students in their classes or get a good sense of students in the first two weeks. You may approach a student you believe would be a good notetaker and ask them to provide this paid service. If a notetaker is found, please email the student's name, and contact information to the Notetaker Coordinator Tess Miller, tmiller1@uakron.edu.

2. ***The instructor provides notes to the student***. Many instructors prefer to provide a form of their own lecture notes to students who have a notetaker accommodation. Another option is to post notes or PowerPoint slides to Brightspace so that all students have access. The student may still opt to receive a notetaker in addition to the instructor's notes.

3. ***The instructor reads the notice below to secure a notetaker in the classroom***. Please read this announcement each day in your class for at least one week, or more if necessary. Interested students are instructed to contact you or the Notetaker Coordinator after class. If a student volunteers, please email the student's name and contact information to the Notetaker Coordinator Tess Miller, tmiller1@uakron.edu.

Below is the announcement read to the class:

> **The following is an announcement from the Office of Accessibility: We have a great opportunity available to you. There is a student in this class who requires the services of a notetaker. As a notetaker, you can receive the benefits of a one-time stipend of $100 on your All Campus Zip Card Account and enhancing your resume. It is very convenient to be a notetaker since you are already taking notes and the Office of Accessibility can provide you with notetaking materials such as carbon copy paper, a copy card, and instructions for uploading notes. If you are willing to provide a copy of your notes to this person for the rest of the semester, please let me know or email the Notetaker Coordinator at tmiller1@uakron.edu for registration information.**

Important Reminders

1. It is the instructor's responsibility, along with the Office of Accessibility, to ensure that accommodations are provided in a timely manner.
2. To protect confidentiality, please do not identify the student with a disability to the class in any way.
3. Though students are strongly encouraged to give you a letter of accommodation within the first two weeks of school, this does not always happen. Accommodations need to be honored but are not retroactive. If you receive a letter later in the semester, attempt to find a notetaker within two weeks.
4. Notetakers will be paid at the end of the semester in which they are taking notes. Payment of $100.00 will be credited to the students All Campus Zip Card Account.

Sign Language Interpreters
Students who are Deaf or Hearing Impaired may use a Sign Language Interpreter in the classroom. The interpreter will need a chair near the student to sign what is being said within the classroom.

Notification

- Instructors will be notified by e-mail prior to the start of the semester if a student will be using an interpreter as an academic accommodation in the classroom.
- Instructors may be asked details about the teaching format and required assignments prior to the semester. This information will be utilized when making decisions about the type of interpreter assignments (team interpreting) and how to apply the accommodation.
- Interpreters may ask for access to your Brightspace page in order to familiarize themselves with the language of the curriculum.

Roles and Responsibilities

- When an interpreter is assigned to a student in your classroom, speak directly to the student, not the interpreter, when relaying information to the student.
- When lecturing, speak at an even, moderate pace to allow for the interpreter to keep up with the information.
- Stay in an area that provides a direct line of sight for students who also rely on lip reading skills.
- The interpreter is not to act as an aide or tutor and must not be distracted from their role in the classroom.
- Contact the Office of Accessibility with any questions/concerns about the role of the interpreter in your classroom.

Syllabus Statement
Include a statement on the class syllabus inviting the student to discuss academic needs with you. The statement endorsed by the Office of Accessibility is the following: "in pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 or access@uakron.edu. The office is in Simmons Hall Room 105.

After the student's eligibility for services is determined, his/her instructors will be provided a letter which will outline the student's accommodations."

Testing Accommodations
Testing accommodations are the most utilized accommodations for students. The primary testing accommodations include extended time for in-class quizzes, tests and finals; distraction reduced testing space; use a computer for in-class writing assignments and essay tests; and use of a reader or scribe.

The instructor must complete the Accessibility Testing Agreement form before students can schedule exams. Each time the student wants to utilize their testing accommodations, the student will submit a request in STARS, our online system, four business days to one week before a test. An email will be sent to the instructor requesting the exam to be sent to the student's assigned testing location. Please note: Professors can receive a student's Letter of Accommodations at any point throughout the semester. Accommodations are not retroactive, however, and only begin when the Professor receives the student's letter.

Students have the following options available if they qualify for testing accommodations:

- Take the test with the class without accommodations.
- Take the test with appropriate accommodations, by working with instructors and agreeing on a time and place. In this option, students can access their instructor if they have questions throughout the test.
- Schedule tests at the student's assigned alternative testing location (either OA or Counseling & Testing Center)

When taking tests in the Office of Accessibility or the Counseling & Testing Center, students are required to submit a testing request four business days to one week in advance to reserve the testing room. An email is then sent to the instructor requesting the test and a proctor sheet outlining instructions for administering the exam.

In the event the student requests a test less than **four business days** for a regular test or quiz, or less than **1 week** in advance for a midterm or final, the Office of Accessibility and instructor will attempt to fulfill the request based on availability. If there is no availability and/or the instructor has not been given enough notice to prepare and provide the exam to the testing location, students will be responsible for contacting their instructor to discuss possible testing options. Students can discuss with their instructor a different test date through the testing location or make testing arrangements directly with the instructor. When a student is unable to test on the date of the exam due to a late test request, it is at the instructor's discretion as to whether the student is permitted to reschedule or take a makeup exam after the original date of the exam has passed. In these instances, consultation with the student's disability specialist is encouraged prior to making the decision.

Transcribers

Students who are Deaf or Hearing Impaired may use a Transcriber in the classroom. The transcriber will use abbreviation software on a laptop to transcribe what is being spoken in the classroom. The student using this service will receive the information as it happens (in real-time) on their laptop.

Notification

Faculty will be notified of a student using transcription services in the following manner:

- Instructors will be notified by e-mail prior to the start of the semester if a student will be using a transcriber as an academic accommodation in the classroom.
- Instructors may be asked details about the teaching format and required assignments prior to the semester. This information will be utilized when making decisions about the type of transcriber assignment (team transcribing) and how to apply the accommodation.
- Transcribers may ask for access to your Brightspace page in order to familiarize themselves with the language of the curriculum.

Roles and Responsibilities

- When a transcriber is assigned to a student in your classroom, speak directly to the student, not the transcriber, when relaying information to the student.
- When lecturing, speak at an even, moderate pace to allow for the transcriber to keep up with the information.
- Stay in an area that provides a direct line of sight for students who also rely on lip reading skills.
- The transcriber is not to act as an aide or tutor and must not be distracted from their role in the classroom.
- Contact the Office of Accessibility with any questions/concerns about the role of the transcriber in your classroom.

Teaching Strategies for Students with Disabilities

Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. Universal Design allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods. Although this design enables the student to be self-sufficient, the teacher is responsible for imparting knowledge and facilitating the learning process. It should be noted that **Universal Design does not remove academic challenges. It removes barriers to access**. **Simply stated, Universal Design is just good teaching**.

Who benefits:

- Students who speak English as a second language
- International students
- Older students
- Students with disabilities
- A teacher who would like to teach for students of various learning styles
- All students

Principles:

- Identify the essential course content.
- Clearly express the essential content and any feedback given to the student.
- Integrate natural supports for learning (i.e., using resources already found in the environment such as a study buddy).
- Use a variety of instructional methods when presenting material (auditory, visual, kinesthetic, written).
- Allow for multiple methods of demonstrating understanding of essential course content.
- Use technology to increase accessibility.
- Invite students to meet/contact the course instructor with any questions/concerns.

Classroom Considerations:

- Select course materials early. Distribute syllabi, assignments, and reading lists in advance and in electronic format (e.g., disk, network) to facilitate translation to alternative text, Braille, and large print.
- Make lectures and notes easily accessible (Brightspace, use larger print, provide handouts of notes in class, etc.).
- Provide adequate opportunities for questions and answers, including review sessions.
- Allow preferential seating for students with disabilities.
- Verbally describe visual aids if there is a student with a visual impairment in class. For example, you might say, "The 3-inch-long steel rod," rather than "this".

Please see http://ada.osu.edu/resources/fastfacts/Universal_Design.htm for more information on how universal design can benefit your students.

Quality Service is a Coordinated Effort

Thank you for working with us to provide equal access to all students. Additional information for faculty and staff about our office can be found on our website: https://www.uakron.edu/access/. Should you have any questions or concerns regarding implementing accommodations please contact our office at (330) 972-7928.