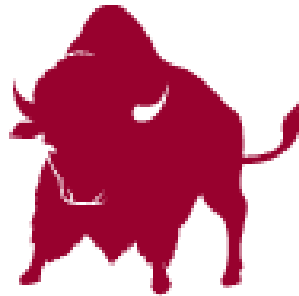


Student Disability Services

# **Faculty Resource Guide**

Your guide to providing service to students with  
disabilities



West Texas A&M University

Revised by the Office of Student Disability Services  
Virgil Henson Activities Center, Suite 218  
806-651-2335  
July 2008

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## **Purpose**

The purpose of this handbook is to serve as a resource for the faculty at West Texas A&M University regarding the requirements and legal obligations related to dealing with students with disabilities. The handbook is designed as an overview. Specific questions or concerns should be directed to:

Student Disability Services  
Activities Center, Room 218  
806-651-2335 (phone)  
806-651-2362 (fax)

<http://www.wtamu.edu/student-support/disability-services.aspx>

## **About the Student Disability Services Office**

The Office of Student Disability Services (SDS) serves as a resource for faculty, staff and students who have questions or concerns regarding accommodations for students with disabilities. The office works very closely with students who have documented disabilities to ensure access to an equal and high quality education. In addition to serving as an advocate for students with disabilities, the office also works very closely with faculty and staff members in order to monitor students' progress and encourage a positive educational experience. Faculty and staff members are encouraged to report to SDS any area of the University community that needs improvement related to the needs of students with disabilities. The SDS office has a variety of materials available for faculty and staff providing information on different types of disabilities. Please contact the SDS office if you need information or assistance regarding students with disabilities.

## **Syllabus ADA Statement**

The following statement can be used on any WTAMU syllabus:

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. The SDS Office is located in the Virgil Henson Activities Center, Room 218 and their phone number is 806-651-2335.

## What does the law say?

Section 504 of the 1973 Rehabilitation Act states “No otherwise qualified individual with a disability in the United States shall, solely by reasons 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.” Title II of the 1990 Americans with Disabilities Act (ADA) states “Subject to the provisions of this title, no qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by such entity.”

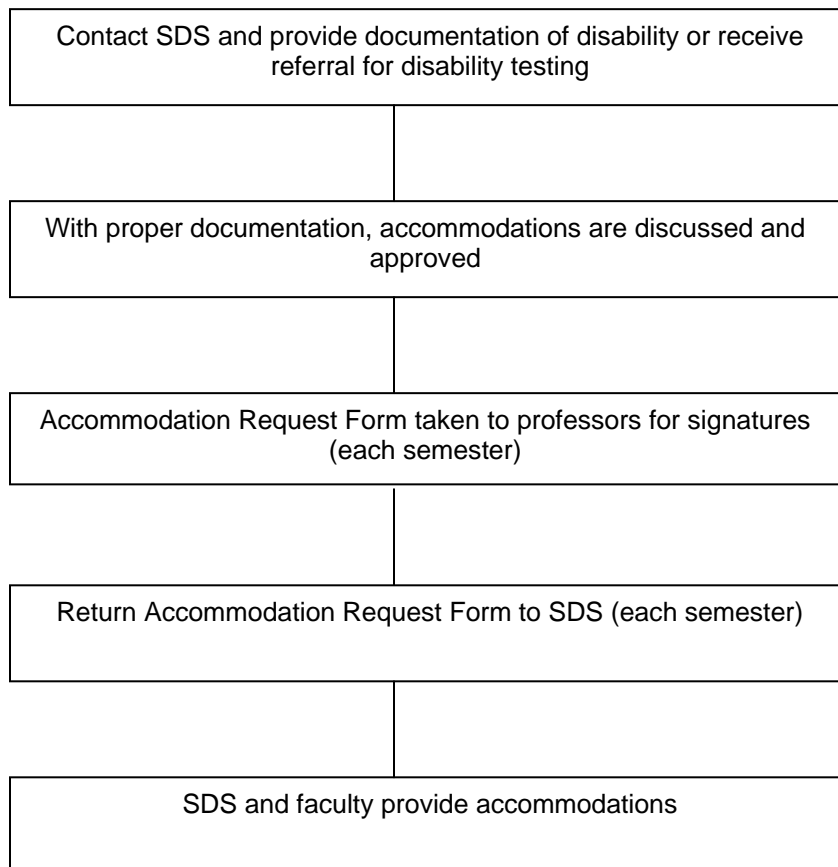
## Definition of a Disability

ADA defines a person with a disability as someone who:

- \*Has a physical or mental impairment, which substantially limits one or more major life activities (e.g., walking, seeing, hearing, learning, etc.)
- \*Has a record of such impairment; or
- \*Is regarded as having such impairment

## How to?

Below is a chart illustrating the process a student must go through to receive accommodations from the Student Disability Services Office. This process can be initiated at any point during the academic year, however, students are encouraged to request services as soon as possible since some accommodations may require advanced notice:



## **Eligibility Requirements/ Student Qualifications**

Students with disabilities must adhere to the same WTAMU admission requirements as all other incoming students. Once admitted to the University, students requesting assistance must contact SDS to determine eligibility for services.

In order to provide quality services to students with disabilities, West Texas A&M University (WTAMU) requires a student to provide verification of disability to the Student Disability Services (SDS) office at the time services are requested. This information will be used to establish the need for appropriate accommodations. A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. A temporary disability does not usually qualify as a disability; however severity and duration will be considered.

## **Documentation Guidelines and Procedures**

*Acceptable documentation should reflect the following:*

- Students must provide to SDS documentation from a licensed professional who is qualified to diagnose the particular disability. The documentation must be within the last five years.
  - Should contain a specific diagnosis
  - Should include medical and educational history related to the disability
    - Level of severity of disability
    - Current medications/treatment
  - Functional limitations caused by the disability
  - Recommended academic accommodations

Learning disability documentation should include the Diagnostician's assessment of: Aptitude test scores and Information Processing test scores. The assessment must state the student qualifies as having a learning disability. The report should include learning accommodation recommendations from a licensed diagnostician, educational psychologist, or psychiatrist.

The request for accommodation and the supporting documentation will be reviewed by the Coordinator of Student Disability Services who will ultimately determine eligibility in accordance with Section 504 and the Americans with Disabilities Act. The Coordinator may approve or disapprove all or a portion of the requests.

Requests for accommodations may be re-evaluated within the course of the semester if the need arises.

In order to be eligible for services, the student must self-identify the disability to SDS. Self-identification means the student must discuss the documented disability and the requested accommodations with SDS.

## **Self-Identification**

Students, in conjunction with the Coordinator of Student Disability Services, are required to complete an "Accommodation Request Form". The student will present this form, including any approval of accommodation to each faculty member. The faculty member will review and sign the form then the student will return the form to SDS. The form includes only information

regarding accommodations necessary and includes no specific information regarding the type of disability. The faculty member may make a copy of the form if needed for their records.

### **Examples of academic accommodations**

Extended testing time (for both online and face-to-face)

Secluded testing room

Specialized computer software

Books read to tape

Reading of exams

Use of note takers

Tapes of lectures

More appropriate seating arrangements

Loan of supportive equipment

Referral services

\*All requested accommodations must be reasonable and approved through SDS.

#### ***Extended Testing Time***

Typically, students with an approved disability requiring extra time on exams are afforded “Time and 1/2” on all exams, including quizzes. However, some students will be allowed “double time” or “unlimited time”. These time extensions are honored for both online classes and face-to-face. Faculty members should keep these testing requirements in mind when students request alternate testing dates and times.

#### ***Secluded Testing Room***

The Student Disability Services Office offers a secluded, distraction-reduced environment for students to take exams. These rooms are located in the Activities Center and students should report to the SDS office. Although many students may feel more comfortable taking exams in the SDS testing room, faculty members are not required to allow the student to take the exam in at SDS. However, the student must be given the same type of accommodation that is offered in the SDS office (e.g. distraction-reduced environment, extended time, etc.).

#### ***Specialized Computer Software***

In some situations, the university will assist students by providing access to certain specialized computer software applications. The software is designed specifically to assist students with particular types of disabilities (i.e.: visually impaired students may use a program that verbalizes the internet).

#### ***Books read to tape***

SDS employs students, faculty and staff as readers for students with disabilities. These readers will read books onto an MP3 for the student’s use. SDS also may contract with “Readings for the Blind and Dyslexic” to have certain books read to CD. In either case, the student needs to give the SDS office advanced notice in order to have the materials delivered in a timely manner. All materials must be used only by the student and must be returned at the conclusion of each semester.

#### ***Reading of Exams***

Certain students with particular types of disabilities will require that exams be read to them. SDS will honor this request either by reading the exam one-on-one to the student or, in rare circumstances, by reading the exam to tape. If an exam is read to tape, the tape is destroyed immediately following the exam.

### ***Use of Note Takers***

In situations where note takers are needed for a particular student, faculty members may be asked to identify/request another student in the class to volunteer as a note taker. Every effort should be made to respect the privacy of the student with the disability. Copies of notes can be made in the SDS Office or if the student prefers, carbon paper can be obtained from SDS.

### ***Recording of Lectures***

One accommodation that may be necessary is the recording of class lectures. The recording of class should not interfere in any way with the class instruction and the recordings should not be shared with anyone. If the use of a recording device is not conducive with the structure of the class, an alternate accommodation can be made if it meets the student's needs.

### ***More Appropriate Seating Arrangements***

If students with a documented disability request alternative seating arrangements in class, SDS will obtain the necessary desks, chairs, etc. and have the equipment delivered to the appropriate classroom. Faculty may be asked to assist students with alternative seat locations (front of the class, etc.).

### ***Loan of Supportive Devices***

Items such as tape recorders may be loaned to students in order to tape class lectures. The student should not share these tapes or recorders with others.

### ***Referral Services***

SDS can refer students to any department or service at WTAMU. Students may need to be referred to Counseling Services, Student Support Services, specific academic departments and many other areas. SDS will serve as a contact point for all students with disabilities needing referral.

## **Extending test times on WT class for accommodation purposes**

There are various ways to accommodate special needs students with assessments. This document presents two solutions concerning setting up copies of an assessment item with variations to accommodate students with special needs.

### **Solution 1: Creating a Password Protected Assessment**

#### **I. Create a copy of the quiz/exam.**

**Step 1:** Go to the **Lessons** tab in your online course and located the folder where the duplicate assessment item will be stored.

**Step 2:** Click **Add Content**.

**Step 3:** Under *More Options*, select **Copy Items**.

**Step 4:** Select the assessment item that will be duplicated. You will be returned to the folder which contains both assessment items (the original assessment and a copy of the original assessment item).

**Step 5:** Click on **Settings** of the *copied* assessment item and rename the item to distinguish it from the other assessment item. Example: Test B.

**Step 6:** Click on the **Access** tab (in the Settings) and type a password in the password textbox area.

**Step 7:** Click on the **Interaction** tab and make changes to the time or other elements as needed.

**Step 8:** Click the **Save** button.

Optional: You may want to rename the original assessment. Example: Test A.

## II. Send the Special Needs student the password within Course Mail.

Suggestion: You may want to inform the class that there are two assessment items and identify which assessment they are to complete. You could state the second assessment item is only used in special circumstances and is password protected. The special needs student would then be contacted and informed that the password protected assessment is to be used during the semester to accommodate the student's request.

### Solution 2: Using Teams

#### I. Create Teams

**Step 1:** Go to the **Manage** Tab of your course.

**Step 2:** Under Course Management, click **Teams**.

**Step 3:** Under the Teams Editor heading, click **Add a Team**.

New Team  
Team Settings

---

**General Settings**

Team

Description  **Name the team**

Homepage

Project URL

Hidden  ▾

Disabled  ▾ **Hide the team**

---

**Team Tools**

File Sharing  ▾

Quota  MB

**Step 4:** Name the Team: This will be the team with the special needs student(s).

**Step 5:** Hide the team from student view.

**Step 6:** Click the **Save** button.

**Step 7:** The **Add Team Members** screen appears. Add the Special Needs student(s) to the team.

**Step 8:** Click **Add Selected**. An icon will be placed to the left of the team member's name.

**Step 9:** Click **Done**.

## **II. Create a Copy of the Assessment and assign the Special Needs team.**

**Step 1:** Go to the folder where the duplicate assessment item will be stored.

**Step 2:** Click **Add Content**.

**Step 3:** Under *More Options*, select **Copy Items**.

**Step 4:** Select the assessment item that will be duplicated. You will be returned to the folder which contains both assessment items (the original assessment and a copy of the original assessment item).

**Step 5:** Click on **Settings** of the copied assessment item and rename the copied item to distinguish it from the other assessment item. Example: Test B

**Step 6:** Click on the **Access** tab (in the Settings)

- Under View Restrictions -> Team Access, Select **Selected Teams**.
- Check the Team that contains the special needs student

**Step 7:** Click on the **Interaction** tab and make changes to the time or other elements as needed.

**Step 8:** Click **Save**.

## **III. Notify the special needs student which assessment to complete.**

Note: The student will see both assessment items but the other class members will only see the original assessment item.

Once the “special needs” team has been created, instructors can duplicate assessments and assign to the special needs team as needed.

Instructors can also use the above methods for creating copies of assessment items for any type of alternate testing, such as proctored exams.

If you need more assistance, please contact a WTClass programmer.

## **Confidentiality**

All records pertaining to students registered with the Student Disability Services Office are considered confidential. Information contained within a student's file is not to be discussed with anyone other than the student without the express written consent of that student. Students will be asked to complete an "Authorization for Release of Information" in order for specific information to be discussed in general terms with faculty or staff members. Students' right to privacy should be considered in all situations.

## **Faculty Expectations**

There are a variety of ways in which faculty members may have to accommodate students with disabilities. These students should be given equal opportunity to succeed in their educational endeavors. However, faculty members should not be placed in a position in which they are being taken advantage of. Below are a few examples of rights that faculty members have:

Faculty Members are not required to allow students any accommodation that has not been documented and approved through the Office of Student Disability Services (SDS).

Students with disabilities should be expected to take exams at regularly scheduled times unless they have prior approval from the instructor and SDS.

Students are not allowed to make up exams without prior approval from the instructor and SDS.

Faculty members have the right to question whether the prescribed accommodation is "reasonable" in the context of a course and its requirements. For questions regarding whether accommodations are appropriate, contact SDS.

Faculty members are not expected to tolerate behavior or activity that disrupts the learning environment of the classroom and/or creates a distraction for other students.

## **The Role of Faculty**

*Following are suggestions to faculty in order to better serve students with disabilities:*  
Make expectations, particularly those dealing with attendance policies, clear through the use of the course syllabus and class explanations. Faculty should realize that attendance may be affected due to a student's disability or due to medication used to treat the condition. Some students may require the syllabus prior to registration or the first day of class in order to plan for or order materials for the class, such as books on tape.

The opportunity to plan for assignments is very important to the students. Faculty members should provide as much advanced notice of assignments and class structure as possible for the students.

Students should be allowed to ask questions during and after class related to class discussions. Faculty members may want to provide practice questions for upcoming exams.

Write key phrases and lecture outlines on the blackboard or overhead projector.

Assure that exams test the essential skills or knowledge needed for the course or field of study.

Be aware that some students will require extra time to transcribe or process test questions; follow Student Disability Services' recommendations regarding extra time on examinations.

***Additional materials***

A student with a disability may request copies of lecture notes or overhead materials. If approved by SDS, this accommodation will be noted on the Accommodation Request Form.

***Alternate format materials***

Under extreme circumstances, a student with a disability may request that course materials or exams be provided in an alternate format (e.g., enlarged text, colored paper, Braille, close caption video). SDS can assist faculty who may have difficulty meeting a student's request.

***Course substitution***

In extreme situations, a course substitution may be considered a reasonable accommodation provided the academic integrity of the curriculum is maintained. The university will consider a request for course substitution on a case-by-case basis.

***Deadline extensions***

For out-of-class assignments, the extension of deadlines may be justified. Consideration for such a request should be on a case-by-case basis. The objective of such consideration should be to accommodate the student's disability, not to water down academic requirements.

## Considerations to Keep in Mind

### *Appropriate language*

Persons with disabilities prefer that the focus is on their individuality, not their disability, unless of course, it is the topic that is being written or spoken about. The preferred usage “students with disabilities” or “person with a disability,” stresses the group or person first and the disability second.

### **PERSON FIRST**

#### A Lexicon Affirming Those with Disabilities on College Campuses

As greater numbers of persons with disabilities take advantage of the opportunities open to them in higher education, it becomes increasingly important that colleges and universities promote an environment that is positive for persons with disabilities. One of the strongest and easiest ways is appropriate language usage.

The recommended manner is known as “person first” language. This means that the person is emphasized first, the disability second. For example:

#### **Use...**

Person with a disability  
Individual without speech  
Woman who is blind or visually impaired  
Student who is deaf or hearing impaired  
Man with paraplegia  
Woman who is paralyzed  
Individual with epilepsy  
Student who has a learning disability or specific learning disability  
Person with a mental disability or cognitive impairment  
Person with a developmental disability  
Congenital disability

#### **Not...**

Disabled or handicapped person  
Mute, dumb  
Blind woman or “the blind”  
Deaf student or “the deaf”  
Paraplegic  
Paralyzed woman  
Epileptic  
Slow learner, retarded, learning disabled  
  
Crazy, demented, insane  
  
Mentally retarded  
Birth defect

It is important to describe the person, not the disability. Persons without disabilities should be referred to as “non-disabled”, not “normal” or “able-bodied.”

Rather than using words such as “confined, bound, restricted or dependent”, the most appropriate phrasing is “a person who uses a wheelchair” or “a person who walks with crutches.” Again, the emphasis is on the person.

The word, “handicap” should only be used in reference to a condition or a physical barrier. Reference should not be made to the person as being handicapped. Examples include: “The stairs are a handicap for her,” or “He is handicapped by the inaccessible bus.”

It is important to avoid labeling or group categorizations that begin with “the” (i.e., “the disabled, the deaf, the blind.”) Also to be avoided are euphemisms such as “the physically challenged, partially sighted, handicapped and special”. The use of the word “disabled” is discouraged without referring to the person first.

Taken from the Association for Education and Disabilities as prepared by the American Association of State Colleges and Universities. (8/92)

## **Referral of students with suspected disabilities**

Faculty members play a key role in identifying students with learning disabilities who have not been previously diagnosed. Many students are referred to SDS by a faculty member who, after working closely with a student, identifies that a student's academic performance on exams is inconsistent with his/her effort and apparent knowledge of the material as displayed during class discussions or on other assignments for the course. If you suspect that a student has a disability, discuss with the student a possible referral to SDS. The majority of students referred by faculty are found to have some type of a disability that impairs learning. If the student has never received a diagnosis, the SDS office may refer the student to the staff psychologist who can determine if a disability exists.

## **Sign language interpreters in the classroom**

Students who are deaf or hard of hearing may require the services of a sign language interpreter in the classroom to facilitate communication. The SDS office will notify faculty members in advance of the semester if a student who uses interpreters is enrolled in their class. Additional needs such as alternative seating arrangements will be identified. SDS may also assist faculty members and students with additional interpreting services, for example, if a faculty member wishes to meet with a student outside of class.

## **Technology**

Access to and the use of technology, including adaptive technology, by students with disabilities can significantly impact a student's opportunity for academic success. Like all students, students with disabilities are responsible for supplying their own calculators, lap top computers, etc.

### ***Computer Access***

If computer technology is available to non-disabled students enrolled at the university; this technology must also be accessible or made accessible for the student with a disability. This may include voice recognition, enlarged text capabilities, screen reader, adaptive keyboards, etc.

SDS can refer students to the location of adaptive technology available for students with disabilities at WTAMU.

### ***Closed captioning***

If you have a deaf or hard-of-hearing student enrolled in your class and you plan to show videos, check with the student to see if he/she requires closed captioning. Similar to subtitles, captions show narration, dialogue and sounds contained in the program. Not all videos are closed captioned; a quick way to find out is to check the sleeve or tape box. SDS or Media Services can assist faculty members who have questions regarding captioning.

## **Emergency Situations**

Faculty members should be familiar with the building's emergency evacuation plan and explain the specific evacuation routes and procedures to any student with a physical/mobility disability. Please note that elevators may not be a viable escape option in an emergency. Students, with the assistance of the faculty member, should identify other students in the class who can assist them in an emergency situation.

## **Student Conduct**

Students with disabilities should be held to the same standard of conduct that all other WTAMU students must adhere to. If their behavior interrupts or detracts from your ability to teach the course, you should follow the same procedures as usual when dealing with disruptive students. Please keep in mind however, that some students who have learning disabilities or psychological disabilities may be slower to understand what is acceptable and not acceptable in the classroom. Additional discussions with these students may be necessary prior to referring them to campus judicial procedures. Any student who requests professional help or behaves in such a way, should be referred to the Counseling Services office in the Activities Center (651-2345).

\*If a student is violent in any way or is disruptive, the faculty member may contact the University police department and/or refer the issue to the University Judicial Officer located in the Vice President for Student Affairs Office in the Jack B. Kelly Student Center.

## **Student Grievance/Disabilities Accommodations Appeal Process**

Students with disabilities needing accommodations must request them through the coordinator of student disability services (SDS). Any approved accommodations will be based on documentation demonstrating eligibility under state and federal regulations.

If a student disagrees with accommodation decisions made by SDS, he/she may discuss the concern with the coordinator of SDS. Students must demonstrate that they have made a good-faith effort to resolve the complaint with the parties involved. If the complaint is still not resolved satisfactorily, the student may visit with the senior director for life services. The senior director may take up to five (5) working days to determine an appropriate resolution. During this process, informal discussions will take place with all parties involved in an attempt to resolve the complaint.

If no informal satisfactory resolution is determined within five (5) working days, the student may request the complaint be referred to the Disabilities Accommodations Appeals Committee. This request must be in writing to the vice president for student affairs and must contain all reasons for the appeal. This committee will consist of the following or designated replacements.

Vice President for Student Affairs, Chairperson  
Assistant to the Vice President for Academic Affairs/Provost  
Associate Vice President for Physical Facilities  
Director of Student Medical Services  
Faculty (from special education or other discipline with expertise in disability issues)  
President of Faculty Senate  
Student (representative of special populations)  
Student (at large)

Recommendations of the Accommodations Appeals Committee will be forwarded to the President for final approval and implementation.

**(For student access, this policy is listed in the Code of Student Life)**

## **Attention Deficit/ Hyperactivity Disorder**

Many times, colleges see attention deficit/hyperactivity disorder as a small subset of the larger learning disabled population. And for the most part, that's true. However, as much as 6 percent of the U.S. population has ADHD, according to some epidemiological data.

And it's not just a K-12 problem. ADHD often persists throughout an individual's life. Some statistics show that as many as a half of the children with ADHD will have related problems that persist into adulthood. Many campus disability service providers who carefully check students' medical documents before agreeing to accommodations say they are seeing an increase in the number of students with ADHD entering their offices.

- \*Inability to keep focus on tasks over a long period of time.
- \*Tendency to get bored, particularly during lectures.
- \*Difficulty with change.
- \*Variability in performance. Students will have good days and bad days.
- \*Impulsivity, making inappropriate comments.
- \*Social problems. .
- \*Fidgetiness, squirming in seat.
- \*Problems with time management and organization.

### ***Possible Accommodations***

Decisions as to appropriate accommodations should be made on a case-by-case basis. No particular accommodations are appropriate for all students, but below are some common ones offered students with ADD/ADHD.

- \*A distraction-reduced room for testing.
- \*Text books on tape/CD.
- \*Computer with speech input.
- \*Note-takers.
- \*Tape recorder.
- \*Lecture outline available before class.

### ***Teaching Tips***

- \*Keep instructions as brief and uncomplicated as possible.
- \*Assist the student with finding an effective note-taker or lab assistant from the class.
- \*Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes.
- \*Provide handouts and visual aids and hands-on activities in class.
- \*When appropriate, team a reader with a non-reading student during in-class assignments.
- \*Use more than one way to demonstrate or explain information.
- \*Have copies of the syllabus ready three to five weeks prior to the beginning of classes so textbooks are available for taping.
- \*Break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).
- \*Allow time for clarification of directions and essential information.
- \*Provide study guides or review sheets for exams.
- \*Provide alternative ways for the students to do tasks, such as dictations or oral presentations.
- \*Provide assistance with proofreading written work.
- \*Stress organization and ideas rather than mechanics when grading in-class writing assignments. Allow the use of spell check and grammar-assistive devices.
- \*When in doubt about how to assist the student, ask him or her.
- \*Allow the student the same anonymity as other students.

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**Student Registration Procedure for Student Disability Services**

1. Student contacts the Student Disability Services Office (SDS)
2. Documentation no more than 5 years old is presented to the SDS office  
\*(If the student does not have documentation, they can be referred for testing)
3. The student and the SDS staff discuss and determine appropriate accommodations
4. Accommodations are documented on the Registration Form
5. The student makes contact **EACH SEMESTER** with the SDS office to get an Accommodation Request Form
6. Faculty members sign the Accommodation Request Form each semester
7. The Accommodation Request Form is returned to the SDS office (accommodations do not begin until the form is complete)
8. The student, the faculty, and the SDS office work together to provide accommodations
9. If a student would like accommodations to be revised, they must meet with the SDS Coordinator and discuss concerns

*If a student receives testing accommodations they must:*

- \*Complete testing accommodations forms (available in the SDS office or online)
- \*One testing form must be turned in for each test
- \*The testing form must be signed by the professor
- \*The testing form must be turned in to the SDS office ONE WEEK prior to the test (this allows the SDS office to make arrangements for the test)

*If a student receives books on tape as an accommodation, they must:*

- ◆Purchase the books for the class (If books are unknown, go to bookstore webpage to “textbooks” and put in classes)
- ◆Complete the online SDS book request forms (WT website, go to “Future Students”, then “Disability Services”, then “forms”, select “Request Alternative Format Books”)
- ◆Complete one form per requested book
- ◆Bring receipts for the books to the SDS office
- ◆Follow up with the SDS office to check on status of the books

**(This document is handed to each student that registers with SDS)**

**West Texas A&M University  
Student Disability Services  
VHAC Suite 218  
Phone: 806-651-2335  
Fax: 806-651-2362  
Accommodation Request Form**

AR Return Date

**After all faculty member signatures are obtained, return the form to SDS. Your accommodations will not be in effect until AFTER SDS receives the completed form.**

|            |                      |            |                      |
|------------|----------------------|------------|----------------------|
| BuffID     | <input type="text"/> | Date       | <input type="text"/> |
| First Name | <input type="text"/> | Home Phone | <input type="text"/> |
| Last Name  | <input type="text"/> | Cell Phone | <input type="text"/> |
|            |                      | Semester   | <input type="text"/> |
|            |                      | Year       | <input type="text"/> |

**WTAMU Faculty Members**

The above mentioned student's disability documentation was evaluated by the Student Disability Services office. Based on this documentation, the student is entitled to reasonable academic accommodations in accordance with university policy and federal law. **The student is responsible for obtaining the signature of each faculty member and returning this form to SDS.** Accommodations are not in effect until AFTER SDS receives the completed form. The student is also responsible for communicating with faculty in advance for quizzes and exams when accommodations are required. Upon request, SDS can assist faculty in the administration of exams. **Faculty should keep a copy of this form for their records.**

**If you have questions, need additional information, or if SDS can be of assistance to you, feel free to contact the SDS office.**

| accomms     |       |
|-------------|-------|
| accomms     | other |
| testing SDS |       |
|             |       |

|                |                      |   |                      |           |                      |
|----------------|----------------------|---|----------------------|-----------|----------------------|
| COURSE NAME    | <input type="text"/> | COURSE #  | <input type="text"/> | SECTION # | <input type="text"/> |
| PROFESSOR NAME | <input type="text"/> | PROFESSOR SIGNATURE                                   | <input type="text"/> |           |                      |
| COURSE NAME    | <input type="text"/> | COURSE #  | <input type="text"/> | SECTION # | <input type="text"/> |
| PROFESSOR NAME | <input type="text"/> | PROFESSOR SIGNATURE                                   | <input type="text"/> |           |                      |
| COURSE NAME    | <input type="text"/> | COURSE #  | <input type="text"/> | SECTION # | <input type="text"/> |
| PROFESSOR NAME | <input type="text"/> | PROFESSOR SIGNATURE                                   | <input type="text"/> |           |                      |
| COURSE NAME    | <input type="text"/> | COURSE #  | <input type="text"/> | SECTION # | <input type="text"/> |
| PROFESSOR NAME | <input type="text"/> | PROFESSOR SIGNATURE                                   | <input type="text"/> |           |                      |
| COURSE NAME    | <input type="text"/> | COURSE #  | <input type="text"/> | SECTION # | <input type="text"/> |
| PROFESSOR NAME | <input type="text"/> | PROFESSOR SIGNATURE                                   | <input type="text"/> |           |                      |
| SDS Signature  | <input type="text"/> | <b>If You want SDS to send you a copy, SIGN BELOW</b> |                      |           |                      |

**(This document must be completed each semester for a student to receive accommodations)**



**Testing Accommodation Form**

**A Testing Accommodation Form must be completed for each exam and returned by the student to SDS at least one week before the test date. SDS will not provide scantron forms for exams. Special testing conditions (e.g., write answers directly on exam, use of notes, student allowed to take test with them when finished) must be specified below.**

**Other arrangements may need to be made if student does not turn form in on time.**

Faculty may want to provide a copy of this form to their department if this is a departmental exam.

**Student should complete this section (print all information, Blue or Black ink only):**

Student Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Course name/number/section: \_\_\_\_\_ Semester/Year \_\_\_\_\_

Professor (First and Last Name): \_\_\_\_\_ Office Phone: \_\_\_\_\_

Professor's Office Location: \_\_\_\_\_  
 (bldg, room)

Accommodations for this exam: \_\_\_\_\_

Can you take the exam at the same time the class is scheduled to take it?  yes  no

If NO, please indicate the reason \_\_\_\_\_

I understand that I am responsible for completing and submitting this form to SDS a minimum of **ONE WEEK** before the test date.

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

With few exceptions, state law gives you the right to request, receive, review and correct information about yourself collected by this form.

**Instructor should complete this section:**

Date test was announced to class: \_\_\_\_\_ Is this the final exam?  Yes  No

**On this date** \_\_\_\_\_ **the test will be:**

Delivered to SDS  Picked up by SDS from \_\_\_\_\_  Faxed to SDS

Emailed to SDS (mpayne@wtamu.edu or mhisel@wtamu.edu)

Date test should be administered: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

Time allotted for test in regular classroom: \_\_\_\_\_

Special instructions (e.g., open book, calculator, notes allowed): \_\_\_\_\_ **Please initial**

**Office location where SDS should return completed exam** (please indicate if you wish to pick up the exam):  
 \_\_\_\_\_

I understand the above named student will receive accommodations on the test to be administered as listed above.

**Instructor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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|  |
|--|
| <p><b>For SDS Use Only</b><br/>         Rcvd: _____ By: _____<br/>         Walk-in: <input type="checkbox"/> yes</p> |
|--|

## EXAM GUIDELINES

Testing accommodations can be provided for a student with a disability by the instructor of a course, his/her designee, or upon request by a faculty member or student, through the Student Disability Services (SDS) office. If a faculty member chooses to administer the exam, he/she is responsible for providing the student with the requested accommodations. To coordinate testing arrangements with SDS, the faculty member and student will need to arrange the following:

Faculty are encouraged to provide students with sufficient notice of exam dates. SDS requires a student to notify our office at least one week in advance of an exam during a long semester and two class days during summer sessions (weekends and actual test dates are excluded in counting class days). This advanced notice enables SDS to ensure the availability of a proctor and a room for testing.

The student and faculty member will jointly complete a "Testing Accommodation" form. Specific instructions regarding materials that can be used during the exam (textbooks, calculators, notes, etc.) should be included on this form. A separate form must be completed for each exam. The student's return of the form to SDS is his/her reservation for testing accommodations.

Each semester SDS develops a testing schedule based on room and proctor availability. Therefore, every effort will be made to administer exams during these times. As needed, SDS will work with faculty if an exam needs to be administered at an alternate time.

The test should be delivered in a sealed envelope to SDS at least one working day before the scheduled test date. If preferred, the test can also be faxed directly to SDS. In order to maintain test security and to ensure the test arrives in a timely manner, SDS recommends faculty members not use campus mail.

SDS will provide a proctor for all exams. The proctor will oversee the the testing environment and ensure the accommodations listed on the "Testing accommodation" form are followed. If a proctor also serves as a scribe, he/she will only write down what is dictated by the student. If a proctor reads the exam, he/she will only read the question (and possible answers if multiple choice). No further explanation to the questions will be given. Students will not be allowed to leave SDS with an exam after it is taken unless it is noted under special instructions on the "Testing Accommodation" form.

SDS will return the test in a sealed envelope to the address given on the "Testing Accommodation" form the same day it is taken, or no later than the following work day. If you wish to pick up the test from SDS, please indicate this on the form. All tests will be locked in the SDS office if remaining overnight.

**SDS will not administer an exam that has to be rescheduled without the approval of the professor.**

# **FIRE AND EMERGENCY EVACUATION PROCEDURES FOR PERSONS WITH DISABILITIES**

West Texas A&M University

In accordance with the 1990 Americans with Disabilities Act, West Texas A&M University has procedures for the evacuation of persons with disabilities from campus facilities in the event of a fire or other emergency. The procedures outlined below are included in the university's UPPS 04.05.04 "Fire Exit Drills/Building Evacuation". If you are a faculty member, staff member or student with a physical or mobility impairment, the following information could save your life in the event of a fire or emergency.

## **ASSISTANCE FOR PERSONS WITH DISABILITIES**

Emergency evacuation plans are posted throughout campus buildings. The plans show the emergency exits to be used by persons with disabilities in the event of a fire or emergency. All employees are expected to be familiar with the plan in their area.

1. It is the responsibility of every employee to assist persons with disabilities out of the building in the event of a fire or emergency.
2. Students with disabilities who may need assistance during a fire or emergency are responsible for identifying their needs to faculty, staff, and/or residence hall staff.
3. A faculty or staff member with a disability is responsible for preplanning his/her own evacuation strategy utilizing employee or student assistance.

The following procedures should be followed in the event of a fire or emergency:

1. Assist persons with disabilities out of the building. When possible ask the person to identify their process for the evacuation.
2. In the event a person with a disability cannot be evacuated from a building, the person should be directed to the nearest stairwell to await the arrival of emergency personnel. The Canyon Fire Department and UPD should be notified immediately that a person with a disability is in the building.

All persons with disabilities are to regard the sound of an alarm as a serious matter and evacuate the building as soon as possible. **REMEMBER, NEVER USE THE ELEVATOR IN THE EVENT OF A FIRE!**

### ***\*Sources for this Resource Guide***

Association for Education and Disabilities, American Association of State Colleges and Universities, 1992.

Association on Higher Education and Disability (AHEAD) Guidelines, 1997.

Code of Student Life, West Texas A&M University.

Faculty Training Tips:Guidance for Teaching Students with Disabilities, LRP Publications,2005.

Fire and Emergency Procedures, Environmental Safety Office, West Texas A&M University.

“Students with Disabilities, a Faculty Resource Guide”, Southwest Texas State University.