

Faculty Orientation Guide

“A public entity shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity” (Americans with Disabilities Act, 1990). Providing accommodations is required by law, and litigation against colleges is increasing!

WHAT DOES SDS DO?

1. Student Disability Services (SDS) serves as the primary point of contact for students with disabilities. We advocate for students with disabilities and provide information and education to the campus community.
2. We receive documentation of the disability to qualify a student for accommodations. Documentation must be reviewed and approved per University System of Georgia (USG) documentation requirements specific to the categories of disability, which are as follows:
 - ◆ Learning Disabilities
 - ◆ Psychological Disorders
 - ◆ Attention-Deficit/Hyperactivity Disorder
 - ◆ Autism Spectrum Disorders
 - ◆ Sensory Disorders (Deaf or Hard of Hearing, Blind or Visually Impaired)
 - ◆ Acquired Brain Injuries
 - ◆ Mobility Disorders
 - ◆ Systemic Disorders
 - ◆ Communication Disorders
3. We then determine appropriate accommodations based on the functional limitations identified in the documentation such as:
 - ◆ Interference with academic work
 - ◆ Interference with experiential activities
 - ◆ Interference with social interactions
 - ◆ Interference with classroom participation and/or attendance
4. Finally, we arrange or provide many of the accommodations required by the student such as:
 - ◆ Testing Accommodations (Extended Time, Low Distraction Environment, Assistive Technology, Auditory Test, etc.)
 - ◆ Text in Alternative Format (Braille, Audio, Digital, etc.)
 - ◆ Note Taking Assistance
 - ◆ Sign Language Interpreting or Captioning
 - ◆ Assistive Technology
 - ◆ Video Captioning/Transcribing

HOW DOES SDS WORK WITH FACULTY?

Faculty Notification Letter (FNL):

- ◆ The letter is provided and delivered through KSU email to both student and faculty.
- ◆ It identifies the approved accommodations to which the student is entitled based on the disability.
- ◆ The letter provides contact information for SDS and includes a confidentiality reminder:
 - **Information about a student's disability is strictly confidential and should not be shared or discussed where others can hear.**

- If other students ask questions, the standard response should be “I’m sorry, I cannot share that information with you” or “I make it a point to not share personal information about any other student with other students.”

Faculty and student should discuss accommodations early in the semester. Student accommodations must be arranged and provided in a timely manner to ensure equal access. ***Any disagreement between student and faculty regarding accommodations or any failure to provide accommodations must be communicated the Student Disability Services within two business days to seek a resolution, per OCR ruling (the Office of Civil Rights).*** SDS will work with faculty and the student to attempt to identify a mutually agreeable solution.

BEST PRACTICES

Best practices for teaching student with disabilities are typically just best practices for teaching all students in general:

- ◆ Provide the syllabus on the first day, with clear expectations for assignments, attendance, deadlines, methods of submitting work, etc. Include in the syllabus a statement indicating you are aware of the needs of students with disabilities and how the student should communicate that information to you.
- ◆ Identify the textbook(s) well in advance—if a student requires alternate text(s) to be produced, it may take up to three weeks. KSU’s goal is to ensure equal access for **all** students at the start of class to be compliant with legal requirements.
- ◆ Create assignments and assessments with flexibility in mind. Think of possible alternatives that would still meet the desired learning outcome(s). For example, quiz *or* chapter summary; paper *or* presentation; substitute final for lowest test score, etc.) It is better to build flexibility into the syllabus and remain consistent than to make exceptions to stated policy.
- ◆ Respond to emails when students have questions, even if the answer is “read the chapter” or “check the syllabus.”
- ◆ For more information about accessible documents, please see the resources provided by Digital Learning Innovations: https://dli.kennesaw.edu/services/online_accessibility.php

DISABILITY ETIQUETTE

- ◆ First and foremost, rely on common sense to guide your interactions with people with disabilities and behave in the same courteous and respectful way that you would with anyone.
- ◆ Don’t ask questions about a person’s disability unless it is brought up by the individual.
- ◆ If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- ◆ Speak directly to the person.

- ◆ Use the same language the person uses. This could be person-first language or identity-first language.
- ◆ Don't be afraid to ask questions when you are unsure of what to do.
- ◆ Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.

NOTE TAKING ASSISTANCE

Note taking services are typically provided to students whose disabilities impact their manual dexterity, hearing, cognition, or attention. Depending upon the student's limitations, peer note takers serve to either supplement the student's notes or provide notes fully for the student.

Note taking devices or software (e.g., smart pens and audio note taking software) offer more independence with note taking. Students will discuss their needs with their Disability Service Provider (DSP) to determine which note taking assistance option will work best.

TESTING ACCOMMODATIONS

Possible Testing Accommodations

- ◆ Extended time on exams and quizzes
- ◆ Distraction-reduced testing environment
- ◆ Testing in a private room
- ◆ Text reading software
- ◆ Test rescheduling due to disability
- ◆ Test scribe
- ◆ Use of computer and/or assistive technologies
- ◆ Non-programmable calculator
- ◆ Large print or Braille tests

Accommodated testing may be administered in several different ways:

- ◆ The student may begin the test early or stay after to ensure access to extended time. (Faculty members are responsible for supervising the test in this case)
- ◆ Providing a quiet, low-distraction or a private testing environment may be accomplished by allowing the student to take the test in a private office or nearby empty classroom. A busy departmental office, a shared office, or the hallway are NOT appropriate environments.
- ◆ The student may schedule a testing appointment with Student Disability Services (SDS) following the guidelines outlined in in the Testing Procedures: <https://www.kennesaw.edu/dean-of-students/sds/academic-accommodations/testing-services.php>

RELAXED ATTENDANCE AND MAKEUP GUIDELINES

Regardless of disability, students are expected to fulfill the essential requirements of courses, including meeting attendance requirements. However, if a student has a disability that may occasionally impact class attendance, reasonable adjustments to attendance and make up policies is considered appropriate for ensuring equal access.

Students remain responsible for fulfilling the *essential requirements* of their courses (See further details regarding *essential requirements* below). Relaxed attendance adjustments do not permit unlimited absences and are not intended to be applied retroactively. **It is not reasonable for the University to fundamentally alter, waive or lower essential course requirements, academic standards, or educational experiences/outcomes when attempting to apply this accommodation.**

If relaxed attendance is necessary for access to a course, students must work with the instructor to determine the maximum number of absences that can be given before compromising the integrity of the course/program. SDS will address student/instructor questions and concerns regarding accommodations on a case-by-case basis upon request.

The Office for Civil Rights (OCR) has provided the following guidelines when determining if attendance is an essential course requirement:

- ◆ What does the course description and syllabus say regarding attendance?
- ◆ To what extent is there classroom interaction between the instructor and students and among the students themselves?
- ◆ Do student contributions in class constitute a significant component of the learning process?
- ◆ Does the fundamental nature of the course rely upon student participation as an essential method of learning?
- ◆ To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
- ◆ What elements of the course are used to calculate the final course grade?

FACULTY PROCEDURES

- ◆ Examine essential course requirements.
- ◆ Complete the SDS Relaxed Attendance and Make Up Agreement Form with the student.
- ◆ Consult with SDS if necessary to determine reasonable course-specific adjustments.

REASONABLE EXTENDED DEADLINES

Regardless of disability, students are expected to fulfill the essential requirements of courses, including meeting completion dates for assignments. However, if a student has a disability that may occasionally impact their ability to complete assignments at the scheduled time, flexibility in assignment deadlines is considered an appropriate accommodation.

Hopefully, a student's disability will not interfere with timely completion of assignments; however, if the student has a disability with random or cyclical acute episodes, the accommodation allows for flexibility in assignment deadlines and make-up work. The number of days given for each assignment extension depends on the interactive or participatory nature of a course, or is based on department, college, or accrediting agency rules.

If special consideration in meeting deadlines is needed, students need to work with the instructor to determine the maximum extension that can be given before compromising the integrity of the course/program. SDS will address student/instructor questions and concerns regarding accommodations on a case-by-case basis upon request.

Please note the following:

- ◆ The accommodation is not intended to cover the following:
 - Unlimited acceptance of late work
 - Retroactive requests
 - Personal organization or time management difficulties
- ◆ Some instructors allow all students in the class more time than they believe is needed for students to complete assignments. For example, an instructor gives an assignment they believe should only take two days to complete but allows students three days. Please be aware that if you provide all students in the class with "extended time" or buffer time to complete assignments, legal guidance suggests that it would be discriminatory not to provide the extended time in addition to that time given to all students in the course.
- ◆ Instructors should never unilaterally deny a student's eligible accommodation. Instructors should be prepared to provide a rationale if they determine, in consultation with SDS, that extending assignment deadlines would result in changes to essential components of the course.

Instructor Responsibilities

1. Consider adjustments to assignment deadlines or the class policy on accepting late work that do not result in fundamental alterations to the course design or essential components. The Department of Education's Office for Civil Rights has provided the following questions to assess the degree to which strict adherence to assignment due dates is an essential part of a class:
 - What does the course description and syllabus say regarding late work?

- To what extent does the fundamental nature of the course rely upon completion of assignments within a specific time frame as an essential method for learning?
 - Is the completion of an assignment within a specific time frame a critical component of an assessment activity?
 - To what degree does a student's failure to submit timely completion of assignments constitute a significant loss of the educational experience for other students in the class?
2. Respond as soon as possible to students' request for extensions on specific assignments. If needed, confirm if deadline extensions are educationally feasible or if it will be necessary to first consult with SDS.
 3. If deadline extensions are workable, work with the student in good faith to determine a reasonable amount of time and verify in writing the specific plan or agreed upon alternate deadlines. It is important to provide the student – in writing and clarified as needed through further discussion – with clear expectations of how deadline extensions will be handled.

CLOSED CAPTIONING

When any aspect of your course includes the use of multimedia (videos, recordings, etc.), it is necessary to provide closed captioning or a transcript of the text. Visit https://accessibility.kennesaw.edu/basic_accessibility_solutions/creating_accessible_content/accessible_videos.php for information about how to caption videos (NOTE: this is NOT exclusive to online courses).

Remember, accommodations are not retroactive!

Student Disability Services is available for consultation if requested by either party. Contact us via phone or email:

Kennesaw Campus: 470-578-2666

Marietta Campus: 470-578-7361

Email: sds@kennesaw.edu

USAGE OF FORMULA SHEETS

This accommodation supports students with math learning disabilities, or with disabilities that impact memory. Students entitled to this accommodation must discuss it with their instructors. A formula sheet is a testing accommodation for math and science classes. A student may be approved to use a formula sheet in any class in which the essential function of the course includes mathematical formulas. This includes developmental and college level courses, as well as non-mathematics classes such as chemistry or physics.

Using a formula sheet is not the same as using notes on exams. Use of a formula sheet should not compromise any essential course objectives. If an instructor has concerns about the appropriateness of a formula sheet, the Student Disability Services office staff can address those concerns as needed.

Guidelines for Creating a Formula Sheet

The instructor is required to allow a formula sheet for students with disabilities who have been approved by Student Disability Services. A formula sheet should contain pertinent formulas for the materials to be tested but is not limited to those formulas. Students are expected to recognize what equations are pertinent to the current course materials and understand the proper use of the information.

Instructors involved in this accommodation should feel comfortable stipulating guidelines and deadlines regarding creating the sheet. Either the instructor or the student may create the sheet. If created by the student, instructors must approve it before the test. If the student creates the sheet, it is our suggestion that the student give it to the instructor about one week in advance of the test date. Once any necessary changes are made, and the sheet is approved, it should be sent to SDS, along with the test materials, by the instructor.

USAGE OF WORD BANKS

Some students have documentation of a medical condition or learning disability that results in a significant memory deficit. These students generally have great difficulty retrieving information from memory even though they have carefully studied and understood the material. A Word Bank is intended to provide students with such memory deficits with an equal opportunity to demonstrate their understanding of course material during an exam. A Word Bank will not be suggested for a student unless Student Disability Services has disability-related documentation that strongly supports the need. If an instructor has concerns about the appropriateness of a Word Bank, the Student Disability Services office staff can address those concerns as needed.

Guidelines for Creating a Word Bank

A Word Bank can be an 8.5 x 11 sheet of paper on which students or instructors write words to help trigger the answer to an exam question. A Word Bank should not contain a synopsis of course material, but rather, it should include specific words. A Word Bank should include more words than what is needed on the examination. These cues or triggers enable the student to prompt recall of information previously learned, thus allowing them to answer the question. Without an actual understanding of the material through previous study, a word bank will not be much use to the student.

Instructors involved in this accommodation should feel comfortable stipulating guidelines and deadlines regarding creating the Word Bank. Either the instructor or the student may create the Word Bank. If created by the student, instructors must approve it before the test. If the student creates the bank, it is our suggestion that the student give it to the instructor about one week in advance of the test date. Once any necessary changes are made, and the Word Bank is approved, it should be sent to SDS, along with the test materials, by the instructor.

INFORMATION FOR ARRANGING NOTE TAKING ACCOMMODATIONS

Students with a variety of disabilities may require assistance with capturing information presented in the classroom. Some students may not be able to write notes because of a physical limitation. Other students may have difficulty processing information presented orally and then generating a written synopsis. Students who lip read or have an interpreter in class must watch the interpreter or speaker and cannot look down to write notes without missing information. In these cases, the student needs another method of collecting information.

In most cases, the recommended method for capturing information presented in class is tape recording. A tape recording is obviously the most accurate and complete way to collect information from the classroom. Audio recording also gives the student the opportunity to process the information independently, but at his/her own pace and with appropriate technological aids.

In other classes, audio recording may not be a satisfactory accommodation either because of the student's disability (deaf, hard of hearing) or because of the highly visual nature of the lecture format (visual aids, problems written on the board, etc.) In these classes, having a note taker is the most practical and useful solution.

Steps for Arranging a Note Taker:

- ◆ Once a note taker request is received, Student Disability Services (SDS) will email students enrolled in the course to request one or two volunteer note takers. Two is ideal in covering instances when one volunteer is absent.
- ◆ SDS and instructors must honor the confidentiality of the student receiving note taking accommodations.
- ◆ Note taker volunteers must contact SDS to receive note-taking instructions and fully register as the assigned note taker for the course.
- ◆ Note takers must submit electronic copies of notes to Owl Accommodate via the following website: <http://owlaccommodate.kennesaw.edu/students>.
- ◆ Note takers may receive priority registration for the next semester and may document volunteer hours through Student Volunteerism and Service (formerly VKSU) if interested.

*Note taking as an accommodation is intended to provide or supplement what the student would do for him/herself minus the disability. Note taking is not intended to give the student an unfair advantage by providing access to information other students in the class could not receive.

For Questions, contact us via email at sds@kennesaw.edu

FACULTY FAQs- TESTING ACCOMMODATIONS

As a note, “test” refers to any timed assessment, including quizzes, exams, midterms, and finals.

I received a Faculty Notification Letter (FNL). What does this mean?

The Faculty Notification Letter verifies that the student is registered with Student Disability Services (SDS) and lists their specific test accommodations. The FNL serves to notify that if a student decides to use their accommodations for a specific test, they are approved to do so. If you have any questions or need clarification of approved accommodations, please contact the SDS Office.

When is the student required to notify me if they plan to use their testing accommodations?

Students must provide the FNL to instructors and discuss a plan to access accommodations. Students may provide the FNL later in the semester, however, SDS notifies students that accommodations are not retroactive.

Can Faculty provide the student’s testing accommodations?

Yes. Professors should attempt to fully accommodate the student. If it is not feasible to provide the accommodations in the classroom or department, you can refer the student to SDS. Please be aware that if you accommodate the student in the classroom, the accommodations must be provided as described in the FNL. For example, if a student’s accommodation includes a “low-distraction room” in which to take the test, the student must be provided with a quiet room free of both visual and auditory distractions as much as possible.

Will the student take the test at the same time as the class?

It is the student’s responsibility to make a testing appointment with SDS at least **5 Business Days before the test date**. The student is expected to take the test on the same day and time as the class. However, there are three exceptions to this policy:

- ◆ If the test is outside of the SDS testing hours
- ◆ If the time accommodation will interfere with another class or test.
- ◆ If the student schedules with 5 business days advance notice, but space is unavailable, an alternative test time may be considered.

The student is responsible for obtaining approval from the instructor for an alternate date and/or time. If they do not, the testing appointment will be cancelled, and the student will be

referred to their instructors for further instructions.

My class is held after SDS Testing Hours. What are my options to ensure the student receives test accommodations?

Make arrangements within your department to provide testing accommodations or approve an alternate date and/or time which falls within SDS Testing hours.

What are the steps for making a testing appointment with SDS?

Owl Accommodate is the online management system students use to access their SDS-approved accommodations, such as requesting testing appointments.

Where are the SDS Testing locations?

SDS has testing locations on both campuses. Students who are registered for traditional or hybrid classes are required to take their test on the campus where the class is held. Students registered for Online or GA eCore classes can take their test on either campus.

SDS Office- Kennesaw

Kennesaw Hall, Room 1205
470-578-2666

SDS Office- Marietta

Wilson Student Center, Suite 160
470-578-7361

What are the SDS Office Hours?

SDS is open Monday through Friday, from 8:00 am to 5:00 pm. Note, all tests must be finished by 4:45pm.

When are test materials due to SDS?

SDS requires receipt of the fully completed Test Cover Sheet along with the test/quiz **by 4:00pm one (1) business day** prior to the date of the appointment to ensure proper preparations are made for your student's appointment. **If SDS does not receive the exam and test cover sheet by 4:00pm 1 business day before the scheduled appointment, you will need to contact the student directly to make alternate arrangements for his/her exam or quiz.**

Professor's options for test delivery:

- ◆ **Instructor hand delivers the Test and Test Cover Sheet** to the designated SDS Office
- ◆ **Instructor emails the Test and Test Cover Sheet to SDS Testing**
sdstesting@kennesaw.edu

When will I receive the test back?

- ◆ Instructor pick-up-required if immediate return is necessary (must pick-up at student's appointment location during office hours-see Testing locations listed above)
- ◆ Email as an attachment (within 1 business day)
- ◆ Campus mail-placed in campus mail within 1 business day (timely delivery through campus mail cannot be guaranteed)

Does SDS provide Scantron answer sheets and Blue Books?

No. Instructor will need to provide these items with test submission or inform the student that they will need to bring these items to their appointment.

What happens if a student is caught or suspected of cheating?

SDS adheres to KSU's Student Codes of Conduct as stated in the University Catalog. Consistent proctoring and monitoring of tests are enforced. If a student is caught cheating or is suspected of cheating, an Incident Report will be submitted to the instructor.



SDS Office-Kennesaw
Kennesaw Hall, Room 1205
SDSTesting@kennesaw.edu
470.578.3197

SDS Office-Marietta
Student Center, Suite 160
SDSTesting@kennesaw.edu
470.578.7361

Test Cover Sheet

Complete and submit this form with each exam
Exams are due by 4PM one business day prior to the exam date

Student Name: _____

Course: _____

Faculty Name: _____

Faculty Cell Phone and Email: _____

Exam Date and Time: _____

(Please note that by filling this out and returning it to SDS you are approving the date and time the student scheduled the appointment)

Length of Exam: _____

(Note that SDS will adjust the testing time to reflect accommodations specified on the Faculty Notification Letter)

Materials allowed in exam area (mark all that apply)

Scratch paper	Textbook
Calculator (specify below)	Computer
Notes	None

Special Testing Instructions:

Return Method of Completed Exam:

E-mail as attachment
Submit through D2L or another online platform
Pick up (will need to pick up at from the SDS Office of student appointment-check email confirmation)
Campus mail to Mail Drop: _____ Department: _____

OFFICE USE ONLY:

Exam Received: ___/___/___ Exam Administered: ___/___/___ Time: ___:___ to ___:___
Proctored by: _____ Exam Room: _____ Seat #: _____ Scanned: ___/___/___
Exam returned to: _____ on ___/___/___ Time: _____



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Kennesaw Hall, Room 1205
SDSTesting@kennesaw.edu
470.578.3197

SDS Office-Marietta
Student Center, Suite 160
SDSTesting@kennesaw.edu
470.578.7361

Test Cover Sheet

Complete and submit this form with each exam
Exams are due by 4PM one business day prior to the exam date

Student Name: _____ Use the Student's Full Name

Course: _____

Faculty Name: _____

Use your cell number so we can contact you if you're out of your office and a student needs assistance

Faculty **Cell Phone** and Email: _____

Exam Date and Time: _____
(Please note that by filling this out and returning it to SDS you are approving the date and time the student scheduled the appointment)

Only list the time your class gets for the exam. We will do the math for their accommodated time.

Length of Exam: _____
(Note that SDS will adjust the testing time to reflect accommodations specified on the Faculty Notification Letter)

Materials allowed in exam area (mark all that apply)

- | | |
|----------------------------|----------|
| Scratch paper | Textbook |
| Calculator (specify below) | Computer |
| Notes | None |

Be as specific as possible here. List the exact calculator they are allowed to use, any exceptions, and what types of notes they can use. There is no such thing as too thorough here. Being specific means if students have questions, we can answer them without having to call you.

Special Testing Instructions:

Return Method of Completed Exam:

- E-mail as attachment
- Submit through D2L or another online platform
- Pick up (will need to pick up at from the SDS Office of student appointment-check email confirmation)
- Campus mail to Mail Drop: _____ Department: _____

Be sure to complete this so we know how to get the test back to you!

OFFICE USE ONLY:

Exam Received: ___/___/___ Exam Administered: ___/___/___ Time: ___:___ to ___:___
Proctored by: _____ Exam Room: _____ Seat #: _____ Scanned: ___/___/___
Exam returned to: _____ on ___/___/___ Time: _____