

**WARTBURG COLLEGE  
DISABILITY & ACCESS  
SERVICES  
FACULTY GUIDE**

## **Introduction**

The faculty at Wartburg College play an integral part in the lives of the students served. This is evident in the lives of students with disabilities. As the faculty challenge and nurture students for lives of leadership and service as a spirited expression of their faith and learning according to the mission of Wartburg College, faculty are also committed to creating and maintaining an inclusive environment, recognizing, and valuing diversity. This foundation and spirit provide a place of higher learning for students with disabilities.

Qualified students with disabilities are protected from unlawful discrimination in higher education as outlined in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and ADA Amendment Act of 2008. These laws help to insure that students with disabilities are provided equal access to class and course material. To provide these students with equal access, faculty may need to make reasonable academic adjustments.

Academic adjustments or accommodations are usually very simple and often do not require a significant change in the teaching style of the faculty member. They do, on occasion, require some creativity, thought, and preparation.

The information in this guide is designed to facilitate the process of accommodating students with disabilities.

## **Frequently Asked Questions**

### **1. How do I know a student in my classroom has a disability?**

Sometimes, you will never know. Students with disabilities are not required to disclose that information to you. However, you will likely discover this by the student sharing the information with you and expressing his/her accommodation needs. Also, if you receive a Student Academic Accommodation Request Form (SAAR) [**APPENDIX A**] signed by the Disability & Access Coordinator, you will know the student has a disability and accommodations have been approved.

### **2. Do all students with disabilities require accommodations?**

No. Students with disabilities are probably the most resourceful and adaptive students on campus. They have often found ways to overcome some of their challenges without the need for accommodations. Additionally, teaching methods that incorporate various facets of learning modalities that are accessible to *all* students reduce or eliminate the need for accommodations.

### **3. Do students with disabilities require the same accommodations for each of their classes?**

No. Each class provides unique challenges to students with disabilities. A student with an auditory processing disorder may need accommodations in a class that is taught primarily through lecture. However, that same student may not need accommodations in a class that is taught primarily through visual modalities. A student with a reading disability may need access to classroom notes in a lecture class but not in a discussion class.

### **4. How do I know what accommodations are appropriate and reasonable for the student?**

Fortunately, you do not have to make this determination. The Disability & Access Coordinator meets individually with students and reviews medical/psychological documentation to determine what accommodations are reasonable and appropriate for each student and each class.

Students that have been approved to receive academic accommodations will provide you with a signed form at the beginning of each term. This form is called the Student Academic Accommodation Request Form

(SAAR) [APPENDIX A] and it outlines the accommodations that are appropriate for your class and for that student.

**5. Am I required to provide the student the accommodations he/she requests?**

If the student has not provided you with a SAAR, the answer is no. Instead, refer the student to the Disability & Access Coordinator in the Academic Resource Center (ARC). They will then work with the student to determine if accommodations are warranted.

If the student has provided you with a SAAR, the answer is yes with a few exceptions. The college is responsible for providing reasonable accommodations in a timely manner to students with documented disabilities. Students, on the other hand, are responsible to self-identify as having a disability and provide documentation to support their claim also in a timely manner. If students do not do their part, the college can not do its part.

The word “timely” of course, is relative. For example, if a student needs equal access to show mastery of the subject material through an accommodation of extended test time but does not provide the required SAAR until three days prior to the exam, it is still reasonable to provide that accommodation. However, if a student does this as he/she walks into the classroom to take the exam, the request is not reasonable and you can decline to provide it. The Disability & Access Coordinator is available to assist you with this determination.

*As a cautionary statement, it is highly recommended you document the reason you declined to provide the request and provide a copy to the Disability & Access Coordinator for the student’s file.*

**6. What do I do if I don’t agree with an approved accommodation for my classroom?**

Accommodations are not handed out lightly. However, if you have any questions or concerns about a particular accommodation for your class, contact the Disability & Access Coordinator. They will work with you and the student so that accommodations are met without sacrificing the integrity of the course.

**7. Am I required to change or lower the academic standards of my course for a student with a disability?**

No. Students with disabilities are required to complete the stated objectives of your course just like any other student. How that student completes those objectives and how you assess those objectives may vary but you are not required to lower your academic standards or sacrifice the integrity of the course.

**8. What accommodations may I expect to see on a SAAR?**

No two students with disabilities are the same; however, there are a few “common” accommodations that are provided that meet the needs of equal access for many of our students.

These may include:

- extended test time
- a quiet location with minimal distractions for testing
- copies of professor’s notes
- a note taker
- a reader for exams
- a scribe for exams
- use of a laptop for notes or exams
- use of spell check or word list
- eBooks,
- extended time on reading/writing assignments
- magnifiers
- sign-language interpreters
- audio recording of lectures

**9. How do I provide the accommodations to students with disabilities in my class?**

Many of the accommodations that a student may need in your class will be coordinated by the Disability & Access Coordinator (eBooks, note takers, sign-language interpreters, etc.). Testing accommodations are also available through the Academic Resource Center, but you may choose to provide them yourself.

Communicating with the student will help you determine how to provide the requested accommodation. The Disability & Access Coordinator is also willing to assist you with this process.

**10. Am I being unfair to the other students in the class by providing accommodations to students with disabilities? Or, am I giving the student with a disability an unfair advantage over the other students in the class?**

No. It is understandable that one may think this to be true but it isn't. Accommodations are provided to students with disabilities to provide them with equal access to your class and course material. This may include equal access to show mastery of the material, equal access to lecture notes, equal access to written material, equal access to visual materials, etc.

**11. I would like a student with a testing accommodation to take his/her exam in Academic Resource Center (ARC). What may I expect?**

Students with disabilities that have been approved for testing accommodations may take their exams in ARC. These accommodations may include but are not limited to:

- Extended Time
- Quiet location with minimal distractions
- Scribe
- Reader
- Use of laptop/spell check/word list

Students that take their exams in ARC will not necessarily have a proctor physically in the testing room with them. If a reader or scribe is necessary, that person also serves as the proctor. All other students take their exams in camera monitored single-person study rooms in the Library just outside of ARC. Students are expected to adhere to the Wartburg honor code.

Students are not allowed to take any personal items with them into the testing rooms unless indicated on the Exam Accommodation Form **[APPENDIX B]**. Also, their testing time is monitored and recorded. You will be contacted by an ARC Peer when the exam is completed. Your signature (or a person designated by you) is required on the Exam Accommodation Form **[APPENDIX B]** when you come to retrieve the completed exam.

**12. How do I schedule a testing time for a student?**

It is actually the student's responsibility to schedule the testing time, not yours. Students are made aware of this when they meet with the Disability & Access Coordinator each semester. They can schedule their exams in person, by phone, or on the web. You are responsible for physically bringing the exam to the ARC and for completing an Exam Accommodation Form **[APPENDIX B]**.

**13. What is an Exam Accommodation Form and why is it necessary to complete it?**

The Exam Accommodation Form [APPENDIX B] provides valuable information that pertains to the administration of the exam. For example, are notes allowed? Is the use of a calculator appropriate? What is the maximum time allowed? It is also a tool used for tracking and security purposes. The time is noted on the form and a signature is required to retrieve the completed exam.

**14. Is it possible to provide audio versions of classroom materials such as hand-outs, syllabi, etc.?**

Yes. The ARC can convert your hand-outs, syllabi, articles, etc. to MP3 files for use by students with disabilities that need audio texts. Often students will bring their documents to the ARC for conversion themselves. However, the conversion does take some time. If you are able to provide the materials ahead of time to the Disability & Access Coordinator, you will help to insure that the student with disabilities has access to the material at the same time as the rest of the class.

**15. Who should I contact if I have questions or concerns that may develop during the term?**

Contacts: Nicole Willis  
Disability & Access Coordinator  
Academic Resource Center  
(319) 352-8230  
[nicole.willis@wartburg.edu](mailto:nicole.willis@wartburg.edu)

Jessica Herrmeyer  
Associate Director- Academic Resource Center  
Academic Resource Center  
(319) 352-8484  
[jessica.herrmeyer@wartburg.edu](mailto:jessica.herrmeyer@wartburg.edu)

# ARC- LIB 314

Academic Resource Center

## Student Academic Accommodation Request Form

Term:                      Year:

Student Name

Wartburg ID

Student Phone #

Course Information:

Course Name	Course Number	Course Time/Day	Instructor Name

The following academic accommodations have been approved pursuant to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendment Act of 2008 (ADAAA)

### Classroom Accommodations

- 
- 

### Exam Accommodations

- 
- 

*Accommodations are coordinated between the instructor, the student, and the Disability & Access Coordinator.*

**I understand that it is my responsibility to initiate all accommodations in a timely manner and according to established procedures.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

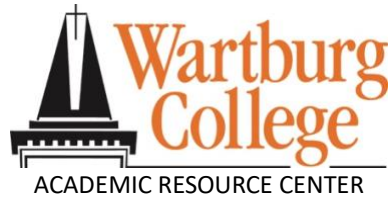
\_\_\_\_\_  
Disability & Access Coordinator

\_\_\_\_\_  
Date

***This information is confidential and may not be shared without the consent of the student.***

***\* This copy should be destroyed at the end of this term.***





### **Information for Instructors**

The student identified on this Student Academic Accommodation Request form has provided documentation to the Academic Resource Center (ARC) regarding a disability and may need to use accommodations to complete your course. Academic accommodations are usually fairly simple. Because students' needs vary, federal law requires that accommodations be made on an individual basis depending on the disability diagnoses.

It is the student's responsibility to contact you to discuss his/her requests. The procedure for processing these requests is as follows:

1. Review the Student Academic Accommodation Request form with the student and discuss the specifics of each accommodation request.
2. For exam accommodations requiring extended time, separate location, and/or a reader, you may utilize Testing Services in the Academic Resource Center.

#### **The process for using testing services is as follows:**

- a. The STUDENT is responsible for making an appointment with the ARC to take an exam at least **two days prior to the exam**. If an appointment is not made, the exam will have to be taken at a later date, if the instructor will allow this.
  - b. The INSTRUCTOR is responsible for delivering the exam to the ARC prior to the exam.
  - c. The INSTRUCTOR will be contacted upon completion of the exam by the ARC.
  - d. The INSTRUCTOR is responsible for retrieving the completed exam from the ARC.
  - e. **Advance notification is essential** if the ARC is to be utilized for test administration. If advance notification is not provided, the exam will have to be rescheduled, if the instructor agrees to a later examination date.
3. If you have questions or are concerned that any of these requests may alter your course requirements or otherwise compromise the integrity of your course, you may contact the Disability & Access Coordinator at 352-8230.

Thank you for your assistance in providing accommodations so that students with disabilities receive equal access to programs, services, and activities at Wartburg College.

# ARC

(Academic Resource Center)

## Exam Accommodation Form

Professor completes top portion upon test service request:

Student: \_\_\_\_\_ Exam to be completed by: \_\_\_\_\_  
Date Time

Professor: \_\_\_\_\_ Ext. /Phone: \_\_\_\_\_ COURSE CODE: \_\_\_\_\_

Reason for Testing Services: Disability request English not Primary language

Testing Materials (Mark all that apply): Exam Scan Tron Other: \_\_\_\_\_

Student may use (Mark all that apply): Calculator Dictionary Notes Textbook Translator

Additional Instructions: \_\_\_\_\_

Class Exam Time Limit \_\_\_\_\_

Student Exam Time Limit \_\_\_\_\_

For ARC Use	Peer Initials
Exam Start Time _____	_____
Completion Time _____	_____



### ARC Testing Agreement signed by student *(on file with ARC's Disability & Access Coordinator)*

*– Reminder of no cell phones, no personal items, no leaving testing room once exam is started –*

TESTING ROOM or OFFICE: \_\_\_\_\_

Student: \_\_\_\_\_ Date exam taken: \_\_\_\_\_

Professor: \_\_\_\_\_ COURSE CODE: \_\_\_\_\_

Ext. /Phone: \_\_\_\_\_ Professor notified: \_\_\_\_\_  
Date Time

Reason for Testing Services: Disability request English not Primary language

Exam retrieved by Professor \_\_\_\_\_  
Signature Date

Exam retrieved by other \_\_\_\_\_  
Signature Date

Class Exam Time Limit \_\_\_\_\_

Student Exam Time Limit \_\_\_\_\_

For ARC Use	Peer Initials
Exam Start Time _____	_____
Completion Time _____	_____