

## General Information for Instructors

*[Included in the Faculty Handbook]*

The Assemblies of God Theological Seminary is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Office of Student Services is the office designated by the Seminary to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations, in accordance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990. Student Services staff is available to assist you in implementing any mandated accommodations. If you have any questions regarding disability and access please contact us.

### **Disability Documentation:**

All students who receive reasonable accommodations from Student Services have provided extensive documentation of a disability. This documentation is evaluated and discussed with the student to determine reasonable accommodations that may be necessary for the student to fully benefit from the higher education experience. In determining reasonable accommodation for each class, the relationship between the disability and the specific course requirements is evaluated.

### **Academic Accommodation:**

Student Services and the student will jointly develop a formal Academic Accommodation Plan that will formally outline the accommodations to be provided during a given semester.

Students with disabilities are expected to meet the same academic standards and expectations as their peers without disabilities. Accommodations are designed to maintain the essential components of the course and not dilute curriculum, while allowing the student to participate and benefit fully from the learning process.

Examples of accommodation that may be available to the student include

- Accessible curriculum and Website design
- Sign Language interpreting
- Braille, large print and electronic text production
- Accessible transportation for field trips
- Library accommodations
- Assistive technology
- Exam modifications

## Services for Students with Disabilities

While it is not unlawful, the Seminary **strongly advises against** faculty members informally accommodating students without involving Student Services. Please notify us if you feel a student would benefit from a particular accommodation.

### **Letter of Notification:**

Student Services will write Accommodation Notification Letters that identify students who are affiliated with the office and outline specific accommodations. Students are required to deliver and discuss Accommodation letters with faculty before accommodations will be implemented. Instructors are not obligated to provide accommodations until such time they are notified by official hand delivered letters to do so.

When the student presents this letter, faculty is encouraged to speak with him or her directly about individual academic needs. The student is the expert on his or her disability and can provide suggestions, based on experience in other classroom situations, which will enhance the classroom experience.

Also, accommodations are not retroactive. In other words, faculty are not obligated to accommodate prior exams, assignments, or any course related activity before an Accommodation letter is delivered and discussed.

Please note that the accommodations approved by Student Services and outlined on the student's Accommodation Plan are required services. If you have concerns regarding these mandated accommodations, you are encouraged to contact our office to discuss changes or implementation strategies.

### **Concerns or Appeals:**

If an instructor has concerns or questions about an accommodation that Student Services has determined to be appropriate for a particular student, the instructor should promptly contact the Accommodation Liaison. If, after an adequately thorough and good-faith discussion with the Liaison, the instructor disagrees with the accommodation, the instructor may initiate a formal appeal of a recommended academic accommodation by submitting a written statement to the Dean's office, clearly documenting the fundamental academic goals and demonstrating that the recommended accommodation necessarily compromises those goals.

The instructor must provide the accommodation until it is either set aside or modified.

## **Recommended Syllabus Statement**

To ensure that students with disabilities know about the availability of services, faculty is encouraged to make an announcement at the beginning of each semester inviting students with disabilities to schedule an appointment to discuss any accommodations they may need in class. Adding a statement to the course syllabus is an additional way

## Services for Students with Disabilities

of showing interest in working with students. The University recommends the following language for syllabi:

### Students with Disabilities:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Amy Turnage, Office of Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: [cneuman@agts.edu](mailto:cneuman@agts.edu). Students are required to provide documentation of disability to Student Services prior to receiving accommodations.”

## **General Guidelines for Designing Accessible Classes**

The following suggestions are appropriate instructional strategies for all students and many are typically utilized in your classes. These strategies are especially effective in assuring access for students with disabilities:

- Provide students with a detailed course syllabus that clearly addresses expectations at the beginning of the semester.
- Announce reading assignments well in advance; students may need time to receive their reading materials in alternative formats or to complete reading assignments.
- Start each class period with an outline of material to be covered that day and briefly summarize key points at the end of the lecture.
- Speak directly to students, using gestures and natural expressions to enhance understanding.
- Present new vocabulary and give course assignments in a variety of ways: in lecture, through examples, on the blackboard, on handouts, at Websites, etc.
- Create a course Website and use it to post daily notes of the lecture and assignments.
- Allow students to tape record your lectures.
- Provide opportunities for questions and answers and schedule review sessions.
- Discuss the format of your tests with the class and, if possible, provide a sample test or copies of exams you have used previously.
- Provide copies of overheads and/or PowerPoint slides