

**St. Petersburg College  
Accessibility Services  
Resource Guide  
For  
Faculty and Staff**



**Prepared by:**

**SPC Accessibility Services Department  
[www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility)**

## **Introduction**

Access to education is not limited to simple admission to a college. Many of our students are overcoming great physical, learning, emotional, and mental challenges to give college a try. It is an ongoing, twofold process that involves understanding how to accommodate their needs and be in compliance with the law. In fact, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act (ADAAA) of 2008 ensure that all qualified persons, regardless of the presence of any disability, have equal access to education. Course substitutions, auxiliary aides, and classroom modifications are all examples of effective tools through which access to education is provided for the student with a disability. Failure to make such reasonable accommodations can place the college in violation of federal and state statutes, resulting in substantial penalties. The new bottom line is no student should be denied equitable access to higher education.

This Resource Guide for Faculty and Staff is designed to raise awareness among all St. Petersburg College (SPC) faculty and staff with intention of providing meaningful educational opportunities for all students with disabilities. Compliance and its relationship to accessibility and inclusion is fundamental throughout this document, as well as, the variables of language and universal design (UD). Compliance issues can often be tough to maneuver through; thus, this guide further offers terminology, descriptions of varying disabilities, suggested teaching methodologies, testing procedures, and answers to frequently asked questions (FAQ), and more. There's important work to be done with and on behalf of our students with disabilities, yes. Creating an accessible learning environment, however, benefits all students and increases retention and completion rates for all students, whether they have a diagnosis or not. The goal is to level the playing field in order to promote academic success across the board.

# Table of Contents

<a href="#"><u>Resource Guide for Faculty and Staff</u></a>	1
<a href="#"><u>Introduction</u></a>	2
<a href="#"><u>Table of Contents</u></a>	3
<a href="#"><u>Offices of Accessibility Services</u></a>	5
<a href="#"><u>Accessibility Services Mission Statement</u></a>	6
<a href="#"><u>Confidentiality</u></a>	6
<a href="#"><u>Post-Secondary Entities and Rights of Persons with Disabilities</u></a>	7
<a href="#"><u>Responsibilities</u></a>	8
<a href="#"><u>Important Notes for Faculty Regarding Disability Related Considerations in the Classroom</u></a>	9
<a href="#"><u>College Disability Policy</u></a>	10
<a href="#"><u>Syllabus Statement</u></a>	13
<a href="#"><u>Accessibility</u></a>	13
<a href="#"><u>Accessible Course Content Guidelines</u></a>	15
<a href="#"><u>General Accessibility Consideration</u></a>	17
<a href="#"><u>Assistive Technology</u></a>	21
<a href="#"><u>Sign Language Interpreters</u></a>	23
<a href="#"><u>Specific Disabilities and Tips for the Classroom</u></a>	24
<a href="#"><u>Learning Disabilities</u></a>	24
<a href="#"><u>Attention Deficit/Hyperactivity Disorders (ADD/ADHD)</u></a>	25
<a href="#"><u>Hearing Impairment</u></a>	26
<a href="#"><u>Visual Impairment</u></a>	27
<a href="#"><u>Speech Disorders</u></a>	28
<a href="#"><u>Motor Impairment</u></a>	28
<a href="#"><u>Cerebral Palsy</u></a>	29
<a href="#"><u>Traumatic Brain Injury (TBI)</u></a>	30
<a href="#"><u>Psychological Disabilities</u></a>	30
<a href="#"><u>Posttraumatic Stress Disorder (PTSD)</u></a>	31

<a href="#"><u>Dealing with Disruptive Behaviors</u></a>	32
<a href="#"><u>Autism Spectrum Disorder (ASD) Neurodevelopmental Disorders</u></a>	32
<a href="#"><u>Seizure Disorder</u></a>	33
<a href="#"><u>Health Related Disabilities</u></a>	34
<a href="#"><u>Substance Abuse</u></a>	34
<a href="#"><u>Veterans Returning to Campus</u></a>	35
<a href="#"><u>Communication Hints When Interacting with Individuals with Special Needs</u></a>	36
<a href="#"><u>Common Myths about People with Disabilities</u></a>	37
<a href="#"><u>Frequently Asked Questions (FAQ) from Faculty about Accessibility Services</u></a>	39
<a href="#"><u>Emergency Preparedness</u></a>	46
<a href="#"><u>Evacuation Procedures</u></a>	46
<a href="#"><u>Evacuation of Students with Visual Disabilities</u></a>	47
<a href="#"><u>Evacuation of Students with Mobility Disabilities</u></a>	47
<a href="#"><u>Evacuation of Students who are Deaf or Hard of Hearing</u></a>	47
<a href="#"><u>Appendix A–ADA Terminology and Disability Categories</u></a>	48
<a href="#"><u>Appendix B - Explanation of Accommodations</u></a>	53
<a href="#"><u>Appendix C- Description of Frequently Used Accommodations</u></a>	55
<a href="#"><u>Appendix D- Screenshots of Students’ Class Registration/Accommodation Selection</u></a>	58
<a href="#"><u>Appendix E - Memorandum for Instructor Regarding Note Taking Procedures</u></a>	68
<a href="#"><u>Appendix F-Memorandum for Instructor Regarding Accessible Furniture for the Classroom</u></a>	69
<a href="#"><u>Appendix G - Service Animals</u></a>	70
<a href="#"><u>Appendix H- Commonly Asked Questions about Service Animals in Places of Business</u></a>	71
<a href="#"><u>Appendix I - Understanding Universal Design (UD)</u></a>	74
<a href="#"><u>Appendix J - Universal Design of Instruction (UDI) Tips and Establishing Essential Skills/Technical Standards</u></a>	75
<a href="#"><u>Appendix K - Useful Resources</u></a>	80
<a href="#"><u>Appendix L - Student Agreement Form</u></a>	82

## Offices of Accessibility Services, May 2016

Aimee Stubbs, Director  
**EpiCenter**  
[stubbs.aimee@spcollege.edu](mailto:stubbs.aimee@spcollege.edu)  
727.341.3398

**Clearwater**  
Jeff Zeigler  
2465 Drew St, Clearwater  
[zeigler.jeff@spcollege.edu](mailto:zeigler.jeff@spcollege.edu)  
727.791.2710

### Campuses

**Downtown-Epi Center**  
Dr. Tonya (TJ) Williams Social Sciences Bldg,  
110 Downtown Center, Rm 102B  
[williams.tonya@spcollege.edu](mailto:williams.tonya@spcollege.edu)  
727.341.7913

**Health Education Center**  
Stefanie Silvers  
HEC Bldg, Rm 182  
[silvers.stefanie@spcollege.edu](mailto:silvers.stefanie@spcollege.edu)  
727.341.3721

**Midtown/Allstate**  
Lisa Gould  
Jamerson Center  
[gould.lisa@spcollege.edu](mailto:gould.lisa@spcollege.edu)  
(TTY) 727.398.8284

**St. Petersburg Gibbs**  
Ray Hollowell  
Administration Bldg, Rm 118E  
[hollowell.ray@spcollege.edu](mailto:hollowell.ray@spcollege.edu)  
727.341.4316

**Seminole**  
Kelli Mitchell  
University Partnership Bldg, Rm 102  
[mitchell.kelli@spcollege.edu](mailto:mitchell.kelli@spcollege.edu)  
(TTY) 727.394.6289

**Tarpon Springs**  
Amy Mullarkey  
PSI Bldg, Rm 146  
[mullarkey.amy@spcollege.edu](mailto:mullarkey.amy@spcollege.edu)  
727.712.5789

### College-wide

**Assistive Technology Specialist**  
Regina Miller  
[miller.regina@spcollege.edu](mailto:miller.regina@spcollege.edu)  
727.341.3416

**Instructional Technology Accessibility Specialist**  
Mary Deschamps  
[deschamps.mary@spcollege.edu](mailto:deschamps.mary@spcollege.edu)  
727.341.3371

**Lead Interpreter**  
Cynthia Bedient  
[bedient.cynthia@spcollege.edu](mailto:bedient.cynthia@spcollege.edu)  
727.341.2523

## **Mission Statement**

The mission of this department is to promote equal educational access for students with disabilities. The mission includes integration of the College Experience and Universal Design principles in the strategies and processes to engage and encourage student accountability, self-sufficiency, and autonomy that strengthens success in college and the workforce.

## **Confidentiality**

As directed in state and federal laws and, in strict compliance with the Family and Educational Rights and Privacy Act (FERPA), all disability information is confidentially maintained. FERPA is a federal law that protects the privacy of students' educational records. Students have specific, protected rights regarding the release of such records.

FERPA guidelines only provide for disclosure of disability information to faculty and staff on a *need-to-know* basis. Guidelines can be viewed at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>.

Disclosure of a student's disability is the personal preference of the student. A student may elect to share information regarding his/her disability. If so, faculty and staff must remember to maintain confidentiality. All confidential information should only be discussed with the student in private. Further, this information should only be discussed with other college faculty and staff for educational purposes on a need-to-know basis. At no time should the class be informed that a student has a disability, and, when documenting concerns, staff and faculty should focus on the specific behavior, not the disability, and should refrain from diagnosing and individual.

## **Post-Secondary Entities and Rights of Persons with Disabilities**

Secretary of Education, Arne Duncan expressed his aspirations about inclusion in his remarks, “All Means All.”

*“For too long, the answer to educating students with disabilities was to isolate them and to deny them the same educational experiences that others were having, and thankfully, those days are over. The fact is 60% of our students with disabilities spend 80% of their time in the regular school environment. That’s real progress, and there’s absolutely no reason that those numbers should not continue to rise as more and more teachers know how to effectively work with students with disabilities. All teachers—all teachers—must be equipped with those skills. At the same time, all of the other important indicators for students with disabilities are rising, from student achievement to high-school graduation to college enrollment rates.”* (Source: ed.gov Blog, 3/15/11)

The federal laws applicable to post-secondary students with disabilities are:

- The Americans with Disabilities Amendments Act of 2008 (ADAAA)
- The Americans with Disabilities Act of 1990 (ADA)
- The Rehabilitation Act of 1973, Section 504

### ***ADAAA/ADA***

Title II of The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and requires that State and local governments give people with disabilities an equal opportunity to benefit from all telecommunications, programs, services, and activities. The Amendments Act of 2008 (ADAAA) revised and expanded these protections and, in the process, lowered the bar for establishing a disability. The ADAAA emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of ADA without the requirement of extensive analysis. The requirements regarding the provision of reasonable accommodations, auxiliary aids and services in post-secondary institutions described in the Rehabilitation Act of 1973, Section 504, are included in the general provisions for non-discrimination under Title II of the regulation.

### ***The Rehabilitation Act of 1973, Section 504***

Public Law 93-112, Section 504 states, “No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap, 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.” Students with disabilities must be afforded an equal opportunity to participate in and benefit from all post-secondary education programs and activities.

A qualified person with a disability is defined by the Americans with Disabilities Act as, “(1) a person who has a physical and mental impairment that substantially limits one or more major activities, (2) a person who has a history or record of such an impairment or, (3) a person who is perceived by others as having such an impairment.”

## Responsibilities

Any institution of higher learning, Accessibility Services, the student, and faculty must all share in the responsibilities associated with the successful promotion of equal educational access for students with disabilities.

Accessibility Services Office has the responsibility to:

- evaluate students based on their abilities and not their disabilities
- determine the appropriateness of disability documentation and to assist the student in procuring that documentation
- determine eligibility for accommodations on a case-by-case basis
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities and facilities
- maintain appropriate confidentiality of records and communication
- collaborate with faculty, staff and students
- provide relevant and appropriate support to all parties as needed

Students have the responsibility to:

- Adhere to institutional policies and procedures
- Provide Accessibility Services with appropriate documentation of his or her disability
- Communicate privately with faculty to discuss needed accommodations and any other concerns prior to or during the first week of class
- Acknowledge the prompt provided for accommodation requests options during registration in order to have my accommodations forwarded to the appropriate professor
- Edit his or her options or report to the Accessibility Services office for assistance if accommodations are declined during the initial registration of the course. This request should be made as soon as possible once he or she has registered for classes to provide sufficient time for the Accessibility Services office to make any needed arrangements. Accommodations will not be provided retroactively; coordinating accommodations may take a week or more.
- Initiate requests for alternate format textbooks and publisher materials. The student should understand that these could take 6 to 8 weeks to prepare and will be requested by the student in a timely manner. The student will understand that if he or she does not request alternate format textbooks and publisher materials in advance of class start, the student cannot be guaranteed provision. All alternate formats require a receipt.
- Request assistance immediately when issues and/or concerns arise and exercise due diligence to make the accommodations process work.
- Engage in a fair, objective, and respectful dialogue concerning accommodations options and not transfer or abdicate the student's role to parents or agents/advocates.
- Understand On-Line course procedures: Contact the Online Proctored Testing Coordinator ([www.spcollege.edu/ecampus/](http://www.spcollege.edu/ecampus/)) at least 2 weeks before exams begin and coordinate specific requests with the student's instructor. Accommodation forms should be uploaded during the registration for proctored testing. For specific accommodations involving assistive technology or private testing the student will coordinate with his or her Accessibility Services Office at least two weeks in advance of all proctored testing.

## **Important Notes for Faculty Regarding Disability-Related Considerations in the Classroom**

- If you have students in your classes who present to you an accommodation sheet from Accessibility Services, or if you see accommodations listed on your class roster, please review this sheet privately and carefully with the students. Determine how you will work out the accommodations in conjunction with the Accessibility Services office.
- When a “note-taker” is checked on the accommodation sheet, it is important to ask for a volunteer note-taker in your class while respecting the confidentiality and the anonymity of the student needing the accommodation. Accessibility Services will provide note taking NCR paper which makes it convenient for all parties. Also, a note-taking volunteer packet will be provided as there are incentives for those who volunteer through the college Volunteer Program.
- Testing accommodations of reading/scribing, extra time, use of computer, a quiet setting or private room can be arranged through Accessibility Services in coordination with the student, faculty and the Accessibility Coordinator. All tests should be dropped off prior to the date (with a testing instruction sheet). The student with private testing needs should make an appointment with the testing center prior taking the test.
- If you have an adjustable desk and chair in your classroom, it may be reserved for a student who has requested it through our office due to his/her disability. Please make sure that the students who require adaptive furniture have it available. Sometimes, other students who do not need this furniture choose to sit in the space which could potentially present a conflict.
- There may be assistive technology placed in your classroom for particular students. If this is so, the student will have been trained on how to use this equipment by the college-wide AT Specialist (see page 5 for personnel).
- There may be an interpreter for the deaf assigned to your class. You will be alerted prior to the arrival of the interpreter. Often, there is a need for an extra chair for the interpreter.
- Please emphasize the statement on your syllabus referring to SPECIAL ACCOMMODATIONS
- Lastly, please take notice of any student who may need assistance in the case of emergency evacuation from your classrooms. A plan must be established to assure that the student will be able to evacuate safely. An area of rescue has been determined for all second floor buildings. If you are not aware of these designated areas, please contact the Accessibility Services Office.
- Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student with a disability so he/she can participate in the college activities, services, and programs. The college does not assume coordination of, financial responsibility for, or legal liability for the PCA chosen by the student. The student should make arrangements to provide and pay for his/her own impartial personal care attendant prior to attending classes. PCAs are obligated to follow the same code of conduct as the campus community, and they should not interfere with the learning environment, nor should the student abdicate their roles and responsibilities as a college student to the PCA or any other entity. The PCA should not participate in class discussions, and should not ask or answer questions unless specifically directed to do so by the student who employs the PCA.

*It is understood that these issues may sometimes naturally evoke a paradigm shift in the role as educators. Your support is appreciated and vital in working with you to provide a safe, quality educational environment for our students. Do not hesitate to contact your campus Accessibility Coordinator or any of our Accessibility Services staff with questions or concerns at any time during the semester.*

# College Disability Policy

Procedure to Identify Students with Learning and Other Disabilities  
(P6Hx23-4.021)  
Persons with Disabilities Services

## I. Documentation Procedures

### A. Learning Disabilities

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the site office of their home campus.

#### 1. Tests

The documentation must consist of one test from each of the three areas: individual intelligence, processing, and academic achievement. Acceptable tests include but are not limited to:

##### a) Individual Intelligence Tests:

- Weschler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
- Weschler Intelligence Scale for Children, Fifth Edition (WISC-V)
- Kaufman Assessment Battery for Children, Second Edition (KABC-II)

##### b) Evaluation of Psychological Processing:

- Woodcock-Johnson Fourth Edition (WJ-IV) Tests of Cognitive Abilities
- Detroit Tests of Learning Aptitude Fourth Edition (DTLA-4)
- Bender Visual-Motor Gestalt Test Second Edition (Bender-Gestalt-II)
- Test of Adolescent and Adult Language Fourth Edition (TOAL-4)
- Halsted-Reitan Neuropsychological Test Battery for Adults

##### c) Achievement Tests:

- Woodcock-Johnson Fourth Edition (WJ-IV) Tests of Achievement
- Kaufman Test of Educational Achievement Third Edition (KTEA-3)

*(All testing documentation is confidentially maintained. Faculty are not privileged to the data reported within these documents without students' prior written consent).*

### 2. Qualified Evaluator

St. Petersburg College does not conduct psychological evaluations for students, however will accept intelligence tests administered by licensed psychologists or psychiatrists. The processing and academic tests must be administered by a psychologist, psychiatrist, or credentialed education diagnostician. Reports should include subtest scores and the evaluator's opinion on what reasonable classroom accommodations would be helpful.

### 3. Suggested Criteria

Every case will be considered individually and decisions will be made on a case-by-case basis. The following guidelines will be considered.

a) Intellectual Functioning: St. Petersburg College serves all qualified persons with disabilities, to include those with documented learning disabilities. The generic term, Learning Disability, refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition or use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Individuals with learning disabilities have average to above-average intelligence and, therefore, are not intellectually limited. They have the potential to succeed in higher education, but due to a variety of challenges with learning, they experience academic difficulty.

b) Psychological Processing: Evidence of a disorder in one or more of the basic psychological processes must be presented. Assessment must show at least one standard deviation from the norm in either visual, auditory, motor, computation and/or language processes.

c) Academic Achievement: A discrepancy of one standard deviation between an intellectual standard score and an academic achievement standard score must be shown.

## **B. Mental Disabilities**

Documentation to confirm any mental or psychological disorder is required of students and prospective students seeking accommodations.

### *Suggested Criteria*

Every case will be considered individually and all decisions will be made on a case-by-case basis. The following guidelines will be considered:

Intellectual Functioning: Students with valid intelligence measures that fall in the below average range will have a difficult time succeeding in the college setting, although current legislation has supported more access to higher education opportunities for this population. In general, it is our responsibility to assist in facilitating access, make students aware of the expectations in college and necessary academic and communication skills needed for college success, yet not judge the academic decisions students make, even if we perhaps believe it will be extremely challenging or will lead to failure.

For more information, resources, and training in working with students with Intellectual Disabilities:

[www.washington.edu/doit/can-students-intellectual-disabilities-attend-college](http://www.washington.edu/doit/can-students-intellectual-disabilities-attend-college)

<http://www.thinkcollege.net/>

[www.Project10.info](http://www.Project10.info)

<http://project10.info/TrainingOnRequest.php>

## **C. Physical Disabilities**

Documentation to support physical impairment is required of students and prospective students seeking accommodations. Documentation will be accepted for review from physicians and health care agencies attesting to the disability of the student or prospective student. The documentation is to be presented to the Accessibility Services office on the student's home campus.

## II. Request for College Services

a) Provision of Services: After a student's documentation is accepted, the Accessibility Coordinator will keep this documentation on file. It is the student's responsibility to request services supported in the documentation (such as tutoring or note-taking). A new request is necessary each term based on the specific courses to which the student is assigned. A two-week notice is recommended to fill requests.

b) Course Substitutions: Course substitutions are considered according to District Board of Trustees Procedure P6Hx23-4.02 and are established in compliance with State Board of Education Rule 6A-10.041, to provide students with disabilities reasonable substitutions for requirements for admission to the College, admission to a program, and/or for graduation from the College. Students seeking such substitutions should submit a written request form to the Program Administrator/Academic Dean. The student must identify the specific course(s) and program for which a substitution or waiver is being sought, and must include a copy of qualifying disability information either on file with the College or as requested by the Accessibility Coordinator.

c) Auxiliary Aids: Assistive Technology for students with qualifying disabilities is available, such as note-takers, readers, electronic media books, captioned videos, e-books, adaptive software, interpreters and captioners.

d) Priority Registration: Students with documented disabilities are provided with priority registration opportunities, as well as counseling and advisement by appointment in advance of registration timeframes.

General Authority: 240.319(2) F.S.

History: Adopted 6/15/93. Effective 4/7/14.

## Syllabus Statement

It is important that faculty include in each syllabus the following statement informing students that they must request accommodations through the proper channels in a timely manner:

This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

If you have documentation of a disability or feel you may have a disability:

St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find your AC for your specific campus, please go to the college-wide Accessibility Services website: <https://www.spcollege.edu/accessibility>

Accessibility Services offices can be contacted at:

(CL) 727.791.2628; (SPG) 727.341.4316; (TS) 727.712.5789; (SE) 727.394.6289; (HEC) 727.341.3721; (MT/AC) 727.398.8284; (DT/Epi) 727.341.7913

A further recommendation is that the statement be read aloud by the faculty member when reviewing the syllabus with the class. This approach demonstrates to students that the professor is sensitive to and concerned about meeting the needs of all students. Furthermore, it affords students the opportunity to make their accommodation needs known to the professor early in the semester.

## Accessibility

Accessibility is the “ability to access” and benefit from some system or entity. The concept focuses on enabling access for people with disabilities, or special needs, or enabling access through the use of assistive technology; however, research and development in accessibility brings benefits to everyone.

Accessibility is not to be confused with usability, which is the extent to which a product (device, service, or environment) can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use.

Accessibility is strongly related to universal design (UD) which is the process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations. This is about making things accessible to all people.

**Suspected Disability:** If there is a suspicion of a disability or if a student approaches you regarding a non-documented disability, students should be referred to the Accessibility Services office. An Accessibility Coordinator can help determine if there is an ADA qualifying disability, and even refer students to community resources to assist them in getting the documentation necessary to access services. Instructors should not take it upon themselves to review documentation and decide which accommodations are appropriate for students.

**Textbooks, Course-packs, and Syllabi:** Please make your textbook selections, compiled course packs, and syllabi available early to facilitate the provision of alternate format materials. Students who are blind, have low vision, or have learning disabilities affecting their reading rates and comprehension, require printed materials that are converted to alternate formats. The conversion process is time consuming. Your syllabus is required to determine the extent to which each text will be used and the order in which reading assignments will be completed. If you are collating various journal articles and portions of books into course packs for distribution, please use original copies or a copy that is as clean as possible to optimize the quality of the converted materials.

**Multimedia:** Please consider the accessibility of textbooks, all course instruction, and multimedia options when planning your activities and assignments. Students with disabilities must have equal access to course material. When using technology or Alternative Delivery of course materials, please ensure that all aspects of the content are accessible to all students. Examples of multimedia materials are:

- Videos
- Power Points
- YouTube
- On-line materials

For Web accessibility guidelines go to:

<http://www.pcc.edu/resources/instructional-support/access/documents/OnlineAccessibilityHandbook-loRes.pdf>

<http://udi.uconn.edu/index.php?q=content/e-toolbox>

<http://cccaccessibility.org/>

<http://www.washington.edu/accessibility/web/>

<http://www.ict4ial.eu/>

The Department of Justice has launched a [new Accessible Technology section](#) for ADA.gov, its Americans with Disabilities Act (ADA) Web site, to further assist covered entities and people with disabilities to understand how the ADA applies to certain technologies, such as Web sites, electronic book readers, online courses, and point-of-sale devices. Covered entities have longstanding obligations to make their programs, goods, services, and activities accessible—including those they provide online or via other technology. The new Web pages compile in one place the Department's technical assistance and guidance about accessible technology, as well as information about the Department's accessible technology enforcement efforts, regulation development, and other federal accessible technology resources and initiatives.

To find out more about the ADA, visit [ADA.gov](http://ADA.gov) or call the Department's toll-free ADA Information Line at 1-800-514-0301 or 1-800-514-0383 (TTY).

# Accessible Course Content Guidelines

## Online Learning Platforms

### **D2L**

The online learning platform used by SPC is accessible in its native state; Alt-Tag containers are available and navigation is available, including the native icons, adds to D2L (My Courses) may not be accessible

### **Soft-Chalk**

Be mindful of how content is loaded – sometimes frames can block part of the content and/or access to navigation ‘buttons’

### **Microsoft’s latest browser (2016)**

Does not work with some screen readers (i.e. JAWS)

### **Mozilla Firefox browser D**

Does not work with all screen readers

## Learning Element Formats

**Camtasia videos** Can be captioned prior to final production – also has voice recognition transcription available

### **Flash**

Not accessible to screen readers. Flash-based videos cannot be captioned after the fact

### **Interactive Flash based**

Not accessible to screen readers (match, drag n drop)

### **Jing**

Cannot be captioned

### **Power Point - narrated**

Cannot be captioned

### **PDF**

If it’s an image (user cannot highlight specific text) then it is not accessible to screen readers

### **Publishers’ Online Learning Sites**

Some items may not be accessible – request a VPAK prior to purchasing and have it reviewed; if already in place request access for a team member to review

### **You Tube videos**

If hosted on your own channel – tools exist for voice recognition, transcription and captioning. If hosted by someone else - it can be captioned but has a limited frame size (cannot be enlarged for in-classroom use) – but must be manually transcribed first

**Images**

Must include alt tag for those who rely on a screen reader (describe what it is & why it's there). It doesn't need to be a long description – if that's required refer user to a separate document within.

**Quizzes and other fill-in activities**

Answer boxes must be tagged for screen readers

**Flash based not accessible to screen readers**

The question or problem may not be readable Math equations and exercises may not be screen reader friendly regardless of overall format - require review

**Math & Science**

Screen readers operate left to right, one line at a time; exponents, subscripts, fractions, equations, chemical symbols, etc., may not read correctly; Math ML helps; HTML 5 may also work

**Links**

The link should be descriptive, i.e. Text Transcript or EPA Website, not just the URL address or the word link

**Videos**

Require captions or transcripts for hearing impaired

If the video does not include descriptor captions then a digitally readable transcript with any necessary descriptors for visually impaired is required. Interactive transcripts work for both.

**Online Live Sessions**

Applications such as WebEx, Skype, and others, can be accessible to students who are deaf IF participants employ the chat box in addition to audio. This can prove problematic if the leader/instructor is trying to demonstrate something onscreen while explaining it which precludes typing. Another solution is to have either an interpreter with the student or a monitor who is typing in all the audio. Technology for these applications is evolving, yet cannot be considered accessible yet. If you are using interactive options, please consider accessible options or arrange for an alternative communication mode as well.

## **General Accessibility Consideration adapted from [accessibility@ncsu.edu](mailto:accessibility@ncsu.edu).**

### **Video**

Creating accessible video involves both creating captions for your video and delivering your video through an accessible interface.

### **Captions**

Creating captions for recorded video is a three step process.

- Create a text transcript of the audio portion of the multimedia.
- Incorporate the time stamped transcript back into the multimedia. This process is dependent upon the delivery platform, so there is no one way to describe this process. Read more about the caption creation process in our [Captioning Guide](#) .

### **Microsoft Word**

Recommended Technology

### **Summary**

Microsoft Word files, either .doc or .docx, have become a near universal standard for word processing formats. Fortunately, a Word document can be made mostly accessible quite easily as long as some basic principles are kept in mind.

- Before beginning, ask yourself if this particular document needs to be ultimately delivered as a Word doc, or could it be delivered as a more flexible and universal HTML file.
- When designing Word documents, use the built-in styles like Heading Level 1, Heading Level 2, etc. to provide a semantic structure to your document. This will help provide a consistent layout and make the document easier to for users of certain assistive technologies to navigate. The default styles in Word can be customized to meet your own needs.
- Avoid using text boxes as they make it difficult for screen readers to read the contents of the text box in the proper context of the page.
- Be sure to include textual descriptions of images.
- When creating lists, use the built-in bulleted or numbered list feature instead of manually inserting asterisks, numbers, or tabs.
- In Office 2010 you can use the new [built-in Accessibility Checker](#) to check for common accessibility issues. Some of the warnings it gives will be subjective, so discernment must be used in some cases.
- The Institute of Applied Information Technology at Zurich University has created a Microsoft Word [add-in to check for accessibility issues and create accessible PDFs](#).
  - This tool is also available in the [VCL](#) as "Microsoft Office Document to Accessible PDF Tool".
- Be sure to include a link to the free [Word Viewer](#) from Microsoft so users who don't have Microsoft Word installed can view your Word documents.

## Microsoft PowerPoint

Microsoft PowerPoint is a popular way to make presentation for traditional face-to-face slide shows and it is also the basis for many other applications to create recorded narrated online presentations. When designing PowerPoint presentations here are some issues to keep in mind.

- When designing a presentation, use the built-in slide layouts instead of drawing custom text boxes on the slide. This will make a consistent design for all of your slides and make it far easier for users of assistive technologies to navigate your presentation
- Be sure to add alternate text to the images.
- Older versions of the Macintosh version of Microsoft PowerPoint do not have as many accessibility features as newer versions or the Windows version, like the ability to add alternative text to images. Only the 2011 version of PowerPoint on Mac supports this functionality.
- If you want to create a Web based version of the presentation, do not use the “Save as Web Page” feature. You will need to use another tool like [LecShare Lite](#) or the [Virtual508 Accessible Wizard for Microsoft Office](#).
- One of the easiest ways to share an accessible PowerPoint presentation with others is to simply provide the user with the original PowerPoint file. This works if the presentation uses the standard slide layouts and other best practices outlined below have been followed.
- In PowerPoint 2010 and 2012 (Windows only) you can use the new Accessibility Checker to check for common accessibility issues.
- The Institute of Applied Information Technology at Zurich University has created a Microsoft PowerPoint [add-in to check for accessibility issues and create accessible PDFs](#).
- Be sure to include a link to the free [PowerPoint Viewer](#) from Microsoft so users who don't have Microsoft PowerPoint installed can view your PowerPoint files.

## Google Docs

In general, a Google Docs file is not accessible to many people with certain disabilities, whether in the *Editing* mode, the *Viewing* mode or, to a degree, the *Publish to the Web* option selected from the *File* menu.

### Best sharing options

The best option for sharing a Google Docs file is one of the following:

- Copy and paste it into another application that can create online documents; e.g., an HTML editor such as Dreamweaver.
- Download it to a Microsoft Word document.

With either option, you may need to add accessibility information (e.g., alternative text for images, table row and column headers) to the resulting document with a tool such as the accessibility checker in Microsoft Word.

## Using the *Publish to the Web* option

- A Google Docs file containing only the following elements is basically accessible:
  - plain text with headings denoting each section
  - links
  - ordered or unordered lists having only one nesting level (no indented sub-lists)
  - only English text and your audience's default assistive technology language is English. Google Documents does not allow you to correctly set the language of the document. [No longer true? From the *File* menu, select *Language* and pick one.]
- A Google Docs file containing images, data tables or lists with multiple levels cannot be made accessible.

## Accessibility Features

Google Documents lets you denote major document sections with headings that carry over to most other applications; e.g., Microsoft Word.

## Notable Problems

In Google Documents, it is not possible to

- add alternative text to an image
- add headers to rows and columns in a data table
- define the language of the document [No longer true? From the *File* menu, select *Language* and pick one.]
- publish correctly coded nested lists to the Web.

## Adobe Acrobat (PDF)

### Overview

The Portable Document Format (PDF) is a popular format for sharing content on the Web, especially when the precise formatting of the document is essential. PDF files are also common for creating forms and providing a downloadable version of content. Even with the ease of creating PDFs and the near ubiquity of end users being able to read PDF files, they do introduce a number of accessibility issues that need special attention. Here are a couple of things to keep in mind when creating PDF documents.

- Ask yourself if the file needs to be delivered as a PDF. Could it be adequately delivered as an HTML document? HTML documents provide more flexibility in terms of delivery and are often easier to make accessible.
- Make sure the software you are using to create the PDF document is capable of creating an accessible PDF. The most common work flow is to use Microsoft Word to create PDFs. In this case it is important to create your Word document correctly to make the process of creating an accessible PDF format as simple as possible. **It is significantly easier to make an accessible PDF when the document is created correctly in the authoring software.**

In Microsoft Word, this means using things like the built-in styles for providing a semantic structure to your document, like using Heading 1 and Heading 2, instead of simply making certain text bigger and bolder to denote a heading.

In Microsoft Word, only the Windows version of Word supports creating accessible PDFs. PDFs created in the OS X version of Word will not be accessible. In this case you will need to either

- simply give the user the original [Microsoft Word document which has been authored according to best practices](#)
- use Adobe Acrobat to retrofit the necessary accessibility information
- It is essential that you make a “tagged” PDF document to make it accessible. Within products like Microsoft Word, there is often an option for creating the PDF as a tagged document. Tags can also be added with Adobe Acrobat after the PDF is made, but it is easier to do it in the original authoring software.
- If your document uses tables you will need to manually add the appropriate tags into the PDF document using Adobe Acrobat.

**IMPORTANT!** When requesting materials from publisher representatives, it is extremely important that you request “accessible” materials. All materials, including “emerging technologies” must be accessible to all students. This includes DVDs and videos; they must be closed/opened captioned. Please contact our Accessibility Technologist, Mary Deschamps, at 727.341.3771 if you have any questions.

The [SPC Libraries](#) are also a great resource for accessibility:

The SPC Libraries have Films on Demand and Academic Video Online databases that offer streamed content with captioning and/or transcripts. In addition many of the databases provided to us from the state have accessibility features including options to listen to and download an article as an mp3.

Major database vendors often have accessibility support pages:

EBSCO: [http://support.ebsco.com/knowledge\\_base/detail.php?id=5755](http://support.ebsco.com/knowledge_base/detail.php?id=5755)

Gale: <http://support.gale.com/technical/618>

The libraries have adaptive technology stations with adjustable height and an Assistive Technology Folder containing the following programs. Several of the libraries have TOPAZ stations.

Ease of Access Center

ECHO Desktop

FS Reader 3.0

JAWS 16.0

Kurzweil 3000

Magnifier

ReadOutLoud University Edition

ZoomText

Some Captioning Tips can be found at:

<http://www.descriptionkey.org/index.html>

DCMP's Description Tip sheet: <https://dcmp.org/ai/227/>

**All instructors should complete the Accessibility course and review the resources available through MyCourses: ITT2001: Introduction to Accessibility - Making Your Course Accessible to All**

<https://ols.spcollege.edu/?s=accessibilit>

## Assistive Technology (AT)

**Assistive Technology (AT)** can be defined as any item, equipment, system, material, format, and computer hardware/software, whether acquired commercially, modified or customized, to increase, maintain or improve the functional capabilities of individuals with disabilities. According to The National Center on Accessible Information Technology in Education, individuals with disabilities use assistive technology “in order to perform functions that might otherwise be difficult or impossible.” A sampling of AT devices include, but are not limited to:

### Assistive Software

Assistive software, also called adaptive software, refers to computer programs designed for use by individuals with disabilities. Several of our Assistive Software applications are networked or site licensed and can be installed on an unlimited number of computers on each of the several campuses. In most computer labs, JAWS, Zoom Text, Read Out Loud, and Kurzweil 3000 are already installed.

**Screen Readers.** A screen reader is software that reads the content of a computer screen by converting the text to speech. Content displayed on a computer screen can be in the form of a digital file such as a Microsoft Word or PDF document, a web page, or any other text-based content. Screen readers cannot read images and graphics, including scanned materials that have not gone through the Optical Character Recognition process. Most screen readers enable users to choose among a variety of options such as reading speed and voice. Screen readers that are designed for both blind and sighted users also offer magnification and color preferences. Screen reader users often use headsets in order to minimize ambient noise and disruption to those in the vicinity. The college uses several screen readers to assist students with disabilities. Depending on the need of the student, we are able to provide screen readers that offer additional assistive technology features including magnification.

- **JAWS** is typically used by students who are blind with little or no functional vision. JAWS offers the user many preferences but since its users are blind it does not incorporate magnification or color preferences. The college has a network JAWS license. A student may also bring his/her own laptop with JAWS installed.
- **Kurzweil 3000** is typically used by students with learning disabilities but is also frequently requested by students who have low vision. Because Kurzweil 3000 is designed for individuals with Learning Disabilities, it incorporates language learning and study skills tools such as highlighting, bookmarks, dictionary, pronunciation, spell-check, etc. Kurzweil 3000 is accepted in many states as a testing accommodation. Many of its features can be disabled and password-protected for secure testing.
- **Screen Magnification** software enlarges the content displayed on the computer screen. Screen magnification is typically used by students who are legally blind but have some functional vision.

## Speech to Text Software

- **Dragon Naturally Speaking** is speech recognition software that enables students to dictate instead of typing or using handwriting. Some Dragon versions also enable students to perform all computer tasks through dictation, totally eliminating the use of the mouse and keyboard. Dragon requires students to train the software to recognize their speech patterns. Once trained, Dragon is very accurate and reliable. Dragon is typically used by students with mobility impairments or writing disorders.
- **C-Print** is a meaning-for-meaning speech-to-text system that provides real-time access for students who are deaf or hard of hearing. A C-Print captionist uses the C-Print program to type text of spoken information. The C-Print program enables fast typing through an abbreviation system that reduces keystrokes and enables the text to be displayed on the student's laptop screen in real-time.

## Adaptive Materials

- **Tactile graphics** are raised graphics that can be accessed through the tactile sense. The graphic is created using Illustrator and then printed onto PIAF heat sensitive capsule paper. If the student requests it, our AT Specialist will generate tactile versions of graphics in the materials assigned.
- **The Braille system** consists of raised dots that represent letters and numbers. Braille is used for reading and writing by students who are blind with no functional vision.
- **Large Print** is typically used for an oversized print and/or graphics. If the student requests it, we will convert your materials to large print.

## Adaptive Equipment

- **CCTV** (Closed-circuit Television) magnifies hard copies of text (textbook pages, handouts, flyers, etc.) At a student's request, CCTVs are placed in the classroom to allow access in cases of student who experience limited functional vision. Portable CCTVs are also available for loan to students.
- **Camera/monitor system** Onyx systems allow the student to zoom in on objects at a distance, including white/blackboard, screen, etc. The Onyx also includes a CCTV for viewing objects at close range. These systems are typically used by legally blind students with limited functional vision.
- **Kurzweil Reader** is also a self-contained device that scans hard copies of text and translates it to spoken text.

## Alternate Format

- **Materials.** Alternate format can take the form of digital files that are formatted to be read by screen readers or viewed with screen magnification, large print, tactile materials, or downloadable audio books such as that from Learning Ally. If a student is eligible and requests alternate format materials, we will procure or produce the alternate format that is an effective accommodation for that particular student. Please note that as alternate format production is a complex, time-consuming process, we have a 20-30 business day turnaround time. If the student does not have his or her materials by the start of classes, it is most often because the request was not made with enough lead time. In that case, we will do our best to provide the materials as quickly as possible and may have to provide installments according to dates listed on your syllabus.

**More information on Assistive Technology Devices at <http://www.pbs.org/pov/freedommachines/>**

## Sign Language Interpreters

Sign language interpreters facilitate communication between people who are deaf or hard of hearing and people who can hear. ADA defines a qualified sign language interpreter as “an interpreter who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary.” Sign language is a visually interactive language that uses a combination of hand motions, body gestures and facial expressions. There are several different types of sign language, including American Sign Language (ASL) and Signed English. There are several facets of sign language used here at the college.

- **Oral Interpreters.** Not all people who are deaf or hard of hearing are trained in sign language.
- Some individuals with hearing disabilities are trained in speech reading (lip reading) and can understand spoken words fairly well with assistance from an oral interpreter. Oral interpreters are specially trained to articulate speech silently and clearly, sometimes rephrasing words or phrases to give higher visibility on the lips. Natural body language and gestures are also used.
- **Cued Speech Interpreters.** A cued speech interpreter functions in the same manner as an oral interpreter except that he or she also uses a hand code, or cue, to represent each speech sound.
- **Computer Assisted Real-time Transcription (CART).** Many people who are deaf or hard of hearing are not trained in either sign language or speech reading. CART is a service in which an operator types what is said into a computer that displays the typed words on a screen.

C-Printing is a more frequently used varied form of real-time captioning. This is the form that is often witnessed in the campus classrooms. C-Print provides a meaning-for-meaning (not verbatim) translation of the spoken English content. A C-Print Captionist who is specially trained in text-condensing strategies, types on a laptop computer using an abbreviation system that requires fewer keystrokes. The written text is displayed on a monitor and can be used as a real-time transcript.

## Specific Disabilities and Tips for the Classroom

***\*You may not know and may not ask an individual's specific disability. The descriptions and interventions outlined below are informational resources, however the best approach to reach all learners is Universal Design.***

### **Learning Disabilities**

“A Specific Learning Disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through spoken/written language or non- verbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity.” (Rehabilitation Services Administration, 1985). While specific learning disabilities may affect any of these areas, deficiencies are usually limited to only one or two areas. Students with specific learning disabilities may exhibit some of the following characteristics:

- \* inappropriate social behavior
- \* impulsivity
- \* attention disorders
- \* poor listening skills
- \* inconsistent performance
- \* poor recall
- \* failure to memorize basic number facts
- \* difficulty shifting from one task to another
- \* disorientation in time
- \* disorganization
- \* poor note taking skills
- \* poor study skills
- \* passive learning styles
- \* difficulty following directions
- \* poor handwriting, letter & number formation
- \* confusion of mathematical symbols
- \* test anxiety
- \* poor vocabulary
- \* poor strategies for monitoring errors
- \* difficulty aligning numbers

Despite learning problems, students with specific learning disabilities still have a number of talents and gifts and are of average to superior intelligence. With support, motivation, and appropriate intervention, they can successfully complete the work required for a college degree.

### **May impact the following:**

- Reading
- Auditory processing
- Visual processing
- Writing
- Speaking
- Retrieving information
- Performing mathematical calculations
- Time management and organizational skills (i.e projects, budgeting time)

### **Tips for working with students with learning disabilities:**

- At the beginning of each term, encourage documented students to discuss modifications that will facilitate their learning.
- Provide a detailed course syllabus, assignment list, and reading list early so they are available, should they be requested before the class begins. These materials may need to be read onto audiotape or digitized, or the student may need additional preparation time.
- Begin lectures and/or discussion with written and oral overview of topics to be covered.
- Use multiple formats: Visual aids, three-dimensional models, charts or graphics, group projects, visual stimuli, audio and video content to accommodate different learning styles.
- Pause and ask questions during lecture to check for understanding.
- If possible, provide presentations or lecture materials on line. Make statements that emphasize important points, main ideas, and key concepts when lecturing.
- Accept oral presentations in place of written assignments, when possible.
- Consider that students with reading disabilities may not wish to read out loud in class.
- Allow audio recording of lectures.
- Allow early drafts of papers or projects to be turned in for feedback.
- Provide a study guide or practice exams that familiarize students with the format of the test.

### **Attention Deficit/Hyperactivity Disorders (ADD/ADHD)**

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistence of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (DSM-V). Symptoms are divided into two categories: inattention and, hyperactivity and impulsivity. These categories include behaviors like failure to pay close attention to details, difficulty organizing tasks and activities, excessive talking, fidgeting, or an inability to remain seated in appropriate situations, and they may have difficulty “screening out” unimportant stimuli in the environment.

### **May impact the following:**

- Planning skills
- Organizational skills
- Impulse control
- Time management
- Ability to stay focused

### **Tips for working with students with ADD/ADHD:**

- Encourage selective scheduling of classes. Scheduling classes so that students have a break between them provides an opportunity for the student to review and organize notes, and prepare materials for the next class. Medication is another factor for course time planning.
- Clearly outline course requirements and due dates.
- Communicate classroom rules and behavioral expectations such as punctuality, cell phone use, etc.
- Utilize different teaching methods. Include hands-on, interactive and small group activities when possible.
- Emphasize organization and time management. Encourage the organization of study groups.
- Keep instructions as brief as possible. Provide instructions for exams and assignments in print as well as orally.
- Provide hard copies of lecture materials and class notes.
- Allow audio recording of lectures.

## Hearing Impairment

Hearing impairment refers to a reduction in sensitivity to sound, **even when amplified**. In the United States, more students have hearing impairment than any other chronic physical disability. The later in life in which hearing loss occurs, the less severe are its consequences. In general, persons who are born with severe hearing losses present the greater challenge to education because English is not their native language. Students who are born deaf or become deaf before language is acquired tend to struggle more with organization and articulation of spoken languages. They usually use interpreters for access. Nevertheless, persons with hearing impairments, whether deaf or hard of hearing, can succeed at every level.

People who identify themselves as “Culturally Deaf” are members of a distinct linguistic and cultural minority. As with any cultural group, people who are deaf have their own values, social norms, and traditions. Because of this, one should be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting. These students probably use American Sign Language as their primary means of communication, but have some familiarity with English as a second language. Students who are culturally deaf will use American Sign Language interpreters in the classroom setting.

Late-deafened adults have English as their primary language and may not understand much sign language. In some cases a Cprinter (real time captioner) will attend class with late-deafened students.

Students who are “Hard of Hearing” may use speech, lip-reading, and hearing aids to enhance oral communication. Assistive listening devices in the classroom may include public address systems and transmitter/receiver systems with a clip-on microphone for the instructor. Be aware that misunderstandings can occur when lip reading alone is utilized, because only 30-40% of spoken English is visible on the lips.

Although some students who are deaf may choose to speak for themselves, there is a wide range in the intelligibility of their own voices. Vocal control, volume, and articulation often are affected as hearing loss may influence their ability to monitor their own voices.

### May impact the following:

- Proficiency with English language comprehension and usage
- Verbal communication/interaction
- Social integration
- Ability to conceptualize and understand instructions given in English

### Tips for working with students who are Deaf or Hard of Hearing:

- Maintain eye contact with the student, not the interpreter. This develops an appropriate instructor/student rapport.
- Rephrase a thought rather than repeat the same words if the student does not understand.
- Address the student **directly**, via the interpreter. Remember that the interpretation process involves translating the message from one language to another, and may involve a time lag.
- Speak at your normal pace. The interpreter or student will ask you to make adjustments if necessary.
- Try to stay as close to the interpreter as possible, as the student will probably monitor your facial expressions and body language to support the interpreted message.
- Face the class when speaking.
- Make PowerPoint presentations or lecture materials available for student access.

- Provide a written supplement to oral assignments, instructions and directions.
- When students make comments or ask questions, repeat the question before answering, or phrase your answers in such a way that the questions are obvious
- Consider the impact of lighting on the student's ability to see your face (lips, expressions, gestures).
- Notify interpreter of schedule changes or class cancellations as far in advance as possible to facilitate interpreter scheduling.
- Do not expect interpreters to assume other duties; they are in the classroom only to facilitate communication.
- Insure purchases of new video tapes are closed captioned.

### **Visual Impairment**

Visual impairment is the loss of visual function of such magnitude that special aids and use of other senses are necessary to achieve performance ordinarily directed by visual clues. Students who have visual impairments range from having total absence of sight to varying degrees of useful vision. Vision also may fluctuate or may be influenced by factors such as inappropriate lighting, light glare or fatigue. The major challenge facing visually impaired students in the educational environment is the amount of visual material to which they are continually exposed in textbooks, class outlines, board writings, etc. Removing a student's visual barriers often requires unique and individual strategies based on the student's particular visual impairment and his/her communication skill. Because a student is visually impaired, it should not be assumed that they cannot participate in educational activities. Orientation, mobility, and rehabilitation specialists employed by the state Division of Blind Services can often determine special aids and/or accommodations that facilitate integration into classroom setting.

### **May impact the following:**

- Mobility and orientation (student may use guide dog or walking stick)
- Access to printed materials
- Use of technology
- Inability to utilize visuals such as films, graphs, demonstrations, and written materials; difficulty in taking traditional paper and pencil tests; need for a longer period of time to complete assignments; difficulty in focusing on small-group discussion when there is more than one group functioning; and need for a variety of low-vision aids to integrate the classroom

### **Tips for working with students who are blind or low vision:**

- Allow partially sighted students to sit near the front of the room or other optimum locations.
- Provide large print visuals when appropriate.
- Provide textbook titles in advance so that taped copies can be made.
- Accept a tape recording of written assignments.
- Photocopies of class handouts or course packets should be of good quality and should not be reduced below original size.
- Allow students to record lectures.
- Be aware that some students may choose to use note-taking services.
- Consider impact of lighting on the student's ability to see.
- Consult with Accessibility Services staff on any lecture materials, assignments, or tests that can be converted for the student. Blind students may need peer assistance to complete labs or interactive in-class assignments. Assistance for labs or interactive coursework may be coordinated through the instructor or Accessibility Services.

## **Speech Disorders**

Students may experience a myriad speech impairments that range from stuttering, speech articulation or voice problems to complete speechlessness. These challenges include difficulties in projecting, as in chronic hoarseness and esophageal speech; issues with fluency, as in stuttering and stammering as well as dysarthria that alters articulation of particular words or terms. Accommodations for students with impairments of speech are relatively easy to provide. Address these students naturally. Give them voluntary opportunities to speak in class. Calling on a person who stutters instantaneously increases the demands for speech and is not helpful. Permit them the time necessary to express themselves without filling the gaps in their speech. Ask students to restate or clarify verbal communication as necessary. Do not to assume their challenges with speech extend to their ability to hear or comprehend.

### **May impact the following:**

- Communication
- Presentation skills
- Social integration

### **Tips for working with students with speech disorders:**

- Modify assignments such as, one-to-one presentations or allow use of computer with voice synthesizer
- Allow more preparation or substitutions for oral class reports
- Support inclusiveness in classroom
- Be patient, allow the student time to complete statements

## **Motor Impairment**

Motor impairment is the partial or total loss of the function of a body part as a result of a spinal cord injury, amputation, or musculoskeletal back disorders. Such impairment may result in involuntary movement, total paralysis, and reduced levels of function in tasks that require general trunk mobility. These motor impairments range from obvious visibility of the spinal cord injury and amputation to the more nebulous such as the chronic back disorder. Because of these variants, the educational expectations for these students will differ greatly in relation to the type of disability. Educational planning for the student includes investigation of interests, aptitudes, and physical limitations to determine the appropriate educational goal consistent with the disability.

### **May impact the following:**

- Mobility
- Impaired writing and/or speaking due to physical disability
- Inability to sit for prolonged periods of time
- Standing
- Participating in classes involving physical activity
- Physical stamina
- Hand/finger dexterity. May be difficult taking traditional paper and pencil tests, turning pages etc.

### **Tips for working with students who have mobility impairment:**

- Make sure classroom layout is accessible
- Do not assume. Always consult with student regarding limitations.
- Give assistance only if student asks for it.
- Do not assume that assistance is required.
- Incorporate a means by that the student can participate in group activities.
- Check emergency exits and routes and provide assistance if necessary. Check emergency evacuation plan.

### **Students with wheelchairs:**

- Do not hang or lean on wheelchair. It is often considered to be part of the person's "body space".
- Push the wheelchair only if asked or if you have offered and it has been accepted.

\*Allow for enough physical space around the classroom for the student to maneuver his or her chair. **If an adjustable desk and/or lumbar chair is in your classroom, please do not remove or move the furniture.**

### **Students with hand function limitations:**

- Allow a recorder for lectures and discussions.
- Accept tape recording of written assignments/exams.
- Give or ask support personnel to give exams orally when necessary or allow extra time for students who are able to write but who have diminished speed.
- Utilize competencies learned rather than speed for grading criteria.
- Facilitate finding a note-taker if requested.
- Accessibility Services provides speech-to-text options, recorders, and devices such as larger keyboards or large Track Ball Mouse options for students with hand function limitations. If your class requires interaction with the keyboard and you notice the student is struggling to keep up, please consult with Accessibility Services.

### **Students with chronic back problems:**

- Allow student stretch breaks or to stand if needed.
- Be aware of emotional discomfort that often accompanies chronic pain. Lumbar chairs may be provided to the student through accessibility Services. These should not be moved from the room.

*\*Remember students who experience chronic pain are often times on medications that have a number of different side effects which may impact performance. Many of these students may have requested a lumbar chair for the classroom. These chairs are typically blue leather, adjustable, and many times have a label on them. Please do not move any of these chairs and make sure the student with that accommodation has access to the chair.*

## **Cerebral Palsy**

Cerebral palsy is caused by an injury to the motor center of the brain, which may have occurred before, during or shortly after birth. Manifestations may include involuntary muscle contractions, rigidity, spasms, poor coordination, poor balance or poor spatial relations. Visual, auditory, speech, hand-function, and mobility problems might occur. Specific accommodations are covered in the sections on visual, hearing, motor, and speech impairments.

### **May impact the following:**

- Voluntary muscle movement

- Coordination and balance
- Visual, auditory, speech, and hand functions

*\*Students with cerebral palsy are many times misunderstood because of their physical limitations. These students are many times very intelligent students capable of processing concepts, yet they just need assistance with demonstrating their knowledge through physical means such as verbal or written communication.*

### **Tips for working with students with cerebral palsy**

Do not assume. Always consult with student regarding limitations.

- Allow a recorder for lectures and discussions.
- Accept tape recording of written assignments/exams.
- Give or ask support personnel to give exams orally when necessary or allow extra time for students who are able to write but who have diminished speed.
- Utilize competencies learned rather than speed for grading criteria.
- Facilitate finding a note-taker if requested.
- Incorporate a means by that the student can participate in group activities or labs (peer assistant).
- Check emergency exits and routes and provide assistance if necessary. Check emergency evacuation plan.

### **Traumatic Brain Injury (TBI)**

Traumatic brain injury, often referred to as TBI, is a complex injury with a broad spectrum of symptoms and disabilities which result in physical, cognitive, and/or psychosocial impairments. Since our brain defines who we are, the consequences of a brain injury can affect all aspects of our lives, including our personality. Students who have TBI's may eventually regain function, or must learn to cope with permanent loss of function.

#### **May impact the following:**

- Behavior
- Memory
- Attention
- Balance/coordination
- Writing/reading/organizational skills
- Cognition (verbal/visual perception or expression)
- Organizational and reasoning skills

#### **Tips for working with students who have TBI:**

- Clear outline of course syllabus, dates of exams, and when assignments are due.
- Keep instructions brief. Allow time for clarification of directions and essential information.
- Use more than one way to explain information.
- When teaching state objectives, review previous information, and summarize periodically.

### **Psychological Disabilities**

Psychiatric illnesses can affect individuals of any age, gender, and intellectual group. These illnesses include, but are not limited to: bipolar, anxiety disorders, depression, post-traumatic stress disorder (PTSD), schizophrenia, and social disorders. These illnesses can occur at any developmental period, but

the onset of many of these psychiatric illnesses commonly occurs between the ages of 18-25. Since this is the age the majority of students fall in postsecondary, it is important for us to understand their implications. A psychiatric illness is considered a “disability” when it results in substantial limitations in major life activity.

A knowledge that high, but realistic, expectations should be maintained to encourage full realization of social and vocational potential; an awareness that a student with an emotional disorder may frequently be treated with therapeutic medications that affect performance and speed; an understanding that student Behaviors that vary from the norm may be an indication that the student is experiencing a recurrence of symptoms and is in need of intervention; and a realization that students can assume full responsibility for their thoughts, feelings and actions but are helped when an instructor displays empathy.

**May impact the following:**

- Symptoms may vary during the semester. Symptoms are often episodic. There are “good” days and “bad” days that are unpredictable. There are also many side effects depending on medications
- Attendance may be affected depending on disability related symptoms
- Student may have symptoms that directly affect his/her ability to perform academically. Such symptoms can include: fatigue, concentration, memory and recall problems and drowsiness
- These symptoms may be caused by the disability or side effects from medications
- Ability to handle stress
- Class participation

**Tips for working with students who have psychiatric disabilities:**

- Allow early access to syllabus and reading assignments. Allowing the student to get organized ahead of time and begin reading assignments early may help the student stay on track in case of later absences.
- Allow student to record lectures.
- Allow beverages in class. Some medications cause extreme thirst as a side effect.
- Offer alternative ways of completing assignments. For example, a student with severe anxiety might perform better with a written assignment.
- Provide regular feedback on performance and assignments.
- Consider allowing students to make up work as appropriate.
  - \*When you notice signs of depression, a student mentions being depressed, having a crisis, or being anxious about something, please provide resources for them. Please direct them to: <http://www.spcollege.edu/referrals/>

**Posttraumatic Stress Disorder (PTSD)**

PTSD is the development of characteristic symptoms following exposure to one or more traumatic events. These traumatic events include, but are not limited to, exposure to war, threatened or physical assault, threatened or actual sexual violence, being kidnapped, natural or human-made disasters, and severe motor vehicle accidents. The clinical presentation of PTSD varies. In some individuals, fear-based re-experiencing, emotional, and behavioral symptoms may predominate. In others, the inability to experience pleasure in activities once enjoyed (exercise, music, social interaction) or depressive, anxious, and agitated mood states may be most evident. In some other individuals, arousal and reactive- externalizing symptoms are prominent, while in others, mild to extreme detachment (dissociation) or maladaptive behaviors dominate. Finally, some individuals exhibit combinations of these symptom patterns.

**May impact the following:**

- The ability to think in concrete or abstract terms
- Short-term working memory
- Social interaction with class or groups
- Self-concept
- Sensitivity to potential threats
- Ability to reason
- Ability to concentrate

**Tips for working with students who have PTSD:**

- Clear outline of course syllabus, dates of exams, and when assignments are due.
- Keep instructions brief. Allow time for clarification of directions and essential information.
- Use more than one way to explain information.
- When teaching state objectives, review previous information, and summarize periodically.
- Keep instructions as brief as possible. Provide instructions for exams and assignments in print as well as orally.
- Provide hard copies of lecture materials and class notes.
- Allow audio recording of lectures.

**Dealing with Disruptive Behaviors**

*Although most students with psychological disabilities never draw attention to themselves by behaving disruptively, a few, because their symptoms are more persistent and/or cyclical, may experience periods in that “holding it together” becomes more difficult. Disciplinary issues should not be confused with mental health issues. All students, including students with psychological disabilities, have the responsibility to meet the code of conduct by adapting behavior to the educational environment. If disruptive behavior persistently occurs or a student code of conduct is violated, the issue should not be defined as a health issue. It should be defined as a disciplinary issue and a referral to the Associate Provost should be made.*

**Neurodevelopmental Disorders**

Autism Spectrum Disorder, (ASD) is a neurodevelopmental disorder ranging from mild to severe and characterized by core features of social/communication deficits, repetitive/restrictive behaviors, and a lack of emotional exchange. While all people with ASD share the core features of the disorder, specific manifestations in developmental, cognitive, emotional, and/or behavioral areas are unique to each individual. Individuals with ASD may appear naïve and clueless, suggesting that social awareness and perception are impaired. There may be problems recognizing, interpreting, and responding to cues sent in conversation especially in unstructured or unfamiliar situations. Individuals with ASD may seem uninterested, withdrawn, peculiar, or just different. It is important to note that these are areas which vary independently along a scale from mild to severe. Individuals with ASD may experience co-occurring psychiatric manifestations such as anxiety, depression, learning disabilities, etc and may be prescribed psychotropic medications which may cause side effects.

**May impact the following:**

- Participation
- Social interaction
- Problem solving
- Attention

- Employability
- Structure/time management

### **Tips for working with students with ASD:**

- Be very specific with directions, projects and assignments
- Repeat instructions and check for understanding
- Set explicit guidelines for classroom behavior
- Avoid overstimulation
- Avoid sarcasm, they may not understand expressions and slang
- Get to know the student so he/she will feel comfortable coming to you with problems
- Help connect students to tutors who they can use as a resource

### **Seizure Disorder**

A meaningful simple definition for a seizure disorder is difficult because of its wide variability. Seizures may consist of only a brief suspension of activity (petit mal); automatic motor activity or complex alterations of behavior (psychomotor); or a full-blown generalized motor seizure (grand mal). Other than the occasional seizure, persons with this disorder generally look and function like everyone else in society but may experience some memory dysfunction. The educational potential for persons who have seizure disorders is considered to be good and is not diminished if seizures are medically controlled unless serious memory deficits exist.

Brief lapses of consciousness or “staring spells” causing disruptions in the learning process; side effects from anticonvulsant medication resulting in slowed reactions, clumsiness and poor hand coordination, eye focusing difficulty, and flatness of affect; increased absences if grand mal seizures are not medically well controlled; memory deficits due to complex partial seizures or temporal lobe epilepsy; and clouded thinking caused by chronic seizure disorders and effects of medication.

### **What to know ahead of time if a student has a seizure disorder in your class:**

- Be aware of the type of seizure disorder that student has
- Learn what to do when a grand mal seizure occurs
- Allow for absences related to recovery from grand mal seizures
- Recognize effects of medication on performance and allow extra time for exams and completion of class assignments

### **Seizure Aid: *What to do if a student has a seizure in your class:***

- Remain calm and reassure other students.
- Have someone call 911 or follow directions on accommodations.
- There may not be a need to call an ambulance:
- If the seizure ends in under five minutes, and
- If consciousness returns without further incident, and
- If there are no signs of injury, physical distress or pregnancy (Epilepsy Foundation of America, 1989).
- 1989).
- Ease the student to the floor.
- Remove objects that may injure the student.
- Do not attempt to stop the seizure nor interfere with the student’s movements.
- Let the seizure run its course.
- Never try to place any object in the mouth.

- Turn the head or body to the side to prevent the tongue from slipping to the back of the throat interfering with breathing.
- Do not attempt to revive a student who may turn pale, have irregular breathing, or stop breathing.
- Seizure activity will diminish and they will breathe regularly on their own.
- Assure a student who has experienced a seizure that all is well and that you understand. Attempt to give student privacy if bladder incontinence occurs after a grand mal seizure. Allow the student who has experienced a Grand Mal seizure to rest and check their condition frequently. They will usually be disoriented and extremely tired.
- Do not give food or drink unless seizure activity has passed.
- Call an ambulance when another seizure follows the first (within a half hour or so) or when a seizure state persists for a prolonged period of time. These conditions require prompt medical attention.

### **Health Related Disabilities**

Health related disabilities are often hidden disabilities caused by such conditions as lupus, cancer, rheumatoid arthritis, cystic fibrosis, heart disease, hemophilia, asthma, blood disorders, diabetes, chronic fatigue and immune deficiency disorders, chemical sensitivities, or seizure disorder.

#### **May impact the following:**

- Balance and coordination
- Vision
- Attendance or participation
- Drowsiness and fatigue
- Sensory functions
- Language
- Memory

#### **Tips for working with students who have health relates disabilities:**

- Allow early access to textbook information and syllabi.
- If possible, provide any PowerPoint or lecture materials for student access.
- Allow students to have beverages/food in class and to leave the classroom for breaks, as necessary.
- Consider allowing students to make up missed work, as appropriate.

### **Substance Abuse**

Substance abuse is a condition of physiological and/or psychological dependence on any of a variety of chemicals such as, illegal drugs and some prescription drugs and alcohol. Individuals who are recovering from drug and alcohol abuse or who are in treatment programs to assist their recovery are covered by federal anti-discrimination legislation. These individuals are eligible for college services under the same protections as students with disabilities. These students may experience psychological problems such as depression and anxiety. They may exhibit poor behavioral control, and if they are using medication as part of their treatment, they may experience undesirable side effects.

## Veterans Returning to Campus

Traditionally, the United States has promoted education as the catalyst to an individual's pathway to successful transformation in life. With the return of servicemen and women from the Global War on Terror, colleges and universities are challenged with meeting the needs of this rising veteran population. Provision of educational opportunities to veterans are often complicated by combat related stressors, mental health issues, substance abuse, multiple disabilities, and the difficulties associated with cultural assimilation. Assisting, advising, and educating these students, with or without documented disabilities, is not as easy as it might seem. Thus, the goal of this document is not designed to set "*hard and fast*" rules to address veterans that may, if not already, be assigned to your course of instruction. But, its goal is to incite an appreciation and awareness for our servicemen and women, and the challenges they bring to the classroom as they attempt to gracefully transform from the role of "*Protector*" to "*Protected.*"

The same as individuals with disabilities, servicemen and women have important protections and rights under Federal law. The ADA and Section 504 prohibit discrimination on the basis of disability and apply to nearly every postsecondary institution in the United States. Among other provisions, these laws require postsecondary institutions to provide academic adjustments, auxiliary aids or reasonable modifications (also referred to as accommodations) to school policies and practices for students with mental or physical disabilities. These laws protect students, as well as, veterans with a variety of disabilities as defined by the laws' criteria, including loss of limb, severe burns, Posttraumatic Stress Disorder, Traumatic Brain Injury, deafness, vision disabilities, and learning disabilities.

To receive academic adjustments, veterans with disabilities must be proactive! Postsecondary schools do not have a duty to find students with disabilities. Rather it is incumbent on a student to notify the school about any disability that may require academic adjustments. However, if you have a veteran assigned to your course who struggles beyond the norm in the areas of focus, memory, fatigue, absenteeism, and anxiety, don't hesitate to refer that student to the Accessibility Services office on your campus.

### **Common Behaviors**

- Agitation
- Avoidance
- Depression
- Defensiveness
- Poor attendance
- Lethargic
- Fearful
- Persistent denial
- Guilt, loneliness, futility

### **Suggested Accommodations**

- Universally designed course structure
- Reduce distractions
- Allow for private space
- Increase natural lighting
- Divide large assignments into smaller goal-oriented tasks
- Allow longer or frequent work breaks as needed
- Provide additional time to learn new concepts
- Assign/collaborate with a classmate to act as a peer mentor
- Allow additional time for class assignments, projects, or exams

## Communication Hints When Interacting with Individuals with Special Needs

Oftentimes, interacting with individuals with special needs breeds nervous energy. Anxiety about what to say takes over. What if the wrong thing or an incorrect term is spoken? Some are fearful of coming across as stereotypical or judgmental. Others, may simply be uncomfortable because they have never interacted with someone with a special need. Below are some communication hints to promote comfortable interaction.

- Be yourself! Talk about the same things you would with anyone else.
- People with disabilities are *people* first. A disability is simply a trait that makes someone unique.
- Look at and speak directly to that person rather than a companion who may be along for the visit.
- When greeting a person with loss of vision, identify yourself and others with you.
- Gain attention of hearing impaired persons by tapping their shoulder or waving your hand.
- When talking with a person in a wheelchair, reposition yourself to the person's eye level.
- Don't assume; ask the person if he or she needs help. If accepted, ask what type of help is needed.
- Be considerate with your questions. Don't be overly curious; respect the person's privacy.
- Be patient; some disabilities make people walk, talk, or think at a different pace.
- Listen attentively to persons with speech impairments; encourage rather than correct.
- Do not interact with a person's guide or service animal; the animal is working.
- Avoid assumptions about a person's capabilities or interests.
- Do not stare at a person who has a disability with which you are unfamiliar.
- Do not assume that all people with a similar disability have the same limitations.
- When guiding people with visual impairments, first offer them your arm rather than grabbing
- Do not pretend to understand if you are having difficulty doing so. Always ask for clarification.
- Refrain from being overprotective or oversensitive.
- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.
- At no time should you tell information about a person's disability shared in confidence.
- Relax; don't be embarrassed if you happen to use accepted common expressions such as "See you later" or "Got to be running along" that seem to relate to the person's disability.
- Mind the level of accessibility available at promoted events; be considerate of distractions; availability of interpreters; and, prepare for physical obstacles.

## Common Myths about People with Disabilities

**Myth:** Accommodations mean lowering standards and giving students an unfair advantage.

**Fact:** You will never be required to provide an accommodation that fundamentally alters the core requirements of your course. Accommodations are designed to remove disability-related barriers and thus enable students to meet existing standards.

**Myth:** Students with disabilities lack the skills to succeed in college.

**Fact:** In order to qualify for accommodations, students with disabilities must meet the same academic and technical requirements as their peers. During the course of their academic careers, they will demonstrate strengths and weaknesses just like other students.

**Myth:** Students with disabilities always need help.

**Fact:** Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

**Myth:** Wheelchair use is confining; students who use wheelchairs are "wheelchair-bound."

**Fact:** Wheelchairs, just like bicycles and cars, are assistive devices that enable people to get around.

**Myth:** If you cannot see a disability, it does not exist.

**Fact:** There are many "hidden disabilities", such as learning disabilities, attention deficit hyperactivity disorder, or psychological disabilities. Hidden disabilities are as valid and pose as many challenges as more visible disabilities.

**Myth:** Students with learning disabilities have below average intelligence.

**Fact:** By definition, individuals with learning disabilities must have average or above intelligence as measured by an individual IQ test and have a significant discrepancy between their ability and achievement.

**Myth:** Given the proper instruction, students can grow out of their learning disabilities.

**Fact:** Individuals with learning disabilities can and do acquire improved skills that often enable them to compensate for their learning disability. However, learning disabilities are permanent and cannot be "cured".

**Myth:** All people with ADD are hyperactive and have Learning Disabilities.

**Fact:** Only a small percentage of people with ADD are hyperactive and/or have Learning Disabilities. ADD, ADHD, and LD are separate disabilities, exhibit differently, and impact people in different ways.

**Myth:** People with psychiatric disabilities can only work at low-level jobs. They are not suited to be in the college setting and may never hold important or responsible positions.

**Fact:** People with psychiatric disabilities are individuals. As such, their career potentials depend on their particular talents, abilities, experience and motivation, as well as their current state of physical and mental health.

**Myth:** Most students who are blind are proficient in Braille and use a guide dog.

**Fact:** Only a small percentage of blind people are fluent in Braille and only a small percentage use a guide dog. Ever-advancing technologies enable people who are blind to choose among many types of assistive technologies to participate in life activities such as reading and navigating.

**Myth:** All people who are legally blind have no functional vision.

**Fact:** A person who is legally blind may have functional vision, or "low vision". People with low vision can often see with the use of assistive technologies if the light is not too bright or there is not too much glare.

**Myth:** All students who are deaf or hard of hearing can read lips.

**Fact:** Lip-reading skills vary among people who use them and are never entirely reliable.

**Myth:** Students who are deaf cannot speak.

**Fact:** As our speech production depends on our ability to hear the speech of others and monitor our own, the speech of some deaf people is not clear enough to understand. For this reason, some deaf people prefer not to speak. However, the speech capabilities and preferences of persons who are deaf vary from individual to individual.

**Myth:** All people with speech disorders are deaf or hard of hearing.

**Fact:** Many speech disorders result from causes other than not being able to hear one's own speech and the speech of others.

**Myth:** It's best to help people with speech disorders complete their words/sentences.

**Fact:** It's best to wait patiently for people with speech disorders to express their own thoughts.

**Myth:** People can recover fully from TBI; if these people claim disability, they are malingering.

**Fact:** Recovery from even mild TBI may occur very slowly or remain incomplete. Any TBI can result in permanent and measurable deficits in processing speed, attention, memory, and behavior.

**Myth:** An IQ score in the average range is an accurate measure of recovery from TBI.

**Fact:** The IQ score is a composite of many different scores. Therefore, an IQ score in the average range can represent superior performance on some tasks and severely impaired performance on others.

**Myth:** All people with health related disabilities are limited in what they can do and learn.

**Fact:** Some people with health related disabilities have no restrictions and may need only some accommodations and assistive technologies to have equal access. Others may require more intensive accommodations and services.

**Myth:** People with severe health related disabilities cannot succeed without fundamental modifications to the academic environment.

**Fact:** Although accommodations do require adjustments to the academic environment, they should be no more intensive than necessary and will never require that you fundamentally alter your course core requirements.

**Myth:** Accessibility Services is responsible for providing all services to students with disabilities.

**Fact:** Students with disabilities are just like their peers. Their access can only be assured if it is considered a shared institutional responsibility.

**Myth:** Wheelchair use is confining; students who use wheelchairs are "wheelchair-bound."

**Fact:** Wheelchairs, just like bicycles and cars, are assistive devices that enable people to get around.

## The Faculty FAQ Guide for Accessibility Services

**Q: *How does a student get disability services? What are my responsibilities?***

**A:** You do not need to read paperwork/determine services yourself. The **student** must bring written documentation to the campus Accessibility Services office for approval. Services are arranged on a case-by-case, depending on the physician's or psychologist's findings. Even students with the same type of disability will not necessarily qualify for the same accommodations. Upon completion of the visit, the AS Manager will email a copy of the qualifying student's **confidential** information sheet. Next, you and the student can arrange the exact logistics **privately** together. If you have questions, call your campus AS Manager or the AS Director, Aimee Stubbs, at 727-341-3398. If a student does not present an AS sheet, please **do not** allow testing or furniture alterations, no matter how obvious the need may seem. Suggest that the student report to the campus AS office for assistance.

**Q: *My student has asked for accommodations beyond those marked on the AS accommodation sheet. What should I do?***

**A:** The federal statutes are designed to promote **equal access**, and the sheet represents our best professional assessment of what the student needs to provide parity. You are not **obligated** to provide any service unless it is marked as approved on the official AS sheet. What happens in your classroom **beyond** the legal requirements is up to you. If an additional accommodation seems logical in a specific circumstance, that is your call. If you do allow "extras", please be aware that 1) this may make life difficult for other faculty, and 2) other students in the class may protest a perceived unfair advantage. Call Accessibility Services if you are unsure about the legitimacy of an additional request.

**Q: *What if I think a student might have an undisclosed learning disability?***

**A:** If you suspect that a student may have a learning disability because of performance, you may ask in private, "How are your other classes going? Was this subject always hard for you? Did you ever attend special support programs or classes?" Please **do not** use the word "disability". If the student acknowledges being registered with Accessibility Services, requests accommodations, or if you see accommodations for a student on your People Soft roster. If the student is not documented but seems receptive, send him or her to Accessibility Services. **SPC does not do initial LD testing**, nor do we diagnose, but Accessibility Coordinators can explain what is required, suggest referrals, and discreetly ask about medications, head injuries or other possible difficulties. If the student denies any problem, then no accommodation should be made.

**Q: *What if a student asks me for a note-taker?***

**A:** Qualifying students should present you with an accommodation form designating the need for a note taker, or the accommodation will be noted on your People Soft roster. It is not your primary responsibility to decide who may get notes, but please provide copies of your notes if a qualified student is absent. If the student is registered with AS, he or she may present a note-taker request with a script for you to read in class asking for a volunteer note taker. If a student is extremely limited in communication skills, the AS Coordinator may communicate with you in advance of the course and provide the packet to you in advance. **If an AS student complains about note quality**, we may ask you to evaluate the notes.

***Q: What is a major difference between Section 504 and ADA?***

**A:** Section 504 only applies to entities that receive federal financial assistance, whereas the ADA covers most establishments whether privately owned or assisted with state and/or federal funds.

***Q: If a college or university is in compliance with Section 504, will it automatically be in compliance with the ADA?***

**A:** In most instances, yes. However, to the extent that the ADA provides greater protection to individuals with disabilities, the college/university must comply with the ADA.

***Q: Who is considered “otherwise qualified” under the ADA and Section 504?***

- Students who can meet the technical and academic qualifications for entry into the school or program;
- Parents or members of the public who have a disability;
- An employee with a disability who can, with or without reasonable accommodation, meet the essential requirements of the job;
- Persons who are discriminated against because of their association with individuals with disabilities.

***Q: Who is an “individual with a disability?”***

**A:** A person who:

- Has a physical or mental impairment which substantially limits a major life activity;
- Has a record or history of such an impairment; or
- Is regarded as having such an impairment.

***Q: What is considered to be a “major life activity?”***

**A:** Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for one-self and performing manual tasks.

***Q: What are the obligations of students with disabilities?***

**A:** The student has an obligation to self-identify that he or she has a disability and that he or she needs accommodation.

***Q: What are the college's obligations under Section 504 and the ADA?***

- ***For students-*** the college must provide reasonable accommodations for the student's known disability in order to afford an equal opportunity to participate in the college's programs, courses and activities.
- ***For employees-*** the college must provide reasonable accommodations to the employees known (to have a) disability if it would enable him or her to perform the essential functions of the position.

(A college may not discriminate against any individual solely on the basis of disability).

***Q: Must the college provide the student all the academic adjustments and auxiliary aids he or she needs?***

**A:** No. A college is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program or the academic requirements are considered essential to a program of study or to meet licensing requirements.

***Q. What does reasonable accommodation mean in the context of employment?***

**A.** Colleges must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant/employee who has a disability unless the accommodation would impose an undue hardship on the operation of the college's program.

***Q. How is "undue hardship" defined?***

**A:** The following factors are used to determine if an accommodation would pose an undue hardship on the college:

- The overall size of the college's program with respect to the number and type of facilities, and size of budget;
- The type of college operation, including the composition and structure its workforce;
- The nature and cost of the accommodation needed

***Q: What is the process for setting up accommodations for Online Proctored Exams?***

- ***At an SPC location.*** Students can upload their accommodation sheet when they make an appointment through the Test Reservation System. Instructors will need to notify Lindsey Eaton if a student has accommodations such as formula cards or write-on copy. If students have any additional accommodations beyond extended time and/or reduced distraction please have the student notify Lindsey Eaton @ [eaton.lindsey@spcollege.edu](mailto:eaton.lindsey@spcollege.edu).
- ***At a Distance.*** Instructors will need to notify Lindsey Eaton if a student has accommodations such as formula cards or write-on copy. Students should notify Lindsey Eaton @ [eaton.lindsey@spcollege.edu](mailto:eaton.lindsey@spcollege.edu) if they have extended time, formula cards, or write-on copy. If a student needs assistive technology it is the students' responsibility to make sure that the proctoring site has the proper technology.

- **Proctor U.** Students will need to notify Lindsey Eaton @ [eaton.lindsey@spcollege.edu](mailto:eaton.lindsey@spcollege.edu) if they have accommodations.

***Q: My student says he/she needs specific testing accommodations, a test reader or scribe. How do I arrange this?***

**A:** When a student needs a test assistant such as a reader or scribe, a private location, or assistive technology on tests it is the **student's** responsibility to make arrangements with the testing office in advance. If you have a student who qualifies, you should see the accommodations listed on the accommodation sheet shortly after the beginning of the session. Formula cards are used for Math classes only and be approved by the instructor prior to the test and sent with the test to the testing center.

***Q: What are the implications of the ADA for higher education institutions?***

**A:** Students with disabilities must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities. That includes any course, course of study, or activity offered. Rules that would limit the student with disabilities from fully participating in a program or activity may not be imposed. Academic requirements must be modified, on a case by-case basis, to afford qualified students with disabilities an equal educational opportunity.

***Q: Do I have the right to know what type of disability a student has when they ask for an accommodation?***

**A:** No. A student does not have to inform the faculty member about their disability, but only the needed accommodations. If you have a question regarding the need for the accommodation, then you as a faculty member may contact your campus Accessibility Services Manager. He/she will have documentation regarding the student's disability on file. The Accessibility Services Manager cannot give details about the disability, unless the student has signed a written consent form. The student may disclose his/her disability to you. You are then obligated to maintain confidentiality regarding the student's disability.

***Q: What can I do if I disagree with the academic adjustment/ accommodation requested?***

**A:** If you disagree with the academic adjustment requested, you should discuss your disagreement with the Accessibility Services Manager, however you must continue to provide the academic adjustment. An instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. Section 504 states:

“A recipient may not impose upon handicapped [sic] students other rules, such as the prohibition of tape recorders in classrooms or of service animal guides in campus buildings, which have the effect of limiting the participation of handicapped [sic] students in the recipient's education program or activity.”

Oftentimes faculty members are concerned with the use of a tape recorder in their classroom because it may infringe on their freedom of speech or potential copyrighted material. The instructor may ask the student to sign an agreement that states:

“I understand that, as a student enrolled at the institution who has a disability that affects my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only. I realize that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity. I am aware that the information contained in the tape recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identification and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I tape while enrolled as a student at the institution.”

It is important to remember that under the ADA, if appropriate academic adjustments are not provided to the student, you the faculty member, as well as the institution, can be held liable for monetary damages.

***Q: Does the student receive “special privileges” under this legislation?***

**A:** No. Providing accommodations should not be regarded as giving students “special privileges,” but rather as minimizing the impact of the student’s disability to the greatest extent possible. Institutions are not required to make changes in the requirements of a major or substantial change in an essential element of the curriculum. The institution has the right to set academic standards, but the institution must prove that a requested change to the curricular requirements would create a substantial change in an essential element. The burden of proof lies with the institution. It is important that the students be treated the same and be allowed to fail. This is important in their educational experience and may give the student an opportunity to learn from the experience. Legislation does not intend that institutions pass students because they have a disability and they feel sorry for them, and it is important to expect the same academic performance, with requested accommodation, from the student with a disability as from a student without a disability.

***Q: Does the student with a disability need to ask for accommodations in a certain timeframe prior to classes?***

**A:** Yes. Due to the large numbers of students needing accommodations, students are asked to make their requests two to three weeks prior to the semester. In some cases, equipment or software must be purchased or student assistants recruited, so preparation time is helpful. However, by law, the institution must provide the accommodation as soon as reasonably possible after the student requests assistance. **Accommodations are not retroactive to before a student requests assistance.** For example, if a student fails a test before asking for assistance, the student does not automatically get to retake the test with the newly acquired accommodation. Accessibility Services strongly urges all students to discuss needed accommodations or Auxiliary Learning Aids with instructors at the start of the semester or as soon as possible. Sometimes these requests vary throughout the semester according to when a student registers with Accessibility Services throughout the semester. Every effort should be made to coordinate accommodations as soon as possible to provide access for the student, yet the student does have a responsibility to communicate his or her needs to the instructor and/or Accessibility Coordinator.

***Q: What can I do to make the classroom environment open to students with disabilities?***

**A:** There are many of us that have had little or no contact with people with disabilities. It is important to remember that people with disabilities are just that—people first. Here are a few easy-to-remember tips:

- Make a general announcement regarding your availability to assist with special needs. To discuss their needs, students should contact the campus Accessibility Services Manager.
- Ask questions. The student is the best source of information.
- Don't label or stereotype. Not everyone who has a disability is the same. It is important to look at the person first and not lump everyone together in the same category. This is also important when addressing accommodations. Not all students with a learning disability will want extended time; not all people with a visual impairment will need Braille. Everyone is an individual with individual needs.
- Follow the basic disability etiquette found in this resource guide.

***Q: How do I know what type of academic adjustment a student needs?***

**A:** It is up to the Accessibility Services Manager in consultation with the student to determine what type of accommodation is needed. The accommodation form attached to your class roster will let you know what accommodation(s) is/are needed. If you question the accommodation, contact the Accessibility Services Manager.

***Q: Do I also have to provide these services to international students with disabilities who need auxiliary aids or services?***

**A:** Yes. International students who have disabilities are entitled to the same protection from nondiscrimination on the basis of disability as are United States citizens. Section 504 states the prohibition of discrimination covers any “otherwise qualified person with a disability in the United States.” Section 504 does not state the student has to be a citizen of the United States.

***Q: Who pays for these accommodations/assistive devices?***

**A:** Each institution is responsible for the provision of appropriate auxiliary aids and services at no cost to the student. Each institution may determine which department pays for a particular accommodation. The institution cannot place a limit on its expenditure for auxiliary aids or services or refuse to provide auxiliary aids because it believes that other providers of these services exist. The institution may work with an outside agency, such as Vocational Rehabilitation (VR), to assist in obtaining the item for the student. At SPC, federal and state grant funds financially support many of the services and assistive devices.

***Q: What if I am unsure how to handle a situation with a student with a disability?***

**A:** First ask the student. He/she is the best source of information about his/her disability. Second, contact the campus Accessibility Services Manager.

***Q: What are my responsibilities concerning field trips and outside programs?***

**A:** Legislation is very explicit about this. Persons with disabilities are entitled to participate in the most integrated settings possible. If an instructor conducts field trips or special programs, accommodations must be offered. If an institution offers transportation to students going on a field trip, it must offer accessible transportation for students with disabilities. For example, a student who uses a wheelchair is enrolled in your class and you decide to use a college van to take the students to a museum. You must offer accessible transportation to the student with a disability. The student may accept or refuse the accessible transportation.

***Q: What are possible personal consequences if I do not provide the accommodation requested?***

**A:** If a student is denied auxiliary aids or services, he or she can file a complaint under Section 504 with the Office for Civil Rights of the U.S. Department of Education, or under the ADA Titles II and III under the jurisdiction of the Department of Justice. The student may file with both offices if he or she so desire. Under ADA, monetary damages may be enforced and the student may name both an individual, such as a professor, and the institution in the complaint. You as a professor are personally liable, as well as the institution, if named in the complaint.

***Q: Do I have to provide academic adjustments if the student is taking the class for an audit?***

**A:** Yes. Legislation states that any student with a disability is eligible for all services if the institution receives federal assistance.

**If you have other questions about Accessibility Services, contact your campus Accessibility Coordinator.**  
For general guidelines, go to: [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

**Thank you for your continued support of our department!**

## Emergency Preparedness

There may be an occasion when a situation arises on campus or in the classroom involving a student with a disability that requires immediate intervention. ADA emphasizes how important it is for local entities to protect citizens from harm, including helping people prepare for and respond to emergencies, and how a critical part of this responsibility involves making things accessible to people with disabilities. Many of the emergency management practices in place for local entities can also apply to college campus communities. Below are some highlighted points to take into consideration when assessing how accessible your current emergency preparedness and response programs are.

In accordance with Board of Trustee Rules and Procedures (P6Hx23-1.23), SPC Emergency Response Guide procedures direct the following.

### Evacuation Procedures

**Do not use elevators for evacuation.**

**If there is a fire, smoke is the greatest danger. Always stay low where the air is less toxic and visibility is greater.**

- Remain calm.
- Close doors and windows if possible, but leave them unlocked for search teams.
- Assist injured or disabled persons to a designated rescue waiting area.
- Use the nearest, safest route to the designated evacuation area. Be alert for hazards (smoke, debris, flames) and move quickly to the outside.
- Move away from the building.
- Do not block entrances.
- Do not block elevators.
- Do not permit re-entry to the building until an emergency services official confirms it is safe.
- Report any missing persons to emergency personnel.
- Do not release any information about students, staff or the status of the emergency situation to the media, family, friends or the public. Direct all such inquiries to the Provost's Office, Marketing & Public Information (727.341.3274) or the Command Center, if one has been established.
- If requested, assist emergency personnel. Otherwise, remain calm and stay clear of emergency operations.
- View SPC evacuation procedure video at SPC Homepage/Campus Safety, [www.spcollege.edu/safety](http://www.spcollege.edu/safety).

### Areas of Rescue

In case of an evacuation, all faculty and staff should be familiar with the designated Areas of Rescue points located in each of the college's campus facilities. Areas of rescue points are designated places of refuge for all non-ambulatory persons (injured and disabled persons) who are unable to navigate the stairwells during an evacuation.

As a matter of practice, each staffed department should establish a buddy system for assigned personnel by pairing co-workers with persons identified as those in need of assistance during evacuations. Instructors who have assigned non-ambulatory students should establish a plan to recruit "transport buddies" in each scheduled class.

Once persons are guided to the rescue points, they should use the Intercom button titled, “Emergency Assistance,” located on the stairwells’ back walls. Notification is initiated once the button on the wall is pushed. The Initiator should then release the button and wait for a response. Notification is immediately channeled to emergency personnel on the ground floor, established on-site command center, or emergency response switch board. Emergency personnel will respond to the caller with the requisite auxiliaries to evacuate each person as necessary.

### **Evacuation of Students with Visual Disabilities**

In case of emergencies, alert the student to the nature of the situation. Offer assistance to the student and guide him or her to the nearest emergency exit and away from the building to safety. Some types of emergencies require safety within a building. Depending upon the nature of the emergency, during crisis periods, there may be a lot of commotion and noise. A student who is blind may not be able to orient as well as in calmer times. Your assistance is critical to their safety.

A good way of offering assistance to a person who is blind is to use what is known as the sighted guide technique. You do this by offering this person an elbow. The person holds on to your elbow, and you proceed ahead. As you walk, alert the student to where he or she is and inform him or her of any obstacles, debris, doorways, or narrow passages. Once safe, orient the student to his or her surroundings and determine if further assistance is needed.

### **Evacuation of Students with Mobility Disabilities**

Assist the student with limited mobility to the facility’s designated area of rescue. Don’t leave the student alone but contact campus emergency personnel by initiating a response through the Emergency Assistance intercom located on the back wall of the designated hall or stairwell. In most instances, do not attempt to carry a person in a wheelchair; you can risk the chance of injuring yourself or the student.

### **Evacuation of Students who are Deaf or Hard of Hearing**

Students who are deaf or hard of hearing may not hear alarms or other audible warnings. However instructors should immediately inform the Deaf student of the emergency. There are three ways to get this person's attention:

- Write a note for the student alerting him or her to the emergency and instructing him or her to partner with the designated transport buddy and to immediately exit the building or report to the designated area of rescue.
- Turn the light switch off and on to gain the student’s attention.
- Tap his or her shoulder.

In most instances, an interpreter/ transcriber will be in the classroom to explain the emergency to the student. Provide any assistance a student might need during the evacuation process.

## Appendix A

### ADA Terminology and Disability Categories

The definitions used in this glossary were taken from the Americans with Disabilities Act (ADA), EEOC guidelines, and other reference materials. They are commonly used terms and may have various definitions depending on their context.

**ACCESS.** An independent federal agency devoted to accessibility for people with disabilities. The Access Board developed the accessibility guidelines for the ADA and provides technical assistance and training on these guidelines. The agency also is referred to as the Architectural and Transportation Barriers Compliance Board.

**ACCESSIBLE.** Refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability.

**AFFIRMATIVE ACTION.** A set of positive steps that employers use to promote equal employment opportunity and to eliminate discrimination. It includes expanded outreach, recruitment, mentoring, training, management development and other programs designed to help employers hire, retain and advance qualified workers from diverse backgrounds, including persons with disabilities. Affirmative action means inclusion, not exclusion. Affirmative action does not mean quotas and is not mandated by the ADA.

**AMERICANS WITH DISABILITIES ACT (ADA).** A comprehensive, federal civil rights law that prohibits discrimination on the basis of disabilities in employment, state and local government programs and activities, public accommodations, transportation, and telecommunications.

**AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT (ADAAA).** Enacted on September 25, 2008, and becoming effective on January 1, 2009, making a number of significant changes to the definition of “disability” and directing the U.S. Equal Employment Opportunity Commission (EEOC) to amend its ADA regulations to reflect the changes made by the ADAAA. The final regulations were published in the Federal Register on March 25, 2011.

**AMERICANS WITH DISABILITIES ACT ACCESSIBILITY GUIDELINES (ADAAG).** Scoping and technical requirements to be applied during the design, construction, and alteration of buildings and facilities covered by titles II and III of the ADA to the extent required by regulations issued by federal agencies, including the Department of Justice and the Department of Transportation.

**AUTISM.** A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

**AUXILIARY AIDS AND SERVICES.** Under titles II and III of the ADA, includes a wide range of services and devices that promote effective communication or allows access to goods and services. Examples of auxiliary aids and services for individuals who are deaf or hard of hearing include qualified interpreters, note-takers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDDs), videotext displays, and exchange of written notes. Examples for individuals with vision impairments include qualified readers, taped texts, audio recordings, Brailled materials, large print materials, and assistance in locating items.

Examples for individuals with speech impairments include TDDs, computer terminals, speech synthesizers, and communication boards.

**CIVIL RIGHTS ACT OF 1991.** Federal law that capped compensatory and punitive damages under title I of the ADA for intentional job discrimination. The law also amended the ADA's definition of an employee, adding "with respect to employment in a foreign country, such term includes an individual who is a citizen of the United States."

**COVERED ENTITY.** Under the ADA, "covered entity" is an entity that must comply with the law. Under title I, covered entities include employers, employment agencies, labor organizations, or joint labor-management committees. Under title II, covered entities include state and local government instrumentalities, the National Railroad Passenger Corporation, and other commuter authorities, and public transportation systems. Under title III, covered entities include public accommodations such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.

**DEAF-BLINDNESS (DB).** the combination of hearing and visual impairments, which causes such severe communication and other developmental and educational needs.

**DEAFNESS.** A hearing impairment that is so severe that the ability to process linguistic information through hearing, with or without amplification, is not possible.

**DIRECT THREAT.** A significant risk to the health or safety of a person with a disability or to others that cannot be eliminated by reasonable accommodation.

**DISABILITY.** With respect to an individual: a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.

**EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC).** The federal agency charged with enforcing title I of the ADA.

**ESSENTIAL JOB FUNCTIONS.** The fundamental job duties of the employment position that the individual with a disability holds or desires. The term essential functions does not include marginal functions of the position.

**EQUAL EMPLOYMENT OPPORTUNITY.** An opportunity to attain the same level of performance or to enjoy equal benefits and privileges of employment as are available to an average similarly-situated employee without a disability.

**EXISTING FACILITY.** Refers to buildings that were constructed before the ADA went into effect. A public accommodation's building constructed before the effective date of title III does not have to be fully accessible unless the removal of barriers, including structural ones, is readily achievable.

**HEARING IMPAIRMENT (HI).** An impairment in hearing, whether permanent or fluctuating, that adversely affects an individual's educational performance but may be assisted with the appropriate devices.

**IMPAIRMENT.** Term used in the ADA definition of disability. Includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; or any mental or psychological disorder, such as an intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**LEARNING DISABILITY (LD).** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which manifests itself in an imperfect

ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

**MAJOR LIFE ACTIVITY.** Term used in the ADA definition of disability. It refers to activities that an average person can perform with little or no difficulty. Major life activities include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and the operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

**INTELLECTUAL DISABILITY (ID)** Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

**MARGINAL JOB FUNCTIONS.** Functions that are not considered essential to a job. Employers must consider removing marginal job functions as an accommodation under the ADA, but do not have to remove essential functions as an accommodation.

**MEDICAL EXAMINATION.** A procedure or test that seeks information about an individual's physical or mental impairments or health. The following factors should be considered to determine whether a test (or procedure) is a medical examination: (1) whether the test is administered by a health care professional; (2) whether the test is interpreted by a health care professional; (3) whether the test is designed to reveal an impairment or physical or mental health; (4) whether the test is invasive; (5) whether the test measures an employee's performance of a task or measures his/her physiological responses to performing the task; (6) whether the test normally is given in a medical setting; and, (7) whether medical equipment is used. In many cases, a combination of factors will be relevant in determining whether a test or procedure is a medical examination. In other cases, one factor may be enough to determine that a test or procedure is medical.

**OTHER HEALTH IMPAIRMENT (OHI).** Limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as, asthma, attention deficit disorder or attention deficit hyperactivity disorder, a heart condition, hemophilia, lead poisoning, leukemia, rheumatoid fever, and sickle cell anemia.

**ORTHOPEDIC IMPAIRMENT (OI).** A severe orthopedic impairment that adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, absence of some member, etc.), impairments caused by disease (bone tuberculosis, etc.), and impairments from other causes (cerebral palsy, amputation, and fractures or burns which cause contractures).

**PUBLIC ACCOMMODATIONS.** Entities that must comply with title III. The term includes facilities whose operations affect commerce and fall within at least one of the following 12 categories: places of lodging (e.g., inns, hotels, motels) (except for owner-occupied establishments renting fewer than six rooms); establishments serving food or drink (e.g., restaurants and bars); places of exhibition or entertainment (e.g., motion picture houses, theaters, concert halls, stadiums); places of public gathering (e.g., auditoriums, convention centers, lecture halls); sales or rental establishments (e.g., bakeries, grocery stores, hardware stores, shopping centers); service establishments (e.g., laundromats, dry-cleaners, banks, barber shops, beauty shops, travel services, shoe repair services, funeral parlors, gas stations, offices of accountants or lawyers, pharmacies, insurance offices, professional offices of health care providers,

hospitals); public transportation terminals, depots, or stations (not including facilities relating to air transportation); places of public display or collection (e.g., museums, libraries, galleries); places of recreation (e.g., parks, zoos, amusement parks); places of education (e.g., nursery schools, elementary, secondary, undergraduate, or postgraduate private schools); social service center establishments (e.g., day care centers, senior citizen centers, homeless shelters, food banks, adoption agencies); and places of exercise or recreation (e.g., gymnasiums, health spas, bowling alleys, golf courses).

**PUBLIC ENTITY.** Entities that must comply with Title II. The term is defined as: any state or local government; any department, agency, special purpose district, or other instrumentality of a state or local government; or certain commuter authorities as well as AMTRAK. It does not include the federal government.

**QUALIFIED INDIVIDUAL.** An individual who satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position. The ADA prohibits discrimination on the basis of disability against a qualified individual.

**READILY ACHIEVABLE.** Easily accomplishable and able to be carried out without much difficulty or expense. In determining whether an action is readily achievable, factors to be considered include nature and cost of the action, overall financial resources and the effect on expenses and resources, legitimate safety requirements, impact on the operation of a site, and, if applicable, overall financial resources, size, and type of operation of any parent corporation or entity. Under Title III, public accommodations must remove barriers in existing facilities if it is readily achievable to do so.

**REASONABLE ACCOMMODATION.** Under Title I, a modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity. Reasonable accommodation is a key nondiscrimination requirement of the ADA.

**SPEECH OR LANGUAGE IMPAIRMENT (SI).** A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects an individual's educational performance.

**SUBSTANTIALLY LIMITS.** A comparative term used in the ADA definition of disability. An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. An impairment need not prevent, or significantly or severely restrict, the individual from performing a major life activity in order to be considered substantially limiting.

**TITLE V OF THE REHABILITATION ACT OF 1973.** Title of the law that prohibits discrimination on the basis of a disability by the federal government, federal contractors, by recipients of federal financial assistance, and in federally conducted programs and activities.

**TRANSITION PLAN.** Refers to a requirement that state and local governments employing 50 or more people have plans detailing structural changes necessary to achieve program accessibility.

**TRAUMATIC BRAIN INJURY (TBI).** An acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech.

**UNDUE BURDEN.** With respect to complying with Title II or Title III of the ADA, significant difficulty or expense incurred by a covered entity, when considered in light of certain factors. These factors include: the nature and cost of the action; the overall financial resources of the site or sites involved; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements necessary for safe operation, including crime prevention measures; or any other impact of the action on the operation of the site; the geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; if applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities; and if applicable, the type of operation or operations of any parent corporation or entity, including the composition, structure, and functions of the workforce of the parent corporation or entity.

**UNDUE HARDSHIP.** With respect to the provision of an accommodation under Title I of the ADA, significant difficulty or expense incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the accommodation in relationship to the size, resources, nature, and structure of the employer's operation. Where the facility making the accommodation is part of a larger entity, the structure and overall resources of the larger organization would be considered, as well as the financial and administrative relationship of the facility to the larger organization. Employers do not have to provide accommodations that cause an undue hardship.

**UNIFORM FEDERAL ACCESSIBILITY STANDARDS (UFAS).** One of two standards that state and local governments can use to comply with title II's accessibility requirement for new construction and alterations. The other standard is the ADA Accessibility Guidelines.

**U.S. DEPARTMENT OF JUSTICE.** Federal agency that is responsible for enforcing titles II and III of the ADA.

**VISUAL IMPAIRMENT (VI).** Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects an individual's educational performance. The term includes both partial sight and blindness.

- Legally blind. An individual with visual acuity of 20/200 or less even with correction or has a field loss of 20 degrees or more.
- Low vision. A person who is still severely impaired after correction, but whom may increase functioning through the use of optical aide, non-optical aids, environmental modifications and/or techniques.

*Sources: (The American with Disabilities Act Glossary of Terms, <http://askjan.org/>; Special Education Terminology and Disability Categories, <http://www.sagepub.com>).*

## Appendix B

### Explanation of Accommodations

**Testing Accommodations may include but are not limited to:**

- a. Tests in alternate format
- b. Distraction-reduced testing
- c. Extended testing time (time and a half or double time)
- d. Testing in Testing Center

*(If testing accommodations are listed on the Accommodation Request, please coordinate with your student and/or the Testing Center regarding the necessary arrangements).*

*(If it is an on-line course and exams are given on-line, please ensure students are advised of E-Campus procedures for scheduling exams in advance of the testing date).*

**Calculator Usage:**

In the area of Mathematics, this accommodation is reasonably met with the use of a four-function calculator for students with documented disabilities. For clarification, please contact the Disability Resources office.

**Auxiliary Aids may include but are not limited to:**

- a. Captionist and/or interpreter
- a. Note-taker
- b. Reader and/or scribe
- c. Service Animal

**Alternate for materials may include but are not limited to:**

- a. CD or tape
- b. E-text (electronic text)
- c. Large print

**Documents needing conversion to alternate formats may include:**

- a. Tests and quizzes
- b. Copies of lecture materials and classroom handouts
- c. Syllabi
- d. Textbook

**Please note:** Alternate format production is a time-consuming process. Therefore, documents needing conversion should be submitted to Accessibility Services as early as possible. Submission of textbooks is the student's responsibility.

**Assistive equipment may include but is not limited to:**

- a. Assistive Listening Device (amplification to assist with hearing or auditory processing)
- b. Brailier
- c. CCTV (device that enlarges documents placed on its tray)
- d. Closed-Captioned video and DVD
- e. Computer for writing, with or without spell checker
- f. Tape recorder
- g. Trackball and/or accessible keyboard

- h. Wheelchair desk and/or accessible chair

**Assistive Technology Software may include but is not limited to:**

- a. Dragon Naturally Speaking (dictation software)
- b. Kurzweil (screen reader with study skills tools)
- c. Other screen readers, (e.g. Daisy readers and JAWS)
- d. Zoom Text (magnification software for text and graphics on computer screen)
- e. Windows XP accessibility options (e.g. sticky keys, on-screen keyboard, etc.)

**Please feel free to contact Accessibility Services for further clarification of any accommodations assigned to your students.**

### **Accommodation Sheet Write- In Statements for Other**

- 1) **Attendance-** Due to disability related symptoms, the student may experience unexpected absences, not to be excessive, but rather provide access for the student without penalty. However, the student still must fulfill course requirements and objectives.
- 2) This student has a seizure condition, and if this occurs, please contact 911, and then security. Make sure the student is safe by moving objects away that he/she may hit until help arrives. Please see the attached seizure handout.
- 3) Due to medical condition, this student may need to have a drink, and/or something to eat in the classroom.
- 4) Due to concerns with environmental issues, student carries an Epi Pen, and/or other medications.
- 5) Student will require a separate room for testing, which must be coordinated by the student in advance.
- 6) Due to medical condition, student may need to take breaks from the classroom environment. This is not meant to be excessive.
- 7) Student may be accompanied by a personal assistant. The role of the personal assistant is to provide assistance with medical and/or personal needs.
- 8) Allow student to volunteer a response, or arrange signal before requesting response from the student.
- 9) Allow oral, tape, or project work in place of written, when possible.

\*Type of Modified Furniture e.g.

Lumbar chair

Wheelchair desk

\* Courtesy phone call for a known service animal. Accessibility Services may not know about a service animal and students do not need to register with Accessibility Services to bring a service animal to campus.

## Appendix C

### Description of Frequently Used Accommodations

Description	Long Description
Adaptive Testing	The student will require adaptive equipment at the testing center and must make arrangements in advance to reserve a room or place in the testing center where the equipment is installed.
Calculator	Student may use an instructor approved calculator for class and/or testing. Some students may need a talking calculator.
Chair	This modified furniture may include a lumbar support chair or padded chair. The chair will be placed by AS or facilities in the classroom and must not be removed before the end of the semester.
Copy of Visual Presentation	If you can provide the student with an outline/copy of your lecture notes, student may not also need a note taker. Please discuss this with the student.
C-Print	C-print is computer-aided speech-to-print transcription and must be arranged in advance through the lead interpreter's office, 727-394-2523. An extra seat should be provided for the captionist as close to an electrical outlet as possible.
Desk	Each building should have access to wheelchair accessible desks. If an accessible desk is not in your room, please contact Disability Resources.
Extended Testing <b>1.25</b>	Allow the student an additional quarter time for testing (ex. Time allowance for student will be 75 minutes if the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center.
Extended Testing <b>1.5</b>	Allow the student an additional half time for testing (ex. Time allowance for student will be 90 minutes if the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center.
Extended Testing <b>2</b>	Allow the student double time for testing (ex. Time allowance for student will be 120 minutes if the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center.
Interpreter	Sign Language Interpreters must be arranged through the lead interpreter's office, 727-394-2523, in advance. Students will need to contact the interpreter in advance if he or she will be absent. Faculty are to talk to the student directly and arrange for an extra seat for the interpreter, typically in the front of the room close to

	the student.
Math Formula Cards	For use in Math courses only. Students may write formulas only on a note card which should then be approved by the instructor, initialed, and be allowed to use during the math test. Some math instructors may also choose to use a standard formula sheet which they create.
Note-taker	Note-taking packets are available in each AS office. Students approved for a note-taker will be provided with NCR paper to provide to the instructor and volunteer note taker. The instructor will make an announcement to the class asking for a student to volunteer to take notes. The volunteer will then register with the AS office and may earn certain privileges such as early registration.
Other	Text to be filled in by AS staff.
Reader for Testing	The student may require a personal reader or screen reader for a test. These arrangements should be arranged at least several days in advance by the student and the instructor will bring the test to the designated AS testing area or testing center.
Recorder	Allow the student to tape record lectures, labs, or other appropriate learning situations.
Reduced Distraction Testing	Allow the student to take tests either in a reduced distraction monitored room or in the testing center. When specific accommodations such as a reader or scribe for testing are noted, tests should be scheduled by the student in advance with the Testing Center or AS staff.
Scribe for Testing	The student may require assistance on a test for writing answers or filling in scantron sheets. These arrangements must be made at least several days in advance by the student through the AS department and/or testing center.
Seating in Front	The student may require seating at the front of the room. This may vary depending on where the majority of instruction will occur.
Seating near Exit	The student may need to sit near the exit of the classroom and/or may need to sit with no person behind him or her.
Short Segment Testing	If a test covers a substantial amount of material (and cumulative knowledge is not viewed as an essential element of the course), the test may need to be divided into several 'mini' tests so that the student can be tested more frequently on less material.

Spellchecker	If a student needs to use a word processor for tests or in-class writing assignments, arrangements can be made through the testing center or AS office. Please be aware, also, that some spellcheckers contain a dictionary and thesaurus, and therefore may not be appropriate for certain types of test questions.
Word Processor for Essay	Student needs a keyboard for any in-class writing. May request a laptop or coordinate computer access with AS.
Write On Test Copy	Allow the student to record answers on the test.

Note: All other specific accommodations will be categorized under “Other” and a description will be provided.

# Appendix D

## Screenshots of Students' Course Registration & Accommodation Selection Process

Student registering for a class in MySPC –

Search	Plan	Enroll	Advisement
<a href="#">my class schedule</a>	<a href="#">add</a>	<a href="#">drop</a>	<a href="#">swap</a>   <a href="#">edit</a>   <a href="#">term information</a>

### Add Classes



#### 1. Select classes to add - Enrollment Preferences

Fall Term 2015-2016 (0505) | Undergraduate | St. Petersburg College

#### ACG 2071 - Managerial Accounting

##### Class Preferences

ACG 2071-13    Lecture    ● Open    Grading:

Units: 3.00

Session: Regular Academic

Career: Undergraduate

##### Enrollment Information

Pre or corequisites may exist for this course. Please consult the Course Catalog for details.

CANCEL

NEXT

Section	Component	Days & Times	Room	Instructor	Start/End Date
13	Lecture		SE-Internet	Tim E. Price	08/17/2015 - 12/11/2015

##### NOTES

**Class Notes**    Some online classes require proctored testing for midterms or finals. Additional fees may apply if you are unable to test in person at our campus locations.

[Search](#)   [Plan](#)   [Enroll](#)   [Advisement](#)

[My Class Schedule](#)   [Add](#)   [Drop](#)   [Swap](#)   [Edit](#)   [Term Information](#)

## Add Classes



### 1. Select classes to add

To select classes for another term, click the Change Term button. If no Change Term button appears below, you are only term activated for the term shown. To term activate for another term, go to the term information tab above and choose Term Activation.

ACG 207 has been added to your Shopping Cart.

PROCEED TO STEP 2 OF 3

Fall Term 2015-2016 (0505) Undergraduate St. Petersburg College

● Open      O Closed

Add to Cart:

To choose a class, enter class number and click enter, or click search below. Enter Class Nbr

Find Classes

@ Class Search

My Planner

search

Fall Term 2015-2016 (0505) Shopping Cart

Delete	Class	Days/Times	Instructor	Units	Status
	ACG 207 1-13 <i>LW</i>		SE-Internet	T. Price 300	<span style="color: green;">●</span>

Add Classes

2. Confirm classes

Click **Finish Enrolling** to process your request for the classes listed below. To exit without adding these classes, click **Cancel**.

Fall Term 2015-2016 (0505) Undergraduate St. Petersburg College

1

● Open   
 ● Closed

Class	Description	Days/Times	Room	Instructor	Units	Status
ACG 2071-13 (14)	Managerial Accounting (Lecture)		SE-Internet	T. Price	3.00	<span style="color: green;">●</span>

[CANCEL](#)    [PREVIOUS](#)    [FINISH ENROLLING](#)

ACCOMMODATIONS

When making your selection please be aware that your instructor and AS manager will need to know of your request for accommodations at the start of the semester to properly plan for services and accommodations. Although you can edit your decision throughout the semester, it is your responsibility to alert the instructor and your disability services representative of any changes. If a change is made, please allow necessary time for appropriate modifications to be put in place.

Please indicate if you would like your accommodations sent to the instructor for each of the classes below:

Fall Term 2015-2016(0505)

AGG 2071 13 (14)	<input type="checkbox"/> Yes <input type="checkbox"/> No
------------------	--

[Continue](#)

## ACCOMMODATIONS

When making your selection please be aware that your instructor and DR manager will need to know of your request for accommodations at the start of the semester to properly plan for services and accommodations. Although you can edit your decision throughout the semester, it is your responsibility to alert the instructor and your Disability Resource manager immediately of any changes. If a change is made during the semester, please allow necessary time for appropriate modifications to be put in place.

Please indicate if you would like your accommodations sent to the instructor for each of the classes below:

### Fall Term 2015-2016 (0505)

ACG 2071-13 (14)

Yes  No

Continue

**You need to pay 1507.50 by 11:00 p.m. on 07/31/15 to ensure your classes are not dropped.**

Proceed to Fee Bill

Instructor logs in and checks Class Roster -

Faculty Center

my schedule

or Search

class roster grade roster

Faculty Center

My Schedule

Fall Term 2015-2016 (0505) | St. Petersburg College [change term](#)

[My Exam Schedule](#)

Select display option:

Show All Classes

Show Enrolled Classes Only

LEGEND:

Class Roster

Grade Roster

My Teaching Schedule > Fall Term 2015-2016 (0505) > St. Petersburg College

Class	Class Title	Enrolled	Days & Times	Room	Class Dates	Textbooks
ACG 202114 <b>111</b>	Financial Accounting (Lecture)	16	TuTh 9:30AM - 10:45AM	SE-TL127	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>
ACG 202119 <b>111</b>	Financial Accounting (Lecture)	35	TBA	SE-Internet	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>
ACG 202120 <b>111</b>	Financial Accounting (Lecture)	5	TBA	SE-Internet	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>
ACG 202148 (3022)	Financial Accounting (Lecture)	0	TBA	SE-Internet	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>
ACG 202151 (3509)	Financial Accounting (Lecture)	0	Th 11:00AM - 1:40PM	SE-PB605	Aug 17, 2015- Oct 9, 2015	<a href="#">TextBook</a>
			TBA	SE-Internet	Aug 17, 2015- Oct 9, 2015	<a href="#">TextBook</a>
ACG 2071-13 <b>111</b>	Managerial Accounting (Lecture)	33	TBA	SE-Internet	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>
ACG 2071-24 (2246)	Managerial Accounting (Lecture)	11	TuTh 8:00AM - 9:15AM	SE-TL124	Aug 17, 2015- Dec 11, 2015	<a href="#">TextBook</a>

[View Weekly Teaching Schedule](#)

[Go to top](#)

Faculty Center		Search	
my schedule	class roster	grade roster	

## Class Roster

Fall Term 2015-2016 (0505) | Regular Academic | St. Petersburg College | Undergraduate

▼ **ACG 2071 - 13 (14)** [change class](#)  
 Managerial Accounting (Lecture)

Days and Times	Room	Instructor	Dates
TBA	SE-Internet	Tim E. Price	08/17/2015 - 12/11/2015

\*Enrollment Status

Enrollment Capacity 35      Enrolled 33

Select display option:  Link to Photos     Include photos in list

Enrolled Students									
Photo	Unofficial Transcript	ID	Name	Grade Basis	Units	Program and Plan	Level	MLP Status	Accommodation
				Graded	3.00	Associate in Arts Degree - General-Business	Sophomore	Yes	
				Graded	3.00	Associate in Science - Business Administration	Sophomore	No	
				Graded	3.00	Certificate-Fin Aid Eligible - Accounting Technology Optns	Freshman	No	
				Graded	3.00	Associate in Science - Business Administration	Sophomore	Yes	<a href="#">Yes</a>
				Graded	3.00	Associate in Arts Degree - General-Business	Sophomore	No	
				Graded	3.00	Associate in Science - Health Sciences	Sophomore	No	

**Note:** Based on this roster, the instructor has one student assigned with accommodations provided. See the Yes hyperlink located in the “Accommodation” column.

Accommodation ID: 1

Date of Request: 11/06/2014

[Redacted Header]			
1	Other	<p>symptoms, the student may experience unexpected absences, not to be excessive, but rather provide access for the student without penalty. However, the student still must fulfill course requirements and objectives.</p> <p>Due to medical condition, student may need to take breaks from the classroom environment. This is not meant to be excessive.</p> <p>Allow the student to take tests either in a reduced distraction monitored room or in the testing center. When specific</p>	<p>Approved</p> <p>01/28/2015</p>
2	1 Reduced Distraction Testing	<p>accommodations such as a reader or scribe for testing are noted, tests should be scheduled by the student in advance with the Testing Center or AS staff.</p>	<p>Approved</p> <p>01/28/2015</p>
3	1 Seating near Exit	<p>The student may need to sit near the exit of the classroom and/or may need to sit with no person behind him or her.</p>	<p>Approved</p> <p>01/28/2015</p>
4	1 Extended Testing 1.5	<p>Allow the student an additional half time for testing (ex. Time allowance for student will be 90 minutes if the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center.</p> <p>This modified furniture may include a lumbar support chair or padded chair. The</p>	<p>Approved</p> <p>01/28/2015</p>
5	1 Chair	<p>chair will be placed by AS or facilities in the classroom and must not be removed before the end of the semester.</p> <p>The student has registered with the Disability</p>	<p>Approved</p> <p>11/06/2014</p>
6	1 Accommodation Sheet	<p>Resource Office and has documentation on file.</p>	<p>Approved</p> <p>11/06/2014</p>

Accommodation ID:

Date of Request 11/06/2014

	Descr	Description
	or	<p>Due to disability related symptoms, the student may experience unexpected absences, not to be excessive, but rather provide access for the student without penalty. However, the student still must fulfill course requirements and objectives.</p> <p>Due to medical condition, student may need to take breaks from the classroom environment. This is not meant to be excessive.</p> <p>Allow the student to take tests either in a reduced distraction monitored room or in the test center. When specific accommodations such as a reader or scribe for test are noted, tests should be scheduled by the student in advance with the Testino Center or AS staff.</p> <p>The student may need to sit near the exit of the classroom and/or may need to sit with no person behind him or her.</p>
	IReduced OI suac.Uon Tesuno	
	near Etit	
	Extended Test. Ino 1.5	<p>Allow the student an additional half time for testing (ex. Time allowance for student will be 90 minutes. Under the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center. This modified turnure may include a lumbar support chair or padded chair. The chair will be placed by OR facilities in the classroom and must not be removed before the end of the semester.</p>
	Chair	
	Accommodation Sheet	<p>The student has registered with the Disability Resource Office and has documentation on file.</p>

Accommodation Option Details

Accommodation ID: 1

Date of Request 11/06/2014

Accom 10 Oeser	Description
1 1 Other	<p>Due to disability related symptoms, the student may experience unexpected absences, not to be excessive, but rather provide access for the student without penalty. However, the student still must fulfill course requirements and objectives. Due to medical condition, student may need to take breaks from the classroom environment. This is not meant to be excessive.</p>
2 1 Reduced Distraction Testing	<p>Allow the student to take tests either in a reduced distraction monitored room or in the testing center. When specific accommodations such as a reader or scribe for testing are noted, tests should be scheduled by the student in advance with the Testing Center or AS staff.</p>
3 1 Seating near Exit	<p>The student may need to sit near the exit of the classroom and/or may need to sit with no person behind him or her.</p>

4	1 Extended Testing 1.5	<p>Allow the student an additional half time for testing (ex. Time allowance for student will be 90 minutes if the standard testing time frame for other students is 60 minutes). Tests are typically coordinated through the campus testing center.</p>
5	1 Chair	<p>This modified furniture may include a lumbar support chair or padded chair. The chair will be placed by AS or facilities in the classroom and must not be removed before the end of the semester.</p>
6	1 Accommodation Sheet	<p>The student has registered with the Disability Resource Office and has documentation on file.</p>

## Appendix E

### Memorandum for Instructor Regarding Note Taking Procedures

Dear Instructor,

Enclosed in this packet is a letter to the volunteer note taker that provides procedural guidance, a Volunteer Registration Form, an envelope, and a few sheets of note-taking paper on which to begin taking notes. Additional paper may be obtained at the Accessibility Services office located on the campus nearest to you.

**Please read the below announcement to the class.** Be very careful to **maintain confidentiality** and **do not announce** or indicate in any way which student needs the note-taker. It will be up to the student with a disability to decide whether to receive the notes from you, the volunteer note taker, or go to the Accessibility Services office to pick up a copy. Separately discuss arrangements that outline the best opportunity to exchange the notes with both the student and the volunteer note-taker.

Thank you in advance for your assistance.

Sincerely,

Campus Accessibility Services Coordinator

#### **Announcement**

**The Accessibility Services office needs to recruit a volunteer note taker for this class. Volunteer note-takers are requested to assist students that, under challenging circumstances, have a difficult time recording written notes in class. For this reason, volunteers are solicited as their notes will be a valuable study aid for the student that needs assistance. Note-takers are provided carbon note-taking paper to take notes. The original copy (white copy) is shared with their fellow student, and the carbon (yellow copy) is maintained by the note-taker. If you are a good note-taker and would like to volunteer to provide this service, simply acknowledge by either raising your hand or visiting with me immediately after class. Please note, volunteers receive the benefit of letters of recommendation and early registration.**

## Appendix F

### Memorandum for Instructor Regarding Accessible Furniture for the Classroom

Oftentimes students impacted by physical disabilities require the use of modified furniture to accommodate their need for the use of wheelchairs, mobile devices, and for ergonomic support. A request for modified furniture in the classroom is made by the student directly to the Accessibility Services office. The Accessibility Coordinator is the liaison between the student and campus facilities to ensure the accommodation is provided. All students need to make their requests at least two to three weeks in advance to ensure timely placement.

To: **Program Directors for Distribution to All Instructors**

From: Accessibility Coordinator

Date: [mm/dd/yr]

Re: Request for Modified Furniture

One of the accommodations available to our students with disabilities may be modified furniture. The facilities department places modified chairs and/or tables in the classroom at our request.

Please do not move chairs or tables from their designated space. They are there for the purpose of assisting the student in your classroom.

Thanks for your help with this issue.

Sincerely,

Accessibility Coordinator

# Appendix G

## Service Animals

### Service Animals

Service animals means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

### The Law

The law has changed regarding service animals (only dogs or miniature horses) on campus. It is easier to bring service animals on campus because:

- The student does not have to document with Accessibility Services.
- The student does not have to prove that the animal has been trained nor is it necessary to provide documentation of the animals training
- The dog or miniature horse does not need a tag, vest or any visual proof to indicate that it is a Service Animal.

### Faculty and Staff Guidelines

If it is not readily apparent (wearing a tag, vest, or harness specifically labeled “Service Animal” or “Guide Dog”) that an animal is a service animal, faculty and staff are permitted to ask only 2 questions:

1. Is the animal needed because of a disability?
2. What task is the animal trained to perform?

*(Note: We cannot ask to see proof that the animal has been trained...only ask about the specific task).*

Guide dogs are “on duty” when wearing a harness. It is by force of habit that we want to say hello and pet the dog. This is exactly what distracts the dog from its very important job. Never offer treats to a guide dog. Having a guide dog enables someone with impairments the freedom of traveling alone with safety and dignity. Training these dogs takes about two years. Please respect the person and talk to the person and not the dog.

### Further Reading:

The Americans With Disabilities Act (ADA): <http://www.ada.gov/>

Board of Trustees’ College Procedure 6Hx23-1.251: <http://www.spcollege.edu/central/botrules/P1/P1251.doc>

## Appendix H

### Commonly Asked Questions About Service Animals in Places of Business

**Q: What are the laws that apply to my business?**

**A:** Under the Americans with Disabilities Act (ADA), privately owned businesses that serve the public, such as restaurants, hotels, retail stores, taxicabs, theaters, concert halls, and sports facilities, are prohibited from discriminating against individuals with disabilities. The ADA requires these businesses to allow people with disabilities to bring their service animals onto business premises in whatever areas customers are generally allowed.

**Q: What is a service animal?**

**A:** The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government.

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Guide dogs are one type of service animal, used by some individuals who are blind. This is the type of service animal with which most people are familiar. But there are service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

**Q: How can I tell if an animal is really a service animal and not just a pet?**

**A:** Some, but not all, service animals wear special collars and harnesses. Some, but not all, are licensed or certified and have identification papers. If you are not certain that an animal is a service animal, you may ask the person who has the animal if it is a service animal required because of a disability. However, an individual who is going to a restaurant or theater is not likely to be carrying documentation of his or her medical condition or disability. Therefore, such documentation generally may not be required as a condition for providing service to an individual accompanied by a service animal. Although a number of states have programs to certify service animals, you may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.

**Q: What must I do when an individual with a service animal comes to my business?**

**A:** The service animal must be permitted to accompany the individual with a disability to all areas of the facility where customers are normally allowed to go. An individual with a service animal may not be segregated from other customers.

**Q: I have always had a clearly posted "no pets" policy at my establishment. Do I still have to allow service animals in?**

**A:** Yes. A service animal is not a pet. The ADA requires you to modify your "no pets" policy to allow the use of a service animal by a person with a disability. This does not mean you must abandon your "no pets" policy altogether but simply that you must make an exception to your general rule for service animals.

**Q: My county health department has told me that only a guide dog has to be admitted. If I follow those regulations, am I violating the ADA?**

**A:** Yes, if you refuse to admit any other type of service animal on the basis of local health department regulations or other state or local laws. The ADA provides greater protection for individuals with disabilities and so it takes priority over the local or state laws or regulations.

**Q: Can I charge a maintenance or cleaning fee for customers who bring service animals into my business?**

**A:** No. Neither a deposit nor a surcharge may be imposed on an individual with a disability as a condition to allowing a service animal to accompany the individual with a disability, even if deposits are routinely required for pets. However, a public accommodation may charge its customers with disabilities if a service animal causes damage so long as it is the regular practice of the entity to charge non-disabled customers for the same types of damages. For example, a hotel can charge a guest with a disability for the cost of repairing or cleaning furniture damaged by a service animal if it is the hotel's policy to charge when non-disabled guests cause such damage.

**Q: I operate a private taxicab and I don't want animals in my taxi; they smell, shed hair and sometimes have "accidents." Am I violating the ADA if I refuse to pick up someone with a service animal?**

**A:** Yes. Taxicab companies may not refuse to provide services to individuals with disabilities. Private taxicab companies are also prohibited from charging higher fares or fees for transporting individuals with disabilities and their service animals than they charge to other persons for the same or equivalent service.

**Q: Am I responsible for the animal while the person with a disability is in my business?**

**A:** No. The care or supervision of a service animal is solely the responsibility of his or her owner. You are not required to provide care or food or a special location for the animal.

**Q: What if a service animal barks or growls at other people, or otherwise acts out of control?**

**A:** You may exclude any animal, including a service animal, from your facility when that animal's behavior poses a direct threat to the health or safety of others. For example, any service animal that

displays vicious behavior towards other guests or customers may be excluded. You may not make assumptions, however, about how a particular animal is likely to behave based on your past experience with other animals. Each situation must be considered individually.

Although a public accommodation may exclude any service animal that is out of control, it should give the individual with a disability who uses the service animal the option of continuing to enjoy its goods and services without having the service animal on the premises.

**Q: Can I exclude an animal that doesn't really seem dangerous but is disruptive to my business?**

**A:** There may be a few circumstances when a public accommodation is not required to accommodate a service animal—that is, when doing so would result in a fundamental alteration to the nature of the business. Generally, this is not likely to occur in restaurants, hotels, retail stores, theaters, concert halls, and sports facilities. But when it does, for example, when a dog barks during a movie, the animal can be excluded.

If you have further questions about service animals or other requirements of the ADA, you may call the U.S. Department of Justice's toll-free ADA Information Line at 800-514-0301 (voice) or 800-514-0383 (TDD).

*Source: (U.S. Department of Justice, Civil Rights Division [www.ada.gov](http://www.ada.gov))*

***\*Service Animals do not need to be registered with the campus Accessibility Office. Any matters relating to an animal being disruptive on a campus should be handled through campus security.***

## Appendix I

### Understanding Universal Design (UD)

The goal of universal design (UD) is to create products and environments to maximize learning for all students, to the greatest extent possible, without the need for adaptation or specialized design. The creators of the UD concept developed principles that may be applied to the evaluation of existing designs as well as used to guide new designs.

#### **The Principles of UD:**

- **Equitable Use.** The design is useful and marketable to people with diverse abilities.
- **Flexibility in Use.** The design accommodates a wide range of individual preferences and abilities.
- **Simple and Intuitive Use.** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
- **Perceptible Information.** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- **Tolerance for Error.** The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- **Low Physical Error.** The design can be used efficiently and comfortably and with a minimum of fatigue.
- **Size and Space for Approach and Use.** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Awareness of UD principles is a great beginning in the effort to maximize learning, however, to apply UD, instructors must be intentional in their consideration of the variations presented in individual learning styles and preferences, culture, gender, disabilities, non-native-English Speaking Students, etc., as content and instructional delivery is considered in designing course activities and resources. Several practices should be adopted that apply to all aspects of instruction. Specifically, instructors should:

- Specify the details of the course, its learning objectives, and its overall content.
- Consider the varying representation of the students eligible for the course in terms of gender, age, race, language, and possible abilities and learning styles.
- Contemplate the diverse perspectives of each potential student.
- Integrate learning and teaching methodologies with UD in a full blown effort to promote academic inclusion.
- Incorporate UD strategies into good instructional practices, lecture, materials, and activities.
- Learn campus procedures for attending to accommodation requests from potential students with special needs and include the information within the body of the course syllabus.
- Monitor the effectiveness of instruction through observation and feedback

*Source: ([http://www.ncsu.edu/www/ncsu/design/sod5/cud/pubs\\_p/docs/poster.pdf](http://www.ncsu.edu/www/ncsu/design/sod5/cud/pubs_p/docs/poster.pdf))*

## Appendix J

### Universal Design of Instruction (UDI) Tips

When designing classroom instruction or a distance learning class, strive to create a learning environment that allows all students, including a person who happens to have a characteristic that is termed "disability," to access the content of the course and fully participate in class activities. Universal design principles can apply to lectures, classroom discussions, group work, handouts, web-based instruction, fieldwork, and other academic activities.

Below are examples of instructional methods that employ principles of universal design. They are organized under eight performance indicator categories, with a goal statement for each. Applying these strategies can make your course content accessible to people with a wide range of abilities and disabilities, ethnic backgrounds, language skills, and learning styles.

- **Class Climate.** Adopt practices that reflect high values with respect to both diversity and inclusiveness. *Example:* Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.
- **Interaction.** Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. *Example:* Assign group work for which learners must support each other and that places a high value on different skills and roles.
- **Physical environments and products.** Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. *Example:* Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.
- **Delivery methods.** Use multiple, accessible instructional methods that are accessible to all learners. *Example:* Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students—consider lectures, collaborative learning options, hands-on activities, Internet-based communications, education software, field work, and so forth.
- **Information resources and technology.** Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. *Example:* Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins. Allow adequate time to arrange for alternate formats, such as books in audio format.
- **Feedback.** Provide specific feedback on a regular basis. *Example:* Allow students to turn in parts of large projects for feedback before the final project is due.
- **Assessment.** Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. *Example:* Assess group and cooperative performance as well as individual achievement.
- **Accommodation.** Plan for accommodations for students whose needs are not met by the instructional design. *Example:* Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.

Employing UDI principles does not eliminate the need for specific accommodations for students with

disabilities. However, applying universal design concepts in course planning will assure full access to the content for most students and minimize the need for specific accommodations. For example, designing web resources in accessible format as they are developed means that no re-development is necessary if a student who is blind enrolls in the class; planning ahead can be less time-consuming in the long run. Letting all students have access to your class notes and assignments on an accessible website can eliminate the need for providing materials in alternate formats.

Source: (<http://www.washington.edu/doi/Faculty/Strategies/>)

## Technical Standards and Essential Program Requirements

### Admissions and Continuation in Programs:

- Academic Standards – academic criteria required to get in and participate in a program
- Technical Standards – skills, attitudes, experiences, and physical requirements to get in and participate in a program (non-academic criteria)
  
- **Completion of the program:**
  - Graduation Competencies – course requirements to successfully complete the program.
  - Essential Program Requirements – program requirements (academic and non-academic) to successfully complete the program.
  
- \*Students must meet the academic and technical standards requisite to admission or participation in the institution's program including any directly related licensing requirements
  
- **What are Technical Standards?**
  - All essential non-academic standards (They mirror the ADA's essential functions in the workplace)

\*Avoid discrimination on the basis of disability and do not base a decision on prejudice, stereotypes or unfounded fears

\*Reasonable accommodations should be afforded to the student to enable equal opportunity to all the college's programs, activities, services, and clinical placements

\*Careful decision making and counseling deciding whether modifications would give the student opportunity to complete the program *without fundamentally or substantially modifying institutional standards*

(*Wong V. Regents of the University of California*)

\*Programs should not implement the requirement in such a way that it serves as an absolute block to students with a particular disability

## **Common Successful Outcomes have been based on:**

Health and safety issues

Programs with clear, specific clinical or professional performance requirements

Instances where there is documentation or evidence of the applicant's unsatisfactory performance under similar circumstances

Benefits include:

- Employer  
Provides the employer with a graduate who has acquired the desired skills for employment
- Program  
Serves as a template to maintain and develop curriculum that meets industry standards
- Student  
Provides the student with information regarding the specific skills necessary to be successful in the program  
Assists in determining a reasonable accommodation for students with disabilities outside the classroom

### **Establishing Essential Functions:**

Bring together a group of “experts” in the field, i.e. instructors, program directors, members of the advisory board, etc.

Factors to consider:

You may include Code of Conduct and Physical Requirements

- Meeting licensure requirements
- Meeting accreditation requirements
- Meeting field requirements
- Review Essential Functions from similar programs
- Mission of your program
- Course objectives
- Focus on outcomes i.e. “the what” vs. “how”
- Accessibility Services should review

### **Establishing Technical Standards:**

Based on Essential Functions what skills, knowledge, and attitudes will the student need to build on to meet:

- Essential Functions
- Graduation Competencies
- Course Objectives

## Essential Skills and Technical Standards

### *Introduction Statement:*

*Example: The field of veterinary technology is both intellectually and physically challenging.*

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 ensure that qualified applicants have the ability to pursue program admission. However, all students must meet the essential skills and technical standards required of the St. Petersburg

---

Program with or without reasonable accommodations for admission and completion of the program to prepare for the profession of study.

Each student will be held to the same standards with or without reasonable accommodations. Our focus is the student and to best prepare him or her for the profession. Our goal is for them to enter and complete the program without barriers.

### *(Input skills and standards)*

If a student cannot demonstrate the abilities above, it is the responsibility of the student to request an appropriate accommodation with Accessibility Services.

Please contact the Accessibility Coordinator on your campus. Determination of a reasonable accommodation will be made on an individual basis and the accommodation cannot fundamentally alter the nature of the program offered, impose an undue hardship, or jeopardize safety.

### *These should be placed:*

- 1) Website for all potential students and existing applicant – another idea students required to read and click a “check box” that they have been reviewed after selecting specific program.*
- 2) After students get in the program they should be reviewed and signed by each student or check box.*
- 3) Each Accessibility Coordinator should be the liaison for that specific program on his or her campus.*

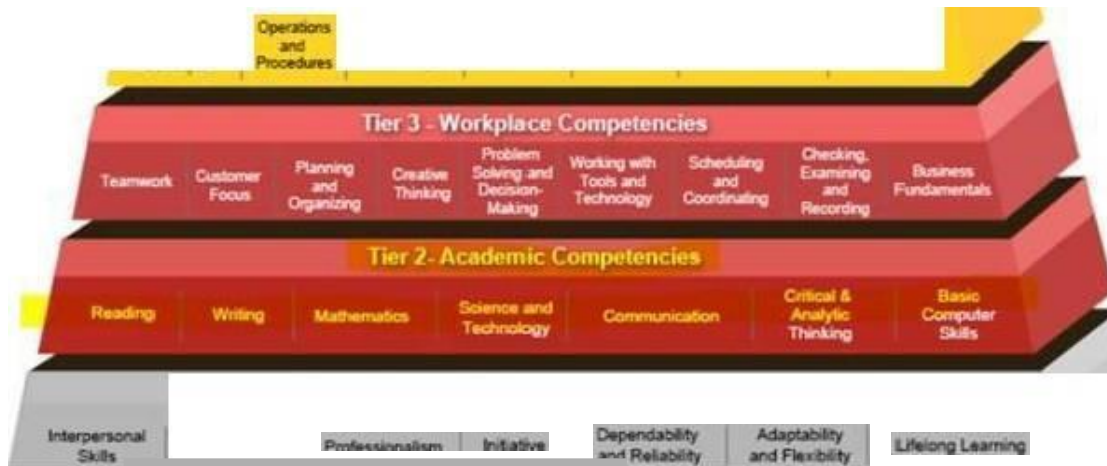
Key Reasons for Essential Functions and Technical Standards:

- Clearly define program expectations
- Ensure academic integrity of programs
- Increase transparency for students prior to beginning a program of study
- Ensure students have attained essential knowledge and skills upon graduation

The following link may be helpful:

<http://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>

When you select each item under tier 2: Academic Competencies, you will see the specific information for each area.



Tier 1 • Personal Effectiveness Competencies

## Appendix K

### Useful Resources

#### **The DO-IT Faculty Room**

<http://www.washington.edu/doi/Faculty>

An on-line resource for faculty and administrators at postsecondary institutions, which provides information on providing academic accommodations that maximize the learning of all students, including those with disabilities.

#### **CTLT: Center for Teaching Learning and Technology Teaching Students with Disabilities**

<http://www.cat.ilstu.edu/resources/teachTopics/disability.php>

The links at this website offer suggestions for how to transform classroom activities and attitudes in order to welcome all students into the learning space of the course.

#### **Tools for Teaching: Academic Accommodations for Students with Disabilities**

University of California, Berkeley

<http://teaching.berkeley.edu/bgd/disabilities.html>

#### **PEPNet (Postsecondary Education Programs Network)**

[www.pepnet.org](http://www.pepnet.org)

On-line training resource for education professionals who are serving students who are deaf or hard of hearing.

#### **Teacher Tip Sheets for Working with Students with Hearing Loss**

<http://www.netac.rit.edu/publication/tipsheet/>

#### **All about Learning Disabilities**

<http://webs.rtc.edu/ii/DSDP%20Grant/Allaboutlearningdisabilities.html>

#### **Learning Disabilities Association of America**

<http://www.ldanatl.org/aboutld/teachers/index.asp>

Specific strategies apply to specific learning disabilities, and many are outlined here. You will also find tips for working with students who have Attention Deficit Hyperactivity Disorder (ADHD).

#### **The Job Accommodation Network (JAN)**

<http://askjan.org/>

JAN is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.

#### **Universal Design for Instruction - Fact Sheet**

[http://www.facultyware.uconn.edu/files/udi2\\_fact\\_sheet.pdf](http://www.facultyware.uconn.edu/files/udi2_fact_sheet.pdf)

### **Universal Design: Applications in Postsecondary Education**

<http://ualr.edu/pace/index.php/home/hot-topics/ud>

Project PACE is a program of Disability Support Services at the University of Arkansas at Little Rock. The primary objective of this project is to improve the quality of education for students with disabilities through the development and provision of resources, technical assistance and professional development opportunities to faculty, staff and administrators in postsecondary settings.

### **Universal Design for Learning**

<http://webs.rtc.edu/ii/dsdp.html>

Great teaching strategies!

### **Using Universal Design Principles in Instruction: Suggestions for Helping All Students Succeed**

<http://alameda.peralta.edu/apps/pub.asp?Q=185&T=DSPS%20Faculty%20Handbook&B=1>

### **Disability Law**

[http://www.sedbtac.org/ada/publications/adaaa\\_resources.doc](http://www.sedbtac.org/ada/publications/adaaa_resources.doc)

### **Additional Faculty Resource for Instruction for Students with Disabilities**

<http://www.disability.uiuc.edu/page.php?id=61>

## Appendix L

### Student Agreement Form

As a student at St. Petersburg College, I am requesting services from Accessibility Services. I understand that it is my responsibility as a St. Petersburg College Student to adhere to institutional policies and procedures. I understand that the accommodations I receive have been determined by the documentation I have provided and that there are responsibilities and rights associated with these accommodations. These include:

The right to:

1. Expect that classrooms are accessible to all students;
2. Expect confidentiality regarding the nature of my disability. This information will not be shared unless I agree to do so to assist me in my studies;
3. Receive an explanation from Accessibility Services why certain services are provided or refused, based on the documentation I provide and to request a review of current documentation for expansion or change of service;
4. Receive appropriate accommodations in a timely manner from faculty and Accessibility Services once the information is provided to faculty;
5. Expect faculty and Accessibility Services to work together to support students in their legal right to access their education.

I have the responsibility to:

1. Provide Accessibility Services with appropriate documentation of my disability;
2. Communicate privately with faculty to discuss needed accommodations and any other concerns prior to or during the first week of class;
3. Request accommodations each semester from the Accessibility Services office. This request should be made as soon as possible once I have registered for classes to provide sufficient time for the AS office to make any arrangements that are needed. Accommodations will not be provided retroactively; coordinating accommodations may take a week or more.
4. Initiate requests for alternate format textbooks and publisher materials. I understand that these could take 6 to 8 weeks to prepare and will request them in a timely manner. I understand that if I do not request these in advance of class start, I cannot be guaranteed provision; all alternate formats will require a receipt.
5. Request assistance immediately when issues and/or concerns arise and exercise due diligence to make the accommodations process work.
6. Engage in a fair, objective, and respectful dialogue concerning accommodations options and not transfer or abdicate my student role to parents or agents/advocates.
7. Understand On-Line course procedures: Contact the Online Proctored Testing Coordinator ([www.spcollege.edu/ecampus/](http://www.spcollege.edu/ecampus/)) at least 2 weeks before exams begin and coordinate specific requests with my instructor. I will ensure I present a completed copy of my Accessibility Services documentation to the test proctor when I arrive to take exams.

I agree to the rights and responsibilities listed above.

---

Signature and Student ID

---

Print Name

---

Date