



# FACULTY/STAFF HANDBOOK



**2012**

**FACULTY/STAFF HANDBOOK  
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# INFORMATION FOR ALL



## ACCESS OFFICE SERVICES FOR FACULTY AND STAFF

- Faculty/Instructional Staff Handbook
- Instructor Notifications of Accommodations
- In-service and consultation services regarding classroom issues
- Intervention when behavioral concerns arise
- Career and Personal Counseling
- Testing Accommodations
- Assistive technology for instructional programs
- Support personnel (Interpreter, reader, writer, notetaker)
- Follow-up of faculty referrals of students suspected of having learning disabilities
- Disability information resource for faculty and staff
- Speaker for classes and campus activities regarding disability issues

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## REFERRALS TO THE ACCESS OFFICE

Faculty recognize the need to refer some students to the Access Office, however many of us are uncertain as to how best to approach the student. This is an attempt to provide you with some basic guidelines for referring students to the Access Office.

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### WHO TO REFER

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You may have contact with students who are experiencing difficulties and frustration with their course work. Their problems could be normal developmental problems or may directly relate to a disability.

The following might indicate the need to refer.

- Students who have visible disabilities and show a need for services  
Ex: students with orthopedic, visual, hearing impairments
  - Please understand that some students take pride in being able to function independently and may resist a referral.
  - You might ask if they are aware of the support services available to them.
  - Students can then make the decision if they want more information.
- Any student who mentions a disability (this includes health impairments, psychiatric disabilities, alcoholism, visual, hearing, orthopedic impairments, and learning disabilities)
- Any student who mentions that he/she has utilized accommodations/services relating to classroom experiences in the past, or who is currently requesting accommodations. (i.e. extended time for tests or enlarged materials, readers, writers, etc.)
- Any student who mentions that he/she is receiving services from the Division of Vocational Rehabilitation, (DVR, VR) or the Rehabilitation Services for the Blind (RSB)
- Students with learning disabilities, who are experiencing difficulties with some aspect of your course
  - These students are probably the least identifiable due to the fact that learning disabilities are invisible.
  - For a list of some observable signs of a possible learning disability, please refer to the section on Learning Disabilities in this handbook-
- Any student who puzzles you - they seem to be understanding in class and yet they fail tests-

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### WHEN AND HOW TO REFER

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- Talk to the student about your observations. i.e. I notice you are having difficulty writing. Ask the student if they received any extra help in high school or in an educational setting. Suggest that the student consider contacting the Access Office to find out about eligibility services.
- If the student indicates that he/she never received extra help, but suspects having a disability, i.e. dyslexia or attention deficit, the Access Office is a good resource.

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## ADDITIONAL TIPS

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- Be sure that Access Office location and phone number is listed on the syllabus as part of your ADA Syllabus Statement.
- If possible, walk to the Access Office with the student to show them where to make an appointment. If Access staff is available, an introduction could be made.
- Give the student a choice regarding who should explain to the Access Office the reason for the referral . you or the student.
- If you are unable to come to the Access Office, please call or e-mail to let the Access Office know. The Access Office will document your referral.
- Respect students' ability to make their own choices. We can only provide the information and encouragement. Students may choose to ignore or accept the help available.
- Please feel free to call the Access Office to discuss a student or appropriate referral procedures.

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## AMERICANS WITH DISABILITIES ACT

“ADA is first and foremost a matter of civil rights. Too many people still do not fully understand how vital the Americans with Disabilities Act is to our nation. But we do, for we know that discrimination toward any group hurts every group.”

Rep. Norman Y. Mineta

### [The Laws](#)

#### [Definition of Disability](#)

#### [Definition of Qualified Individual](#)

#### [What is Reasonable?; What is Not?](#)

#### [When Accommodations May Not Be Reasonable](#)

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## THE LAWS

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Two laws mandate that colleges provide equal access to students with disabilities, the Rehabilitation Act and the Americans with Disability Act.

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### THE REHABILITATION ACT STATES

“It is the policy of the United States that all programs, projects, and activities receiving assistance under this Act shall be carried out in a manner consistent with the principles of:

- respect for individual dignity, personal responsibility, self-determination, and pursuit of meaningful careers, based on informed choice, of individuals with disabilities;
- respect for the privacy, rights, and equal access (including the use of accessible formats), of the individuals;
- inclusion, integration, and full participation of the individuals;
- support for the involvement of an individual's representative if an individual with a disability requests, desires, or needs such support
- support for individual and systemic advocacy and community involvement

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### THE ADA STATES

“It is the purpose of this Act

- to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
- to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities
- to ensure that the Federal Government plays a central role in enforcing the standards established in this Act on behalf of individuals with disabilities

- to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities”

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#### SPECIFIC IMPLICATIONS OF THE LAWS FOR COLLEGES INCLUDE:

- No student can be excluded from any course, major, or program solely on the basis of a disability.
- Certain accommodations are mandated, such as the provision of testing accommodations.
- Substitutions of a course or a major, or degree requirement may be necessary to meet the needs of some students.
- It is discriminatory to restrict the range of career options for students with disabilities as compared to non-disabled students with similar interests and abilities, unless such advice is based on strict licensing or certification requirements that may constitute an obstacle.

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#### DEFINITION OF DISABILITY

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A "disability" with respect to students is:

- a physical or mental impairment that substantially limits one or more of the major life activities of an individual (caring for oneself, performing manual tasks, walking sitting, standing lifting reaching, seeing hearing speaking breathing leaning and working),
- a record of such an impairment, or
- being regarded as having such an impairment.

Individuals with disabilities may include persons who have:

- Mobility disabilities
- Sensory or speech impairments
- Mental retardation
- Learning disabilities
- Neurological disorders
- Psychological disabilities
- Physical disabilities

Documentation of disability is required and must be certified by a licensed professional, i.e., doctor, psychiatrist, licensed psychologist, etc.

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## QUALIFIED INDIVIDUAL WITH A DISABILITY

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- With respect to educational opportunities: a person with a disability who meets the academic and technical standards required for admission or participation in an education program or activity;
- With respect to public adult educational services: a person with a disability can be of any age during which non-disabled individuals are provided such services.
- With respect to other services: a person is "otherwise qualified": if qualified for receipt of educational opportunities, public adult education, or other services because he/she meets the academic/technical standards, essential eligibility requirements and the other fundamental selection criteria.

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## WHAT IS REASONABLE? WHAT IS NOT?

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### Reasonable Accommodations

Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity, adherence to generally acceptable standards of behavior and the college's General and Academic Student Rights and Responsibilities, and adherence to administrative and faculty/staff directions and instructions.

In determining the college's ability to offer reasonable accommodation to an otherwise qualified student with a disability, each request for an accommodation will be evaluated on a case-by-case basis by the Access Office staff.

Factors to be examined include, among others:

- the academic and technical standards required for admission or participation in an education program or service;
- the purpose and nature of the program, course, and/or service;
- the precise education-related abilities and functional limitations of the student and how those limitations could be overcome with reasonable accommodation;
- the nature and cost of the accommodation required in relation to the college's financial resources;
- the consequences of such an accommodation upon the operation and educational mission of the college, course, program, service and/or activity;
- other federal, state and local regulatory requirements.

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## WHEN ACCOMMODATIONS MAY NOT BE REASONABLE

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The college is not required to offer or provide an accommodation to admit or to continue to admit an individual with a disability to any particular program, course, service, and/or activity or to provide educational opportunities and other services when:

- the educational standards or mission of St. Louis Community College would be substantially altered;
- the nature of the program, course, service and/or activity would be fundamentally altered;
- the student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service and/or activity;
- the effects of the disability cannot be overcome even with reasonable accommodations;
- the individual would not be able to complete a program, course, service and/or activity; even with reasonable accommodations;
- an undue financial or administrative hardship (college-wide) would be caused by the accommodation;
- if the individual would still pose a direct threat to the health or safety of himself/herself or others
- Unlike Section 504, the ADA does allow for people who feel they have been discriminated against to file lawsuits in the courts, and the plaintiff can receive monetary awards if the court finds in their favor. It should be noted that most people would file suit only after every chance for arbitration was exhausted.

An otherwise qualified student who requires services of a personal nature such as personal care attendants, readers for homework assignments, etc. must arrange to provide for his/her own service. The college does not assume coordination or financial responsibilities for personal services.

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## DOCUMENTATION OF DISABILITY: WHAT DOES THAT MEAN

In order to determine appropriate accommodations for a student, the Access Office requires documentation of a disability that substantially limits a major life activity such as learning, walking, talking, hearing, etc.

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### WHAT IS DOCUMENTATION OF DISABILITY?

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- It is written proof that a disability exists
- It is necessary to determine if there is a substantial limitation to a major life activity such as learning, walking, talking, seeing, hearing, etc.
- It provides information the college needs in order to consider accommodations for equal access.

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### WHO IS RESPONSIBLE FOR PROVIDING THE DOCUMENTATION

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The student is responsible for providing documentation of disability to the college.

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### HOW DOES THE STUDENT GET SPECIFIC INFORMATION ABOUT THE DOCUMENTATION REQUIREMENTS OF THE COLLEGE?

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St. Louis Community College has adopted the [National Association on Higher Education and Disability \(AHEAD\) best practices: Disability Documentation in Higher Education](#)

For more information about the documentation requirements for specific disabilities, please contact the Access Office.

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### WHERE DO STUDENTS GET DOCUMENTATION?

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Documentation can come from a variety of sources. Some common sources are:

- The Department of Vocational Rehabilitation
- Special School District of St. Louis County
- St. Louis Public Schools, Department of Special Education
- Private physicians; licensed psychologists
- Metropolitan Employment and Rehabilitation Services
- Veterans Administration
- Colleges/universities that provide psycho-educational assessments

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### HOW OLD CAN DOCUMENTATION BE?

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Documentation must reflect current functioning and be based on an adult assessment.

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## WHAT DOES THE ACCESS OFFICE DO WITH THE DOCUMENTATION?

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The Access Office uses the documentation to:

- Determine if the documentation certifies that a disability is present.
- Determine if the documentation shows the disability causes a substantial limitation to a major life activity such as learning, hearing, seeing, speaking, walking, etc.
- Determine eligibility for specific accommodations for equal access.

**NOTE:** Documentation of disability is kept in a secured site in the Access Office, separate from the student's college file.

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## CAN FACULTY OR STAFF SEE A STUDENT'S DOCUMENTATION OF DISABILITY?

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If it is determined that there is a need to know, documentation can be released to appropriate personnel. This usually occurs when there is a threat to harm a person or property.

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## CAN FACULTY OR STAFF KNOW A STUDENT'S ACTUAL DISABILITY?

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Two circumstances warrant faculty/staff access to specific information about the disability:

- The student gives permission to the Access Office to disclose disability to faculty/staff.
- It is determined that there is a need to know. This usually occurs when there is a threat to harm a person or property.

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## DISABILITY ETIQUETTE

### GENERAL SUGGESTIONS

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#### *Did you know?*

The term "handicapped" is derived from the image of a person standing on the corner with a cap in hand, begging for money. People with disabilities do not want to be recipients of charity. They want to participate equally with the rest of the community. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. Use handicap to describe a situation or barrier imposed by society, the environment, or oneself.

- Make reference to the person first, then the disability. Say "a person with a disability" rather than "a disabled person." However, the latter is acceptable in the interest of conserving print space or saving announcing time.
- If the disability isn't germane to the story or conversation, don't mention it.
- Remember, a person who has a disability isn't necessarily chronically sick or unhealthy.
- Because a person is not a condition, avoid describing a person in such a manner. Don't present someone as an "epileptic or a post polio." Say instead, "a person with epilepsy" or "person who has had polio."

### COMMON COURTESIES

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- Don't feel obligated to act as a caregiver to people with disabilities. It is all right to offer assistance to a person with a disability, but wait until your offer is accepted BEFORE you help. Listen to instructions the person may give.
- Leaning on a person's wheelchair is similar to leaning or hanging on a person, and is usually considered annoying and rude. The chair is a part of one's body space. Don't hang on it!
- Share the same social courtesies with people with disabilities that you would share with anyone else. If you shake hands with people you meet, offer your hand to everyone. If the person with a disability is unable to shake your hand, he or she will tell you.
- When assisting a person with a visual impairment, allow that person to take your arm. This will enable you to guide, rather than propel or lead the person. Use specific directions, such as "left one hundred feet" or "right two yards," when directing a person with a visual impairment.
- When planning events, consider the needs of people with disabilities as you choose a location. You wouldn't think of holding an event where other minorities could not attend, so don't exclude people with disabilities.

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## CONVERSATION

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- When speaking about people with disabilities, remember achievements, abilities and individual qualities. Portray them as they are in real life: as parents, employees, business owners, etc.
- When talking to a person who has a disability, speak directly to the person, not through a companion.
- To get the attention of a person who has a hearing impairment, tap them on the shoulder or wave. Look directly at the person and speak clearly, slowly and expressively to establish if they read lips. Not all people with hearing impairments can read lips. Those who do, rely on facial expressions and body language for understanding. Stay in the light and keep food, hands, and other objects away from your mouth. Shouting won't help. Written notes will.
- When talking to a person in a wheelchair for more than a few minutes, place yourself at eye level with that person. This will spare both of you a sore neck.
- When greeting a person with a severe loss of vision, always identify yourself and others. For example, say "on my right is John Smith." Remember to identify persons to whom you are speaking. Speak in a normal tone of voice and indicate when the conversation is over. Let them know when you move from one place to another.

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## WORDS WITH DIGNITY

ACCEPTABLE	NOT ACCEPTABLE
<ul style="list-style-type: none"> <li>• person with a disability/disabled/ disability</li> <li>• person who has</li> <li>• person who experienced</li> <li>• person with (e.g., person who has cerebral palsy)</li> <li>• uses a wheelchair</li> <li>• non-disabled</li> <li>• deaf/without speech/nonverbal</li> <li>• disabled since birth</li> <li>• emotional disordered/mental illness</li> <li>• seizures</li> <li>• developmental delay</li> </ul>	<ul style="list-style-type: none"> <li>• cripple/handicapped/handicap/invalid (literally, Invalid means "not valid." Do not use it.)</li> <li>• victim/afflicted by/afflicted with (e.g., victim of cerebral palsy)</li> <li>• restricted, confined to a wheelchair/ wheelchair bound. The chair enables mobility. Without the chair, the person is confined to bed.</li> <li>• normal (referring to non-disabled persons as "normal" insinuates that people with disabilities are abnormal)</li> <li>• deaf mute/deaf and dumb</li> <li>• birth defect</li> <li>• crazy/insane</li> <li>• fits</li> <li>• slow</li> </ul>

Other terms which should be avoided as they have negative connotations and tend to evoke pity include:

abnormal  
burden  
condition  
deformed  
differently abled

disfigured  
incapacitated  
imbecile  
palsied  
pathetic

physically challenged  
spastic  
stricken with  
suffer  
unfortunate

### ***Preferred Terminology:***

blind (no visual capability)  
visually impaired (some visual capability)  
deaf/profoundly deaf (no hearing capability)  
hearing impaired (some hearing capability)  
hemiplegia (paralysis of one side of the body)  
quadriplegia (paralysis of both arms and legs)  
paraplegia (loss of function in lower body only)

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## RESTRUCTURING YOUR ATTITUDES (FOR FREE)

Everyday, persons with disabilities may face physical barriers. A person who uses a wheelchair may encounter a ramp that is too steep to safely navigate, or may encounter a stairway where no ramp exists. A deaf person may be in a building with no visual alarm during an emergency such as a fire. A blind person may attempt to use an elevator for which there is no tactile signage.

Physical barriers can be rectified. Ramps can be built or modified, a visual alarm can be purchased and installed, and signage can be added. The major barriers that persons with disabilities face are non-architectural, BUT ATTITUDINAL barriers. Attitudinal changes cost nothing, and are the types of changes that people with disabilities would like most from others. The Americans with Disabilities Act (ADA) states that the following are considered discriminatory under the law:

1. Denying someone with a disability the opportunity to participate in, or benefit from, the goods, services, facilities, privileges, advantages, or accommodations provided to others.
2. Providing people with disabilities unequal benefits, such as a lesser program or service. For example, people with disabilities cannot be limited to attend only certain performances at a theater.
3. Providing a separate, segregated service. The law requires that persons with disabilities be served in integrated settings. In the event that a "special" service is offered, the person with a disability has a right to refuse the "special" service and opt for the standard service provided to others. For example, in a hotel, a person has the right to refuse the first floor "accessible" room offered, and opt to use a standard room.

What about those of us working at community college campuses? How do changing attitudinal barriers apply to us?

Any group or individual offering courses or administering exams must offer them in a place and manner accessible to individuals with documented disabilities.

The manner in which the course is conducted, or the nature of the materials distributed, may be altered to accommodate the needs of one or more individuals with disabilities.

The law does not require that the fundamental nature of the course be altered, nor that academic standards be changed. We however must make appropriate reasonable accommodations. For example, deaf persons may need to use an interpreter. Someone with partial sight may need to tape lectures. Individuals who use wheelchairs may need to use an alternative type of table, and would appreciate being able to choose where the table is located within the class, just as other students may choose their own seat.

The Access Office staff persons on each campus will recommend the appropriate accommodations for each individual with a disability. If you are unsure what to do, it is recommended that you talk to the person with the disability and/or contact the Access Office. The staff will be happy to assist you.

If working with people with disabilities makes you nervous, admit it. If you are unsure of what to do in a situation, ask. Tell the person with a disability with whom you are interacting that you would like to get to know him better. Attending workshops that are offered on disability and diversity topics will assist you in learning the norms and etiquette.

On a daily basis, people with disabilities face such attitudinal barriers that to find a friendly person with a positive attitude, patience, an open mind, and flexibility will be a welcome change of pace. It begins with a basis of respect: treat persons with disabilities with the same dignity and respect you have come to expect of others toward you. With a climate of respect for each person as an individual, we can create acceptance toward, and comfort for, people with all differences in our college community.

(Written by Monica Hebert and Mary Ann Price)

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**CONFIDENTIAL**

Florissant Valley  
Forest Park  
Meramec  
Wildwood

**ADA/504 GRIEVANCE FORM  
For Students\***

All student grievances will follow the procedures listed in Administrative Procedure G6.1\*\*. Additional information may be attached to this form. This form must be filed with the applicable ADA Campus/CC Compliance Officer within fifteen (15) working days of the date the alleged grievance occurred.

\* A **Student** is defined as an individual with a disability or perceived disability who has been accepted to the college and is either enrolled in classes or taking appropriate action to enroll in classes. "Working days" will mean calendar days but will not include Saturday, Sunday, college-designated holidays or semester breaks.

Location:                      FP     FV     M     CC     HNEC     SCEC     WW   
 Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ Student ID No.: \_\_\_\_\_  
 E-mail address: \_\_\_\_\_

**Step 1:** Write the Nature of Grievance or Description of Grievance (include names, dates, and details; how was equal access denied?):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date Alleged Grievance Occurred: \_\_\_\_\_

Remedy Sought (How will remedy provide equal access?): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_  
 \*\*\*\*\*

Grievance Received by ADA Campus/CC Compliance Officer (Date & Signature): \_\_\_\_\_

Resolution efforts shall be conducted between the grievant and appropriate campus/administrative department for up to twenty (20) working days after the filing of the grievance. A decision by the appropriate administrative officer or his or her designee shall be rendered within ten (10) working days after the twenty working day period or final departmental resolution, whichever date is earlier.

**Decision:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Appropriate Administrator or his/her designee \_\_\_\_\_ Date \_\_\_\_\_

Grievant to initial on appropriate line to acknowledge notification of decision and

(Grievant initials) \_\_\_\_\_ Agrees                      OR                      \_\_\_\_\_ Disagrees

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

(It is the responsibility of the grievant to notify the ADA Campus/CC Compliance Officer if he/she wishes to appeal the aforementioned decision within ten (10) working days of the appropriate administrator's decision.)

I wish to appeal the decision of my grievance.

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_  
**See Part II**

**Step 2:** If the grievant is not satisfied with the decision at Step 1, the grievant may file a written appeal within ten (10) working days of the administrator's decision to the ADA Campus/CC Compliance Officer. The ADA Campus/CC Compliance Officer shall conduct an investigation and render a decision within fifteen (15) working days after receipt of the appeal.

Grievance Received by ADA Campus/CC Compliance Officer (Date and Signature): \_\_\_\_\_

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of ADA Campus/CC Compliance Officer \_\_\_\_\_ Date \_\_\_\_\_

Signature of ADA District Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

I wish to appeal the ADA Compliance Officer's decision of my grievance.

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

**Step 3:** A written appeal to the President/Vice Chancellor (as appropriate to location) must be filed within ten (10) working days of the ADA Campus/CC Compliance Officer's decision. The appeal shall include a copy of the original grievance and decisions rendered in Step 1 and Step 2.

Grievance Received by President/Vice Chancellor (Date and Signature): \_\_\_\_\_

The President/Vice Chancellor or his/her authorized representative shall conduct an investigation and confer with appropriate persons within ten (10) working days after receipt of the appeal. The President/Vice Chancellor shall render a written decision and the reasons for the decision within twenty (20) working days following the receipt of the appeal request. The decision of the President's/Vice Chancellor shall be final.

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of President/Vice Chancellor \_\_\_\_\_ Date \_\_\_\_\_

\*\*A complete copy of this grievance procedure is available at <http://www.stlcc.edu/pol/slccprocedures.pdf>, Administrative procedure G6.1 and the current *Factfinder Student Handbook*.

If you need accommodations to complete the form, or an alternate format, please contact the Services for Students with Disabilities Office/Access Office, disAbility Support Services, or designated staff at the College Center.

**Distribution:** Grievant – Campus President/Vice Chancellor – Campus/College Center ADA Compliance Officer – ADA District Coordinator – Campus Access Office/Designated College Center Office

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## TEMPORARY/COURTESY SERVICES

The Access Office provides limited assistance for students in need of temporary services (i.e. inability to write because of a broken bone or inability to sit comfortably in class because of recent surgery).

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### TYPES OF ASSISTANCE

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The type of assistance is determined on a case-by-case basis and may be dependent upon documentation. Services may include the following:

- Classroom support such as readers, writers and notetakers
- Notetaking devices, tape recorders and notetaking paper
- Alternate seating
- Adapted test-taking
- Access maps of campus
- Referrals to appropriate resources or agencies

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### HOW TO RECEIVE SERVICES

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- The student should contact the Access Office as soon as possible to make the request.
- An application for services will need to be filled out.
- The college has the right to request documentation of the need for temporary assistance from the student's physician prior to the provision of services. A Verification of the Need for Temporary Courtesy Services Form can be obtained from the Access Office.

**Note:** The Access Office typically asks for advanced notice in order to have services in place. However, the staff will try to respond to the request in a timely manner.

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## FURNITURE AND CAPITAL PROJECTS

According to the Americans with Disabilities Act, the colleges programs, services, and activities must be readily accessible to and useable by individuals with disabilities.

Following is a checklist to consider when purchasing furniture or submitting a capital project:

### Building Access

- Parking space(s) are designated and located near building/events for persons with disabilities
- Parking space allocation for individuals with disabilities meets ADA guidelines (96" wide with a 60"/96" access aisle).
- There is a "drop off" zone near the building entrance.
- The gradient/slope from parking to building entrance does not exceed 1:12.
- The entrance door handle has a lever handle that is easy to grasp.
- The entrance door has clear opening at least 32".
- The door opens easily with less than 8.5 pounds of pressure.
- There is adequate signage to direct visitors and clients to program areas.
- Accessible facilities are identified.

### Building Corridor

- The floor surface of the travel path is hard and not slippery.
- The path of travel is wide enough (36") for a wheelchair.
- Obstacles (telephones, fountains, etc.) protrude less than 4" into corridor.
- Elevator controls are low enough (54") to be reached from a wheelchair.
- Elevator markings are in Braille.
- Elevators provide audible signals.
- Elevator interiors provide a turning area of 51" for wheelchairs.

### Common Areas

- The main office service counter has an area lowered for ADA accessibility.
- Elevators are located within proximity to accessible travel paths.
- Food service counters (lunchroom counters, student store counters, etc.) have areas lowered for ADA accessibility.
- All play fields are ADA accessible.
- Gymnasium seating area is ADA accessible.
- All routes of travel to building, play, and sports fields are ADA accessible.
- Library service counters have an area lowered for ADA accessibility.
- Drinking fountains are ADA accessible.
- There are exit signs and horn strobes for emergency and fire safety.
- All ramps have safety rails.
- Ramps have a slope of 1 to 33.

## Restrooms

- Accessible restrooms are near the building entrance or program areas, on each floor.
- Doors have lever handles.
- Doors into restrooms are at least 32" wide.
- Restroom is large enough for wheelchair turnaround (60" minimum).
- Stall doors are a minimum of 32' wide.
- Grab bars are provided behind commode.
- Sinks are at least 30" high with room for a wheelchair to roll under.
- Soap and towel dispensers and mirrors are no more than 48" from the floor.
- There is a urinal placed no more than 15-17" above the floor.

## Program Access

- Labs have station(s) modified to accommodate individuals with disabilities.
- Libraries are ADA accessible, including book check-out areas.
- Music rooms are accessible without physical restriction.
- Instruction areas are ADA accessible.
- Elevated areas are ADA accessible.
- Sunken or sloped areas are ADA accessible.
- Computer Labs have ADA accessible station(s).
- Entrance doors have weight/lever handles with a width of 32" wide.
- Gym locker rooms have ADA accessible showers, dressing areas, and lockers.
- Greenhouse has accessible route of travel, modified work space, door entrance, accessible equipment and tools, and at least one work space with a firm non-graveled floor.
- Art and drafting classroom has adjustable tables and appropriate work space.
- Manufacturing and technology workshops have adjustable tables/work space.
- Theaters/Auditoriums have accessible, designated seating areas.
- Family and Consumer Science lab has accessible counters, work areas, sink, refrigerator are accessible. Oven range has front controls.
- There is sound equipment in the gym/theater for hearing impaired individuals.
- Doorways to program areas are a minimum of 32" wide.
- Interior doors are easy to open.
- Doorway thresholds are no more than ½" high.
- The travel path between tables, desks, and furniture is wide enough for wheelchairs.

## Elevators

- There is a clear door opening of at least 32".
- There is adequate maneuvering space for wheelchairs.
- Top elevator numbers are placed between 48"-54" from the floor.
- Floor numbers and other information items are raised or in Braille for blind persons.
- There is railing in the elevator cab.

- Elevator stops exactly at floor level.

## **Parking**

- Parking spaces are reserved for individuals with disabilities.
- Reserved spaces are at least 12 feet long by 6 feet wide. There is space for accessible van.
- There is a ramp, if necessary, between reserved parking space and the building.

## **Curbs, Ramps, and Walks**

- Do all the ramps have an edge no higher than ½ inch?
- Do these ramps have no more than 1:12 maximum slope?
- Are ramps at least 40 inches wide?
- Are handrails placed on each side of the ramp?
- Are walkways at least 48 inches wide?
- Are walkways clear of debris and/or hazardous objects?
- Are outside steps and travel paths protected from inclement weather?

## **Other**

- There is 29-30" of space for wheelchair users' knee clearance under water fountains.
- The water fountain spout is no more than 34" high.
- The water fountain structure is recessed into the wall to avoid hazard to blind persons.
- Signs and directories are raised or in Braille lettering to give directions for blind persons.
- These signs are no more than 4'6" - 5'6" above the floor.

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## SOFTWARE PURCHASES

The college must make sure that all programs and activities are accessible. This includes any software that is used in the classroom or learning labs. It is better to investigate accessibility prior to purchasing rather than scurrying to find solutions because a student is required to use the software. If the product is not accessible, it is important to find out if there are ways to make it more accessible. You may need to partner with the manufacturer of the product to encourage them to build in accessibility features.

Below is a list of questions to ask when evaluating software for accessibility.

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### KEYBOARD

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- Are there ways to access each item in the menu bars via keyboard (such as ALT F and then X to exit a program)? Example: In Windows, each menu command has an underlined letter designating it a "hot key."
- Are there shortcut keys to execute frequently performed tasks (such as CTRL O to open a file)?
- Can the user navigate a form or dialog box using tab, arrow, spacebar and enter keys (tabbing moves a user from input field to input field, spacebar allows them to check and uncheck boxes or radio buttons)?
- When navigating a form with the tab key, does the cursor advance to each item in the proper order?

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### SOUNDS

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Users who are deaf or hard of hearing may have difficulty hearing information presented in audio format, whether it is narration, or informational beeps designed to get a user's attention. In evaluating software:

- Is there an option to display a visual cue for all audio alerts? Example: Visual displays of sound cues in Windows
- Are there accessible alternatives to significant audio and video, such as captioning or text equivalents?
- Is there an option to adjust volume for audio?

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### DISPLAY

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Users with visual impairments, learning disabilities or color blindness may not be able to read pages with poor color contrast, or specific colors may not be readable at all.

How is color used?

- If color is used only as an enhancement, it may be fine. However, if color is used to convey information, users may miss the information, so an alternative format is essential.
- If color customization is supported, does the product provide a variety of color selections capable of producing a range of contrast levels?
- Does the product incorporate animation?
- Is there an option to display animation in a non-animated presentation mode?

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## TIMING

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Users with cognitive disabilities, visual disabilities, or seizure disorders may not be able to view blinking or flashing information, or may need extra time to review instructions. Questions to ask:

- Is there an option to adjust the response times on timed instructions or to allow the instructions to persist?
- Is there a way to turn off flashing items?

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## DOCUMENTATION

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Users with visual disabilities need access to information in text formats. PDF (Portable Document Format) is a graphical representation of a document and does not work with many assistive technologies.

- Is the documentation available in an accessible format (text or HTML)? Accessible documentation for Microsoft Products.
- Is there documentation on accessibility features available, such as keyboard access?

Taken from Adaptive and Technology for Information and Computing at MIT, [Massachusetts Institute of Technology](https://www.mit.edu/~atic/), October 11, 2005, [atic@mit.edu](mailto:atic@mit.edu)

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# SUGGESTIONS FOR THOSE WHO MAY REQUIRE ASSISTANCE DURING AN EMERGENCY EVACUATION AT ST. LOUIS COMMUNITY COLLEGE (STLCC)

*The content of this document is for informational purposes only.  
It is not intended for medical or legal advice.*

It is important to note that the Access Office **does not know** the whereabouts of students who may need assistance during an emergency. Although offices do have student course schedules, this information is very limited. The Access Office has no way of knowing whether class is meeting, has been canceled, is meeting in an alternate location; whether the student is absent, where the student may be between classes, etc. Additionally, at any given time, there may be visitors to the campus who could require assistance in cases of emergency and are unknown to the Access Office. Finally, remember that **during an emergency there is a potential for anyone to become 'disabled' and need assistance.**

For these reasons, it is important that **all students, staff and faculty** have a general awareness of potential concerns and recommendations for handling these situations.

**Staff and Faculty are responsible for the safety of their classroom and/or office area. Students are expected to take steps to ensure their own safety.**

## POINTS OF CONSIDERATION:

- Determine the mechanisms for reporting and/or receiving information about emergencies.
- Have easy access to emergency contact information at all times.
- Make arrangements before an emergency for friends/family/attendants to check on you immediately after an emergency. Telephones may not be functioning, so devise a backup plan.
- Program the number for **campus police** in your cell phone:

**Florissant Valley 314-513-4300**

**Forest Park 314-644-9700**

**Meramec 314-984-7667**

**Wildwood 636-422-2000**

- Be aware of all potential exits. Study the safe area maps posted in each building and the evacuation routes posted in each room.
- Evaluate whether the area can be exited safely and quickly.
- Develop two escape plans: one assuming help is available, and one assuming it is not.
- Ensure there is ample room for all students. For example—Does a student in a wheelchair have enough space to maneuver in and out of the classroom without being an obstruction to and/or being obstructed by others entering/leaving the area?
- Are there obvious disability-related limits to leaving the area? For example-- Can individuals see/hear emergency information? Can individuals ambulate independently?
- If there is an obvious limit, discussion between students and staff is encouraged, but **be discrete**. Discussions of emergency procedures should be private so that an individual's information is not shared unnecessarily among those who do not have a need to know.
- Staff/faculty/students in large gathering areas (tutoring, cafeteria, library, etc) should assess how various disabilities could interfere with safe evacuation in the event of emergency in these settings.
- Individuals with disabilities that could impair participation in emergency procedures are encouraged to develop a personal emergency plan.

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# EVENT PLANNING AND THE ADA



## ACCESSIBILITY CHECKLIST FOR PROGRAMS, ACTIVITIES, EVENTS, AND SERVICES

St. Louis Community College is responsible for ensuring equal access to all of its programs, activities, events, and services for persons with disabilities. This pertains to college sponsored events off campus as well as on campus. All events must include an accommodations statement. Participants with disabilities requesting accommodations need to contact the event coordinator in a timely manner and requests must be reasonable. Accommodations that should be requested in advance are indicated by (\*). (Questions regarding whether a request is reasonable can be discussed with the Access Office staff.)

While Access Office staff may serve as consultants, the event coordinator is responsible for ensuring equal access. Most facilities within the college are accessible, but the off-campus sites may pose more of a challenge. Since participants come with diverse needs, the following chart is meant to help you plan an event or service that is universally designed and accessible to all.

**The Coordinator should use the following checklist to ensure equal access for all programs, activities, events, or services.**

	<b>Access Issue</b>	<b>Possible Solutions</b>	<b>Responsible Person(s)</b>
<b>Publicity and Invitations</b>	Does your publicity/invitation contain information regarding reasonable accommodations?	<p>Include an access statement indicating your willingness to provide accommodations.  <b>Sample statement: “If you need an accommodation to fully participate in this event, please contact.(event coordinator’s name and phone number).”</b></p> <p>If you are advertising your event will be interpreted, use the following statement:  <b>Sample statement:</b> Sign language interpreters will be provided.</p>	Coordinator
<b>Accessible Site</b>	Is there an entrance that does not require the use of stairs?	Find an alternate route on level ground, if possible. Relocate the program to an accessible building.	Coordinator
<b>Signage</b>	Are there appropriate signs directing attendees to accessible entrances and bathroom facilities?	Create and post directional signs through an accessible route.	Coordinator

	<b>Access Issue</b>	<b>Possible Solutions</b>	<b>Responsible Person(s)</b>
<b>Pathway</b>	Is the path at least 36 inches wide?	Enlarge the pathway if possible Relocate the program	Coordinator
	Are curb cuts located in parking lot and drop-off areas?	Relocate the program	Coordinator
	Are there accessible parking spaces available near the accessible entrance?	Relocate the program Use cones with signs to create accessible parking spaces	Coordinator
<b>Restrooms</b>	Is there at least 1 fully accessible male and female rest room or 1 accessible unisex restroom?	Relocate the program	Coordinator
<b>Meeting Rooms</b>	If the location for your event or program has multiple floors, is there an accessible elevator to the meeting room?	Relocate program	Coordinator
	Can a participant or speaker who uses a wheelchair easily navigate the space?	Reconfigure the space to allow for more room.	Coordinator
<b>Accommodation Requests</b>	Has a participant requested an assistive listening system?	Call the Access Office	Coordinator and Access Office
	Has a participant requested a sign language interpreter, speech-to-text transcriber, reader, writer, notetaker, or visual describer?	Call the Access Office	Coordinator and Access Office
	Has a participant requested handout materials in an alternate format (large print, Braille, audio)?	Call the Access Office	Coordinator and Access Office

	<b>Access Issue</b>	<b>Possible Solutions</b>	<b>Responsible Person(s)</b>
<b>Accommodation Requests</b>	If a video or video clip is part of the program, are the videos equipped with captions (subtitles work also) for participants with hearing losses, persons using English as a second language, persons with learning disabilities, etc-	Call Media Services	Coordinator and Media Services
<b>Accommodation Requests</b>	Are you using Power Point Presentations (PPT), the computer or the Internet?	Have printed copies of your PPT's.  If requested, have Braille or enlarged copies of your PPT's.  If you are showing any audio clips on the computer, make sure they are captioned or have the script.  Verbally describe all visuals, pictures, charts, etc.	Coordinator, presenters, and Access Office
<b>Concerns Regarding Access</b>	Did a participant lodge a concern about a physical access issue?	Report to physical facilities	Coordinator and physical facilities
	Did a participant lodge a concern about a service provided by the Access Office?	Report to the Access Office	Coordinator and Access Office
	Did a participant lodge a concern about the accessibility of media?	Report to Media Services	Coordinator and Media Services
	Did a participant lodge a complaint about a college ADA policy?	Report to Campus/CC ADA Compliance Officer	Coordinator and ADA Compliance Officer

	<b>Access Issue</b>	<b>Possible Solutions</b>	<b>Responsible Person(s)</b>
<b>Unresolved Concerns</b> (Most concerns can be addressed and rectified by the coordinator and the people involved in the services.)	Were you unable to resolve the concern or has it now raised to the level of a complaint?	Give the participant an Informal ADA grievance form and policy, which can be obtained from the Campus/CC Compliance Officer.	Coordinator and ADA Compliance Officer

Adapted from: Disabled Student Development website at Ball State University  
How to Plan Events That Everybody Can Attend, State of New York, Department of Health, 3-2001

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## ACCESSIBILITY GUIDELINES FOR SPEAKERS

When presenting, your audience may include people with visual, learning, auditory, and cognitive disabilities and it is important that all participants have equal access. All event marketing material must include an accommodations statement, and participants with disabilities should have contacted the event coordinator with their specific needs prior to the event. Accommodations that should be requested in advance are indicated by (\*)

Since participants come with diverse learning needs, the following chart is designed to help you create a presentation that is universally designed to reach a broad spectrum of people, not just people with disabilities.

	<b>Recommendations</b>	<b>Action</b>
<p><b>Visually Presented Material</b></p> <ul style="list-style-type: none"> <li>• slides</li> <li>• overheads</li> <li>• power point</li> <li>• charts and graphs</li> <li>• models</li> </ul>	<p>Ensure that all visual aids are printed in as large a size as possible</p> <p>Power point slides and transparencies should not have more than eight lines of text.</p> <p>Allow extra time to look at each item when you are finished discussing it.</p> <p>Visuals need to be described verbally if a participant is blind/ low vision.</p> <p>If requested, arrange for visually presented materials to be converted to Braille or large print.</p> <p>If requested arrange for a visual describer through the Access Office.</p> <p>Have printed copies of your PPT's. This is good for all types of learners</p> <p>If you are showing any audio clips on the computer, make sure they are captioned or have the script.</p>	<p>Contact the Access Office</p> <p>Contact the Access Office</p>
<p><b>Films and Videos</b></p>	<p>Use captioned films and videotapes, if possible. This should be done even if not requested. You never know when you might have an elderly participant with some hearing loss or a student who uses English as a 2<sup>nd</sup> language.</p> <p>If time permits, have the college caption the media. If the material is purchased by the college they will caption it. If it is your personal media, you can ask the college to buy a captioned version.</p> <p>If unable to obtain captioned materials, please try to obtain a text copy of the script so that it may be</p>	<p>Contact Media Services.</p> <p>Contact the Access Office</p>

	<p>provided to the interpreter and participant in advance.</p> <p>If requested by a blind/low vision participant, arrange for a visual describer.</p>	
<b>Verbally Presented Material</b>	<p>Use the amplification system provided.</p> <p>Face the audience when you speak and avoid putting your hands over your mouth so that those who lip read can understand you.</p> <p>Repeat all questions into the microphone before answering them if a microphone is not available to the audience.</p> <p>Ensure that only one audience member speaks at a time.</p> <p>Spell unusual terms, names, and foreign words.</p> <p>If requested, arrange for sign language interpreters or FM systems.</p>	Contact the Access Office
<b>Sign Language Interpreters</b>	<p>If requested, arrange for a sign language interpreter.</p> <p>Ensure that the interpreter can be seen when lights are dimmed.</p> <p>Do not walk in front of interpreters while they are signing.</p> <p>If you are a rapid speaker, pause for a moment at natural breaks in your speech, such as the end of a slide or paragraph.</p> <p>Speak directly to the person, not to the interpreter, when addressing a person using an interpreter</p> <p>Advise the Access Office if you plan to divide your audience into smaller groups for certain activities. (Additional interpreters may be needed to avoid having all participants using interpreters in “segregated” groups.)</p>	Contact the Access Office  Contact the Access Office
<b>Handout Material</b>	<p>If requested, provide handout materials for your presentation in advance (on disk) so that they can be converted to alternate format(s), e.g., Braille, audio, large print or computer disk, as necessary.</p>	Contact the Access Office

Excerpted from Kailes, June and Jones, Darryl. *A Guide to Planning Accessible Events and Meetings*.

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# INFORMATION FOR INSTRUCTIONAL FACULTY AND STAFF



## ROLE OF FACULTY IN THE ACCOMMODATION PROCESS

Faculty has the following responsibilities:

- To make an announcement at the beginning of each class regarding the willingness to discuss accommodations with students
- To include a statement in all syllabi regarding your willingness to accommodate students with disabilities [Sample Access Syllabus statements](#)
- To meet as quickly as possible with students who provide an Instructor Notification memo from the Access Office. Students should initiate this meeting, but faculty can take the initiative when students are reluctant to self-advocate
- To hold students with disabilities to the same academic and behavior standards as all students
- To ensure that the proposed accommodation does not substantially alter curriculum standards

Three important questions to ask:

1. What is essential to the course or program of study in content, teaching procedures, format of class presentation, and requirements?
  2. What are accepted levels of performance on these measures?
  3. Are the accommodations requested preserving or compromising the above-defined elements?
- To provide the accommodation listed on the Instructor Notification Memos such as volunteer notetakers, extended time for tests, etc.
  - To contact the Access Office if there are questions about the appropriateness of a required accommodation
  - To contact the ADA Compliance Officer on your campus if issues regarding appropriateness are not resolved with the Access Office
  - To continue to provide the accommodation until a resolution has been determined
  - To uphold the confidentiality of students' disability related issues. [Link to more information about Preserving Confidentiality](#)
  - To assist the student in contacting the Access Office when a student requests an accommodation without a accommodations memo from the Access Office. [Link to more information about Referrals to the Access Office](#)

Adapted from faculty handbooks from Calhoun Community College and Metropolitan Community College at Longview.

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## HOW DO STUDENTS OBTAIN ACCOMMODATIONS FOR DISABILITIES?

### STEP 1:

#### STUDENTS CONTACT THE ACCESS OFFICE AND IDENTIFY THAT THEY HAVE A DISABILITY.

- Self identify that they have a disability
- Fill out Application for Access Office Services
- Discuss:
  - Educational goals
  - Academic load needed (full time/part time)
  - How disability affects the student in an educational environment
  - Documentation requirements
  - Accommodations they used in the past
  - Accommodations needed for placement tests
- Request accommodations:
  - Must not fundamentally alter the nature of the program, activity or service
  - Cannot give an unfair advantage
  - Must be directly related to disability
  - Must have a reasonable opportunity to provide equal access

### STEP 2:

#### STUDENTS PROVIDE DOCUMENTATION OF DISABILITY TO THE ACCESS OFFICE THAT IS:

- Current
- Based on adult assessment and norms
- Signed by an appropriate professional
- Shows a substantial limitation to a major life activity
- Supports appropriate accommodations that provide equal access

### STEP 3:

#### DOCUMENTATION APPROVAL PROCESS

The documentation will be assessed by a Documentation Review Committee (DRC).

#### IMPORTANT NOTES:

- If a student's documentation does not meet the college's criteria for documentation, they are not accommodated
- Not all students with disabilities enrolled in your class will have identified themselves to the Access Office.

- Many students may feel that services are no longer needed when they make the transition to college and often fail to utilize services that they still need.
- Some may be intimidated or will be afraid to self-identify.
- Students can choose to notify some, all or none of their instructors; the Access Office staff must honor their wishes
- Legally, students have a right NOT to be identified as a student with a disability. However, they will not be approved for accommodations by the Access Office unless they identify themselves.
- Requests for accommodations need to be made at least 6 weeks prior to the start of the class in order for the accommodations to be provided in a timely manner.

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#### **STEP 4:**

### **STUDENTS MEET WITH THE ACCESS OFFICE TO LEARN HOW THEY GET ACCOMMODATIONS**

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If documentation is approved, students have an accommodation appointment with an Access Office professional to:

- Discuss accommodations approved by the Access Office
- Learn the policies and procedures for accessing each accommodation
- Obtain an Access Office Student Handbook
- Learn about the time needed for requesting accommodations such as books in alternate format, interpreters, adaptive equipment, etc.
- Sign the Access Office Release of Information form allowing the Access Office and faculty/teaching staff permission to talk one another.
- Learn about picking up their Instructor Notification Memos.
- Learn that they are responsible for discussing their accommodations with each instructor. Appointments are encouraged. .

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#### **NOTE:**

It is a major goal of the Access Office to teach student how to function as independently as possible and to learn how to become effective self-advocates.

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#### **STEP 5:**

### **STUDENTS NOTIFY INSTRUCTORS OF THEIR ACCOMMODATION NEEDS**

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Students contact each instructor and request an accommodations appointment. At this appointment the following should occur:

- Students should introduce themselves and inform the instructor that they have a disability. **NOTE:** Students are not required to identify their specific disability.

- Students and instructors should discuss each accommodation.
  - How will it be provided?
  - Who will provide it? Instructor/teaching staff or Access Office
  - What is the student's/ instructor's/ Access Office's role in the provision of the accommodation?

**NOTE:**

1. Not all students will use all approved accommodations in every class
2. Throughout the semester, students need to make accommodation requests in a timely manner
3. If there are questions or problems regarding accommodations, please contact the Access Office as soon as they arise

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**QUESTIONS:**

**As the instructor, what can I do to make a student feel more comfortable about approaching me for an accommodations appointment?**

Make an announcement during the first week of classes inviting students who need accommodations (extended time for testing, interpreters, volunteer notetakers, etc.) to meet with you in your office for a private discussion.

**Example:** "If there is any student in this class who has need for special test-taking, notetaking, or other accommodations, please feel free to come and discuss this with me."

A statement in class such as the one above can go a long way toward encouraging students with disabilities to approach the instructor early, which is what you want and they need.

---

**Why doesn't the Access Office inform instructors of the students' accommodation needs instead of the student?**

While the Access Office approves the accommodations and provides the Instructor Notification Memos, the student is responsible for notifying the instructors of their accommodation needs and discussing how the accommodations will be provided in each class.

Additionally, the Access Office staff empowers students so they can develop the independence and self-advocacy skills that will help them while in college and beyond. Students with disabilities NEED to learn how to explain their disability, describe their needs, and negotiate appropriate accommodations.

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## STUDENT RESPONSIBILITIES

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### PRIOR TO THE START OF THE SEMESTER

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- Self-identify as a student with disabilities to the Access Office.
- Provide current documentation of disability. A Documentation Review Committee will review your documentation and determine your eligibility for accommodations.
- Understand how the disability affects learning,
- Request specific accommodations in a timely manner. Some accommodations take several weeks to arrange.
- Meet with the Access Office at each location where you are taking classes to learn about procedures for using accommodations at the College.
- Meet with the Adaptive Technology Specialist to learn about available technologies and to obtain training on their use.

Note: Accommodations are not retroactive.

---

### DURING THE FIRST WEEK OF THE SEMESTER:

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- Pick up Instructor Notification memos from the Access Office.
- Make an appointment with each teacher and discuss the accommodations listed on the Instructor Notification memo.
- Inform the Access Office and instructors of problems related to accommodations and suggest possible solutions.

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### THROUGHOUT THE SEMESTER:

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- Continue to advocate for accommodation needs.
- Meet with the Access Office staff as needed.
- Check to make sure notes are effective if using volunteer or paid notetakers.
- Use appropriate Assistive Technology responsibly.

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## ADA SYLLABUS STATEMENT

All instructors should include a statement inviting students to discuss their accommodation needs. The essential elements of this statement should include:

- The Access Office is available to assist students with disabilities.
- Students should make an appointment with you to discuss their accommodation needs.
- All information will be held in the strictest confidence.

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### EXAMPLE 1:

The Access Office, disAbility Support Services has been designated by the college as the primary office to guide, counsel and assist students with disabilities. If you receive services through the Access Office and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your Instructor Notification Memo provided by the Access Office to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. Contact the Access Office at (insert location, e-mail, and phone number).

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### EXAMPLE 2:

If you have not made contact with the Access Office and have reasonable accommodation needs, (volunteer notetaker, extended time for tests, seating arrangements, etc.), I will be happy to refer you. The Access Office will require appropriate documentation of disability. If you have a disability and have no need for accommodations, the use of the Access Office is voluntary. Contact the Access Office at (insert location, e-mail, and phone number).

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### EXAMPLE 3:

Jim Mense, English Instructor, includes this version on his syllabus:

"If any student in this class has a need for special testing arrangements, notetaking assistance, or other accommodations because of a documented disability, please feel free to discuss this with me privately. The college has professionals to guide, counsel, and assist students with disabilities. The Access Office will evaluate and approve your accommodation needs. Again, please make an appointment with me to speak about any special needs you might have." {Contact the Access Office at (insert location, e-mail and phone number)}.

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### EXAMPLE OF ANNOUNCEMENT INSTRUCTORS CAN MAKE THE FIRST DAY OF CLASS:

This statement was taken from Learning Disabilities, Attention Deficit Disorder, and the College, fourth edition, by Vicki Roth, Learning Assistance Services, University of Rochester, 1999.

"If there is anyone in this class who has an academic need related to a disability, I would like to talk with you. Please come in during my office hours, or call me."

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## INSTRUCTOR NOTIFICATION MEMOS

- Instructor Notification Memos are issued after documentation of disability is on file with the Access Office. Accommodations requests are based upon:
  - Documentation of disability
  - Recommendations of qualified professionals who have worked with the student
  - Interviews with the student
- Accommodations follow the guidelines published by the Association on Higher Education and Disability (AHEAD), which has done extensive investigation of the law and current practices regarding accommodations in higher education.
- The Access Office will print an Instructor Notification Memo stating the approved accommodations required by the student with a disability.
- It is the student's responsibility to deliver the memo to teachers personally during the first week of classes.
- Students should ask for an appointment to discuss accommodations.
- The accommodations listed on the Instructor Notification Memos are meant to be a guideline for the instructor and student. Because teaching styles are different and each class requires different skills, the need for accommodations and the manner in which they are given may vary from class to class.

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### QUESTIONS:

#### **I suspect that a student in my class has a disability and I have not received an Instructor Notification. What should I do?**

Instructors may not receive notifications for the following reasons:

- The student may not know about the Access Office
- The student forgot to give you the Instructor Notification
- The student did not wish to notify the teacher
- There has been a change in the student's schedule or teacher assignment

Do not assume that the student has a disability or needs accommodations. Legally, students have a right NOT to be identified as disabled if they so choose. They will not get accommodations unless they identify themselves, but that, too, is their choice.

You may talk to the student in terms of how he/she is functioning in the class. Explain that the Access Office provides various services. Suggest that he/she may want to register with the Access Office regarding assistance. In order to document disability, assure that the accommodation requests are reasonable and to receive guidelines regarding approved accommodations, it is best to refer the student to the Access Office.

---

#### **FERPA prevents me from talking to anyone about my students. Can I talk to the Access Office about my student?**

Students sign a release allowing the Access staff to talk to faculty and staff.

---

**The student gave me an Instructor Notification memo but did not discuss the accommodations with me. Does this mean the student will use all of the accommodations listed?**

The Access Office staff instructs each student to discuss the accommodations with their teachers because it is not enough just to hand in the memos. Not all students will use all approved accommodations in every class and there is no way for you to know which accommodation the student intends to use without this discussion. Instructors are asked to make an announcement during the first week of classes inviting students with accommodation needs such as extended time for testing, interpreters, volunteer notetakers, etc. to meet them in their offices to discuss these needs privately. You could also mention privately to the student that you would like to discuss the student's accommodations because you need clarification. Make note of this offer and then it is up to the student to follow through.

---

**I cannot provide the requested accommodation and/or I feel the requested accommodation is providing the student with an unfair advantage.**

A major function of the Access Office is to provide instructors assistance in providing fair accommodations to students. Contact us if you need assistance.

Questions regarding accommodation requests should be directed to the Access Office. Do not deny accommodations prior to consultation with the Access Office. We recognize that some circumstances may occur in which academic objectives may be compromised by the accommodation. Please discuss any concerns you may have with the Access Office. The Access Office professionals are knowledgeable concerning the colleges' responsibility in complying with disability laws and can advise you accordingly. See "[How to Question the Reasonableness of an Accommodation](#)."

---

**A student has failed his first test and now he gives me a Instructor Notification. Why didn't he give me the Notification at the beginning of the semester?**

Possible reasons for receiving a late notification:

- The student did not wish to disclose disability.
- The student did not register with Access Office and then found out it was necessary.
- The student was referred by faculty during the semester.
- The student could have been recently diagnosed.
- The student registered with the Access Office but felt accommodations were unnecessary. Upon attending class, student finds that his disability is affecting his performance and accommodations are necessary.

Students are expected to notify teachers as far in advance as possible. If you can provide the accommodation, do so. If you find that providing the accommodation presents undue hardship, discuss your concerns with the student and the Access Office.

**Note:** Accommodations are not retroactive

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## QUESTION

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**The student is requesting extra time for tests and I have not received an Instructor Notification Memo. I have no problem giving any student extended time. Should I insist that he see the Access Office?**

No, if you give all students extended time, then the student should not be required to do something extra like contacting the Access Office.

If you do not give all students extended time, the student with a disability is then asking for an accommodation and you, as the instructor, have the right to require that the student go to the Access Office and get an Instructor Notification Memo. By following this procedure, you are assuring that all accommodations are appropriate and consistent throughout the campus.

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## SAMPLE INSTRUCTOR NOTIFICATION MEMO

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TO: Professor Instructor  
FROM: Access Office  
SUBJECT: **Joe Student**  
CLASS: **ENG101-XXX**

**This student has a documented disability, and is registered with our office.**

The accommodations listed below have been discussed with the student and are based on documentation of disability on file in our office. These accommodations have been determined to be reasonable per the Rehabilitation Act, the Americans with Disabilities Act and national guidelines from the Association on Higher Education and Disability.

**Because the student may function differently in each class, not every accommodation may be needed. It is important that you and the student discuss the accommodations for your particular class. If after talking to the student, you need further clarification, please contact our office.**

### **INSTRUCTIONAL ACCOMMODATIONS:**

STUDENT NEEDS MATERIALS ENLARGED IN ADVANCE. FOR ASSISTANCE, CALL THE ACCESS OFFICE.

### **TESTING ACCOMMODATIONS**

EXTENDED TIME  
NO SCANTRON  
READER  
CALCULATOR

### **SUPPORT PERSONS**

STUDENT NEEDS A VOLUNTEER NOTETAKER. THE INSTRUCTOR MAY BE ASKED TO ASSIST IN LOCATING A PEER NOTETAKER. IF UNABLE TO FIND, REFER THE STUDENT TO THE ACCESS OFFICE.

### **ENVIRONMENT**

STUDENT NEEDS TO SIT IN FRONT OF THE ROOM.

### **EQUIPMENT**

CALCULATOR

After accommodations have been provided, the student should be graded according to the same standards as other St. Louis Community College students.

As part of the college's compliance to the disability laws, it is suggested that you make an announcement expressing your willingness to talk about special needs at the beginning of the semester. Additionally, we recommend that you include an ADA statement in your syllabus. These two actions might encourage the student to discuss accommodations and show evidence that you understand your role in providing accommodations. An example of an ADA syllabus statement is available on-line at <http://www.stlcc.edu/access/>.

If you are receiving this form, the student has signed a Release of Information Form allowing instructors and Access Office staff to communicate regarding accommodations and academic progress.

**THIS INFORMATION IS CONFIDENTIAL AND SHOULD NOT BE SHARED WITH ANY PERSON OTHER THAN THE STUDENT. IN ORDER TO PREVENT BREACH OF CONFIDENTIALITY, PLEASE DISPOSE OF THIS NOTIFICATION AFTER THE STUDENT HAS COMPLETED YOUR COURSE.**

We realize the importance of faculty understanding and support in providing accommodations to students. The Access Office staff is committed to working with you in maintaining the integrity of the educational experience and in creating equal access opportunities.

A faculty/staff handbook that provides additional information on serving students with disabilities is on-line (<http://www.stlcc.cc.mo.us/access/>) and/or available in your department.

**THANK YOU**

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## **DISCUSSING ACCOMMODATIONS WITH YOUR STUDENT: PRESERVING CONFIDENTIALITY**

---

### **WHERE:**

Because students have differing attitudes regarding their disability, it is best to err on the safe side and ask if they would like to discuss accommodation needs in your office rather than in the classroom.

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### **HOW:**

It is best to talk in terms of how the student will function or is functioning rather than talking about the specific disability. Some students will disclose their specific disability freely and others prefer to discuss only their accommodation needs. The student has the right to withhold information or details of their disability.

---

### **DISCUSSION OF DISABILITY WITH ACCESS STAFF:**

Each semester, approximately 50% of the students who register with the Access Office, give permission to notify instructors and discuss their accommodation needs with faculty. Disclosure of the specific disability can only be made by the student or with the student's permission.

Please understand that when an instructor stops an Access Office professional in the hall to discuss a student, the advisor may not remember if authorization was given. Allow the advisor to go back to the Access Office and check the status. The conversation should be conducted in a private location.

---

### **DISCUSSION OF DISABILITY WITH OTHER STAFF:**

Oftentimes other faculty has encountered the same accommodation dilemmas. It is a wonderful idea to brainstorm and problem solve access issues with each other. Remember to talk in terms of functions and refrain from mentioning the student's name.

---

### **INSTRUCTOR NOTIFICATION MEMOS ARE CONFIDENTIAL:**

The information on the Instructor Notification memo is confidential. Please destroy the memo after the semester is completed.

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### **QUESTIONS:**

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#### **What if the student chooses to disclose their disability?**

Information the student gives you regarding the student's disability should be kept confidential. The student is not required to answer any questions you may have about their disability such as type of medication they are taking, treatment, or history.

---

**May I reveal the identity of the student with a disability in my class if i am arranging a notetaker or testing accommodations?**

This should be discussed with the student. Some students are comfortable with an announcement in front of class and others are not. The instructor should not ask the student to make the request in front of class. Testing accommodations should be kept confidential also.

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## HOW TO QUESTION THE REASONABLENESS OF AN ACCOMMODATION

Instructors are advised to follow the steps below and document their efforts to ensure the accommodations requested are reasonable. There may be rare situations in which the requested accommodation truly compromises the class. By working with the Access Office and students, often a solution can be found. The following deliberative process is outlined below to aid instructors. If the Access Office approved the accommodation and the student presented an Instructor Notification Memo, the instructor is advised to provide the accommodation while attempting to find a resolution.

---

### STEP 1:

Identify the class requirement in question. Answer the following questions:

- How does the requested accommodation result in a fundamental alteration of the course?
- How is the integrity of the course being compromised?
- How does the requested accommodation impose an undue administrative burden?

---

### STEP 2:

Discuss your concerns with the Access Office. Our mutual goal will be to find a solution that works for the student while maintaining the integrity of your class. A comparable assignment may be considered. Will the assignment provide the student with a comparable learning experience and maintain the integrity of the curriculum? *ASSIGNMENT CANNOT BE FOUND?* The instructor is advised to provide the accommodation during this deliberation period.

---

### STEP 3:

Access Office consults with the Association on Higher Education and Disability, other colleges, legal counsel etc. The Access Office will discuss possible ways to provide equal access without compromising the class. *SOLUTION NOT FOUND?*

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### STEP 4:

The Access Office informs the student that a reasonable accommodation cannot be found. The student may use the Grievance Process if not satisfied with the decision.

**Note:** If the Access Office and instructor do not agree on the solution, the instructor should contact his/her Department Chair. The instructor should provide the accommodation during this deliberation period.

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## WHY SOME STUDENTS WITH DISABILITIES HAVE TRANSITION ISSUES

### DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

A student's responsibilities dramatically increase as they move from secondary to postsecondary education. The chart below illustrates this.

#### COMPARISON OF RESPONSIBILITIES IN HIGH SCHOOL UNDER P.L. 94.142/IDEA AND IN COLLEGE UNDER SECTION 504 AND ADA

Issue	Responsibility Secondary Level	Responsibility Postsecondary Level
<b>Identification of disability</b>	School	Student
<b>Assessment of disability</b>	School	Student
<b>Programming</b>	School/Parent	Student/Institution
<b>Advocacy</b>	School/Parent	Student
<b>Decision Making</b>	Placement Team	Student
<b>Transition Planning</b>	Placement Team	Student

Brinckerhoff, L. C. Shaw, S. F. and J. M. McGuire, J. M. (1992), "Promoting Access, Accommodations, And Independence For College Students With Learning Disabilities" Journal of Learning Disabilities, 25(7), 417.429. Copyright 1992 by PRO.ED, Inc. Reprinted by permission

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## LEGAL DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

HIGH SCHOOL:	COLLEGE:
Services are provided under IDEA or Section 504, Subpart D.	Services are provided under ADA and Section 504 Subpart E.
The Individual Education Plan (IEP) is mandated and followed.	The high school Individual Education Plan (IEP) ends and there is no Individual Education Plan at the college level.
The student has a right to an education, paid for by the State. Therefore, special programs are created to meet the student's needs.	A college education is a privilege instead of a right and special programs are not required.
Parents are actively involved in planning and decisions.	Students are considered adults and must advocate for themselves. Parent involvement should cease.
Accommodations are provided to ensure the success of the student.	Accommodations are provided to ensure equal access and success is the responsibility of the student.
School Districts are responsible for identifying and evaluating disability at no cost to student or family.	The student must self identify and provide appropriate and current documentation based on the college's requirements. The college is not responsible for the payment of evaluations.
Parents sign documents for students.	Students sign all documents.
High school personnel talk freely with parents.	The Buckley Amendment requires that the student give written permission to personnel to talk to parents.

## ACADEMIC DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

HIGH SCHOOL	COLLEGE
High school personnel have the responsibility to try to modify inappropriate behavior caused by the disability into appropriate behavior.	The student is responsible for his or her own behavior and inappropriate behavior is not tolerated.
Tests are often modified, shortened or questions are modified.	Students are expected to take the same tests as all students.
Shortened or modified assignments as well as extra time to complete assignments are often given.	Students are expected to do the same work in the same time frame as all students.
Teachers are asked to adapt their teaching mode to the student.	Faculty has academic freedom in delivery, course content, requirements and method of evaluation.
Accommodations are given for all subjects and do not have to be supported by diagnostic evaluation.	Accommodations are given only in the area of disability and must be supported by documentation
Students are scheduled to see Resource personnel on a regular basis or can come to the resource room on a drop in basis.	Students must initiate requests for services.
Student's study is directed by special education teachers.	Students must have skills to organize, plan and study independently.
Special educators inform instructors about a student's accommodation needs.	Students talk to their (no teachers (put in instructors) about accommodation needs.

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## OTHER DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

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HIGH SCHOOL	COLLEGE
Transportation is provided.	Transportation and mobility on campus is the responsibility of the student.
Often paraprofessionals are provided, if a student needs personal care or behavioral management assistance.	The college is not responsible for providing personal care or behavioral management assistance.
Adaptive technology is minimally used.	Students are expected to use available adaptive technology.
Few students are exposed to audio textbooks because special educators clarify reading selections.	Students use audio textbooks.

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Adapted from: \* Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. x No. 21; Sept. 30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas. Austin, Texas 78712. \* F. Shaw, L.C. Brinckerhoff, J. Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21.26. \* The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989. \* Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities. \* Vogel, S. A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

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## MAKING WEB SITES AND ONLINE EDUCATION ACCESSIBLE

Online education has great potential for people with disabilities. However, accessibility is one of online education's greatest challenges, too. Web site and online course accessibility is mandated for public institutions under the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973. In developing online courses or portions of courses, it is important to plan to be accessible from the start, as it is expensive to retrofit thousands of Web pages.

The following information on accessibility, as well as assistive and adaptive technologies, is available at the following sites:

- The World Wide Web Consortium's Web Accessibility Initiative <http://www.w3.org/WAI>
- The Center for Rehabilitation Technology at Georgia Tech  
[www.catea.org/grade](http://www.catea.org/grade) and [www.catea.org/grade/factsheets.html](http://www.catea.org/grade/factsheets.html)
- AAHE's Equal Access to Software Information – EASI [www.rit.edu/~easi](http://www.rit.edu/~easi)

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### FREE ON-LINE TUTORIALS

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**University of Maryland University College's (UMUC)** Accessibility in Distance Education (ADE) Web site has been designed to meet the needs of faculty who are teaching students with disabilities in the online environment. The ADE site explains accessibility problems that students with disabilities are likely to encounter in navigating Web-based resources, and shows faculty members how they can address and resolve these problems. The site also seeks to provide faculty with information about different types of disabilities, relevant laws, and best accessibility practices. <http://www.umuc.edu/ade>

**The Georgia Tech Research** on Accessible Distance Education (GRADE) project has an on-line tutorial to help make distance education programs accessible for students with disabilities. This free web tutorial, called Access E-Learning, includes ten different course modules covering various distance-learning technologies. To explore the ten modules in Access E-Learning, visit <http://www.accesslearning.net/>

[MODULE 1:](#) Issues for Accessibility in Distance Learning  
[MODULE 2:](#) Planning for Accessibility in Distance Learning  
[MODULE 3:](#) Making Microsoft PowerPoint Slides Accessible  
[MODULE 4:](#) Making Animation Files Accessible  
[MODULE 5:](#) Making Online Video Files Accessible  
[MODULE 6:](#) Making Microsoft Word Documents Accessible  
[MODULE 7:](#) Making Microsoft Excel Documents Accessible  
[MODULE 8:](#) Making Adobe PDF Documents Accessible  
[MODULE 9:](#) Making Common HTML Elements Accessible  
[MODULE 10:](#) Making Scripts and Java Accessible

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## USING UNIVERSAL DESIGN IN INSTRUCTION

“Universal Design for Instruction (UDI) is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities.

The nine Principles of UDI provide a framework for college faculty to use when designing or revising instruction to be responsive to diverse student learners and to minimize the need for "special" accommodations and retrofitted changes to the learning environment.

UDI operates on the premise that the planning and delivery of instruction as well as the evaluation of learning can incorporate inclusive attributes that embrace diversity in learners without compromising academic standards.”

Scott, S.S., McGuire, J.M., & Embry, P. (2002). UNIVERSAL DESIGN FOR INSTRUCTION FACT SHEET. Storrs : University of Connecticut , Center on Postsecondary Education and Disability.

[Please visit this excellent website that is designed to provide you with a broad range of information and tools to enhance the design and delivery of instruction for diverse college students. This site is the product of the Universal Design for Instruction Project at the University of Connecticut.](#)

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# ACCOMMODATION INFORMATION



## DISABILITY RELATED ABSENCE POLICY

The Americans with Disabilities Act specifies that case-by-case exceptions will be made to established policy in order to avoid discrimination on the basis of disability. To address this, the Access Office has developed a Disability Related Absence Policy and Procedure.

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### VERIFICATION OF DISABILITY

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Based on documentation provided by the student from a qualified professional, the Access Office will verify that the student's disability may cause the student to miss classes. When a student qualifies for this accommodation, a statement will be included on the Instructor Notification of Accommodations Memos. **Students who present documentation after absences occur will not be eligible for retroactive accommodations.**

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### WHAT DOES THE ABSENCE POLICY MEAN?

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Some examples of allowances that can be made by instructors as accommodations for disability related absences are:

- Flexibility regarding attendance policies
- Flexibility regarding make-up exams policies
- Flexibility regarding late assignment policies

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### STUDENT RESPONSIBILITIES

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- Carefully review the syllabus for each course to learn the essential course requirements and the attendance policy for the course.
- Meet with EACH instructor at the beginning of the semester to present the Instructor Notification of Accommodation Memo. An Access Office professional can attend this meeting upon request.
- Work with the instructor to address if and how the instructor's absence policy can be amended to accommodate disability related absence.
- Notify the instructors and the Access Office as soon as the absence occurs. If a designated representative notifies the Access Office because the student is too ill to communicate, the Access Office will notify the instructors.
- If absent more than one day, continue to communicate with instructors.
- Discuss ways to make up, classes, assignments, and tests

- Meet newly established deadlines.
- Keep track of absences.
- Inform the instructor and the Access Office of concerns or questions.
- If asked to do so, provide the instructor with documentation that verifies that the absence is disability related.

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## **INSTRUCTOR RESPONSIBILITIES:**

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- Meet with the student as soon as possible to discuss the disability related absence accommodation.
- Explain how attendance is factored into the final grade.
- Work with the student to address if and how the course absence policy can be amended to accommodate a disability related absence.
- Determine how the student should notify the instructor of an absence.
- Discuss ways the student can make-up missed classes. (i.e.: Can arrangements be made for taping of lectures? Can arrangements be made for provision of notes? Is there an opportunity for the student to attend another course section taught by the same instructor? )
- Discuss the possible ways to make up missed work. (i.e.: Should the student see the instructor after each absence to discuss missed work?)
- Determine how make-up tests will be arranged.
- Contact the Access Office with questions or concerns about this accommodation.

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## **CONSIDERATIONS**

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The decision in determining whether this accommodation can be provided should be based on the following considerations:

- Is the absence truly related to the disability?
- Will the absences cause the student to miss essential components of the class?
- Can the activities missed by the student be made up?

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## **MEDICAL WITHDRAWAL**

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In cases where absences will affect the ability of the student to demonstrate skills required to pass the course, the student/Access Office will consult with the instructor to determine the advisability of a medical withdrawal from the course. In the event of a medical withdrawal, the student must follow the college's medical withdrawal procedures which can be obtained from the Registrar's Office. Upon student request, the Access Office will help the student apply for a medical withdrawal.

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## ADAPTIVE FURNITURE

Students who request adaptive furniture should register with the Access Office and present documentation from their doctor verifying that they have a disability and are unable to use student desks. Instructor Notification Memos will be generated by the Access Office for the student to pick up and deliver to each instructor, notifying them of the adaptive furniture need.

Some of the types of adaptive furniture that may be available to students with disabilities are:

Adjustable table

Chair with straight back

Chair with arms

Stool

Chair without arms

Rolling table

Chair with padding

- To ensure that the furniture is in place when needed, the requests need to be made at least six weeks in advance of need.
- If the college needs to purchase furniture, every effort will be made to assure prompt delivery. However, due to the college's purchasing procedures, there may be delays. Therefore, it is best to make requests early.
- Students who have the need for adaptive furniture should present an Instructor Notification Memo to each instructor.
- An item of a personal nature such as a cushion or an orthopedic support to use in a chair are not provided by the college nor is the college responsible for items left in the classroom.
- Accessible furniture provided by the college is not prescriptive in nature. Personally-prescribed items are to be provided by the student.
- If adaptive furniture has been arranged and is not in a student's classroom, call or e-mail the Access Office on your campus.

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## ADAPTIVE TECHNOLOGY SPECIALISTS

Each campus has an adaptive technology specialist:

- Susan Kelmer at Meramec  
314.984.7951  
[skelmer@stlcc.edu](mailto:skelmer@stlcc.edu)
- Kathy Stone at Forest Park  
314.644.9984  
[kstone@stlcc.edu](mailto:kstone@stlcc.edu)
- Jim Weier at Florissant Valley  
314.513.4162  
[jweier@stlcc.edu](mailto:jweier@stlcc.edu)

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### SERVICES:

- Provides adaptive equipment and instruction on the operation of adaptive hardware and software for students, faculty, and staff
- Assesses individual needs of students with disabilities and makes recommendations regarding technology use
- Oversees the updating, repair and general maintenance of existing adaptive equipment throughout the campus

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## ADAPTIVE TECHNOLOGY RESOURCES

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### KEY:

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**FV = Florissant Valley Campus**

**MC = Meramec Campus**

**FP = Forest Park Campus**

**WW = Wildwood Campus**

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[For Students with Reading, Writing, and Learning Disabilities](#)

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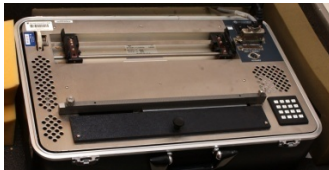
## FOR BLIND AND LOW VISION STUDENTS

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### 1. Braille Lite BLT-M20-B Refreshable Braille Display – (FV)

This device allows a Blind user to take notes during a class lecture. It utilizes an 8-dot Braille keyboard. You can then transfer your notes to a computer or vice versa.



### 2. Braille Printer (Enabling Technologies) – (FV, MC, FP)

This printer enables you to print Word documents into Braille print using software similar to Duxbury Braille Translator.



### 3. Braille Translator By Duxbury – (FV, MC, FP)

Duxbury Braille Translator (DBT) provides translation and formatting facilities that automate the process of conversion from regular print to Braille (and vice versa), and provide word-processing facilities for working directly with Braille.



### 4. CCTV Magnifier – (FV, MC, FP)

This can be used with any television to produce a full-color, true-to-life CCTV magnification system.



## 5. Draftsman Tactile Drawing Board – (FP)

Draftsman is a portable drawing board, especially designed for blind users. Place a sheet of special drawing paper on the double-layer rubber board and using a pen or sharp object, drawings are raised and immediately become tactile. Use it at work, at school or in the home to become familiar with the alphabet, numbers, geometry and other symbols, learn and practice signature writing, and prepare maps and diagrams.



## 6. JAWS For Windows . (FV, MC, FP, WW)

Screen reader software that provides access to various Microsoft applications. With its internal speech synthesizer and the computer's sound card, information from the screen is read aloud, allowing access to a wide variety of information, education and job related applications. JAWS also outputs to refreshable Braille displays, providing unmatched Braille support of any screen reader on the market. A training tutorial is included. It can be installed in other classrooms/labs upon request.



## 7. Kurzweil 1000 – (FP)

Kurzweil 1000 software makes printed or electronic text readily available to people who are blind or visually impaired. It combines accessibility, communication, and productivity tools to ease and enhance their reading, writing and learning experience.

The software speaks text aloud in a variety of natural-sounding voices that can be modified to suit individual preferences. In addition, it provides users with document creation and editing as well as study skills capabilities for note taking, summarizing and outlining text.



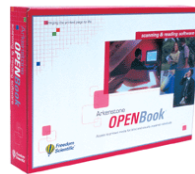
### 8. Magic Screen Magnifier – (WW)

Using Magic, students can magnify computer screens to see magnified documents and pictures. It can be installed in other classrooms/labs upon request.



### 9. MathTalk – (FV)

This software works in tandem with Scientific Notebook and enables you to speak mathematical equations (i.e. Algebra, Trigonometry, Calculus, and Statistics) into a document instead of typing them. The software uses Dragon Naturally Speaking in the background.



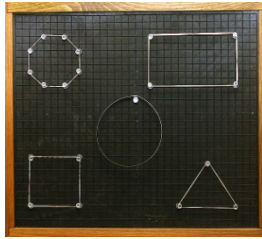
### 10. OpenBook – (FV)

Converts printed documents into an electronic text format using accurate optical character recognition and quality speech. OpenBook's low vision tools allow you to customize how the document appears on your screen.



### 11. Perkins Braille – (FV, FP)

The first Braille writing machine, the Perkins Braille is a precision-made, all-purpose braillewriter. It contains 6 keys, one for each dot in the Braille cell.



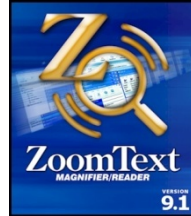
### 12. Tactile Graphics Aid Mathematics Board – (FV)

This board is designed to assist those who are blind and have low-vision, to learn in a tactile fashion, various mathematical principles. The board is ideal for learning geometric shapes.



### 13. The VIEW CCTV Portable Magnifier By VTI – (FV, MC)

The VIEW is for those with low visibility. It brings portability & capability together in this user-friendly, flat panel CCTV with distance, intermediate & desktop magnification. With its battery-powered option, this revolutionary portable video magnification device will meet any individual, education or business environment viewing need.



### 14. ZoomText – (FV, MC, FP)

Using Zoomtext, students can magnify computer screens to see magnified documents and pictures. It can be installed in other classrooms/labs upon request.

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## FOR DEAF AND HARD OF HEARING STUDENTS

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### 1. Personal FM System (Telex Sound) – (FP)

Wireless FM amplification system with independent microphone and FM volume controls. It is designed for student/instructor use in a large or small classroom setting.



### 2. Personal FM System (William Sound) – (FV, WW)

Wireless FM amplification system with independent microphone and FM volume controls. Phonic Ear is designed for student/instructor use in a large or small classroom setting.



### 3. SuperEar Personal Sound Enhancer – (FV)

This device amplifies sound for the hearing impaired.



### 4. TTY (Telecommunication Typewriter) – (FV, MC, FP)

The TTY is used to send typed messages back and forth over the telephone line for hearing or speech disabilities.

# TypeWell

## 5. Transcription Services – (FV)

TypeWell is a transcription system. Transcription is an effective learning tool for deaf and hard of hearing students, as well as those with visual, physical, or learning difficulties. Only found on the Dell laptops. Contact an Access Counselor for details on this service.



## 6. Video Phone-Sorenson VP- 200 – (FV)

The Sorenson VP-200 Video Phone is used with your broadband Internet connection to make high quality video conference calls. There is no need for a PC connection.

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## FOR STUDENTS WITH READING, WRITING AND LEARNING DISABILITIES

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### 1. AlphaSmart 2000 – (FP)

Allows you to enter, save and edit text, then send it to a computer (Microsoft Word) for formatting or to a printer. Its portability allows students to use it anywhere and anytime . in the classroom, at home, or on field trips. The AlphaSmart 2000 has a built-in spell-checker.



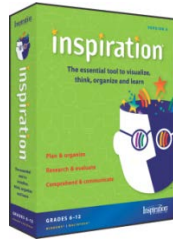
### 2. AlphaSmart Neo – (FV, MC, FP, WW)

Allows you to enter, save and edit text, then send it to a computer (Microsoft Word) for formatting or to a printer. Its portability allows students to use it anywhere and anytime, in the classroom, at home, or on field trips. The AlphaSmart Neo has wireless capability, a built-in spell-checker, and Thesaurus.



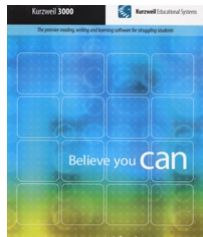
### 3. Dragon Naturally Speaking – (FV, MC, FP, WW)

Voice recognition system, which can control all the operations of a personal computer including word processors, spread sheets and web browsing. Users can dictate into virtually any windows-based application, at speeds up to 160 words per minute with good accuracy. This system can be operated by voice command or keyboard data entry. It can be installed in other classrooms/labs upon request.



#### 4. Inspiration – (FV, MC)

Students use Inspiration software to plan, research and complete class projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. This software's cross-curricular templates in language arts, social studies, science, planning, and thinking, makes starting assignments quick and easy.



#### 5. Kurzweil 3000 – (MC)

Kurzweil 3000 is the comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder, or those who are English Language Learners.



#### 6. Language Master Talking By Franklin – (FV, FP)

This device provides instant access to words, definitions, thesaurus, and phonetic spelling.



#### 7. Read & Write Gold – (FP)

Read and Write Gold gives an added boost to people who need support with reading, writing, and learning. Displays as a toolbar on your screen and is used in tandem with standard Windows applications (i.e. Microsoft Word).



## 8. Scientific Notebook – (FV)

Scientific Notebook is ideal for reports, homework, and exams. With Scientific Notebook, you can create attractive documents that contain text, mathematics, and graphics. Scientific Notebook works for Algebra, Trigonometry, Calculus, Differential Equations, and Statistics.



## 9. Tranquil Moments Relaxation Sound System (Brookstone Innovative) – (FV)

Tranquil Moments provides soothing authentic sounds of nature to cancel out unwanted background noise and provide a relaxing environment.



## 10. WYNN Wizard – (FV, WW)

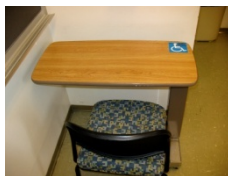
Innovative software designed to aid individuals to read and write more effectively. It helps people who have trouble reading or writing due to dyslexia, ADD, or other conditions that affect visual or auditory processing. Provides bi-modal access (highlighting text while it is spoken) to print, electronic, and Internet documents; the ability to customize text for easier reading; study tools to aid with comprehension and retention of the reading material; and tools to help with writing. WYNN Wizard provides optical character recognition (OCR), the ability to scan a printed page and convert it into electronic text. Speech synthesis enables this scanned text to be read aloud.

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## FOR STUDENTS WITH MOBILITY IMPAIRMENTS

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### 1. Desks.Wheelchair Accessible – (FV, MC, FP, WW)

Each classroom has at least 1 accessible desk for easy wheelchair access.



### 2. Dragon Naturally Speaking – (FV, MC, FP, WW)

Voice recognition system, which can control all the operations of a personal computer including word processors, spread sheets and web browsing. Users can dictate into virtually any windows-based application, at speeds up to 160 words per minute with good accuracy. This system can be operated by voice command or keyboard data entry. It can be installed in other classrooms/labs upon request.



### 3. Keyboard/Book Tray With Clamper Base – (FV)

This tray can mount to a table or wheelchair to hold a book or computer keyboard close to the individual for ease of reading or to use a mouth-pointer in conjunction with the keyboard. This device is very beneficial for those with mobility issues.



### 4. Mouse Track Ball – (FV, FP)

This mouse provides better comfort and usability for those who have hand and wrist problems (i.e. carpal tunnel syndrome) and cannot utilize a traditional mouse.

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## TAPE RECORDERS AND AUDIO BOOK PLAYERS

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### 1. 4-Track Cassette Player - Bit Talkman 3 – (FV)

This portable cassette player can play either 4-Track or 2-Track recordings- 4-track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).



### 2. 4-Track Radio & Cassette Player – (FV)

This portable radio cassette player can play either 4-Track or 2-Track recordings. 4-track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).



### 3. 4-Track Cassette Player/Recorder – (FV)

These 2-Track recorders can be used to record lectures or for use during study sessions.

4-Track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).



#### 4. BookCourier – (FV)

Designed for visually impaired or those with disabilities that make reading difficult. This listening device frees you from cumbersome equipment such as cassette players, tapes, and bulky Braille devices. It makes it easy to listen to electronic text, voice files, and music.



#### 5. Olympus Digital Voice Recorder VN-6200PC – (FV)

These Digital Voice Recorders have 1GB of internal memory allowing for 444 hours of recording time. Its USB PC link capabilities, enables you to save the audio files to your PC in high-quality WMA format. You can play the voice files on your computer using Windows Media Player. Also has voice activation capability to save battery life and 3 recording modes: standard playback (SP), long playback (LP) or high quality (HQ) mode.



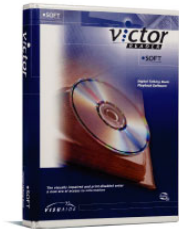
#### 6. Telex Scholar Digital Talking Book Player – (FV, MC)

The Telex Scholar Talking Book Player is for blind/dyslexic users of all ages. It is the smallest DAISY CD Player in the industry and it will accept standard CDs and MP3 CDs. Primary controls are easily identified by their larger size and tactile rubber construction, while secondary controls are smaller and feature a chrome finish. The Scholar talking book player will provide instant access to specific page numbers and chapters in the DAISY structure, and includes a full numeric keypad with bookmarking feature. An LCD screen displays disc details for "at a glance" teacher monitoring. Lightweight headphones are included.



### 7. Victor Reader Pro CD-ROM Talking Book Player – (FV)

Victor Reader Classic is a portable CD player designed for students and professionals. It is well suited for both the visually impaired and print disabled with embossed tactile markings and with controls grouped in easy recognizable zones. Users can navigate faster and far more efficiently through reference works and complex textbooks. Also, lets you skip straight to a specific page, insert bookmarks to return to a specific section or mark important passages.



### 8. Victor Reader Software – (FV, FP)

Victor reader software allows our three pc's in the Access Department the ability to play RFB&D books on the pc's CD-ROM. A software program that allows the PC to perform the same hardware functions that a Victor Reader now does.



### 9. Victor Reader Vibe/Wave Daisy CD Talking Book Player – (FV, MC, FP, WW)

The Victor Reader Vibe/Wave is a portable CD player that plays Daisy CD's as well as MP3 and audio CD's. It offers full CD navigation functionality and it is recommended for students in grades 7-12, college students, and professionals. The Vibe/Wave will provide instant access to specific page numbers and chapters in the DAISY structure, and includes a full numeric keypad with bookmarking feature. Its advanced functionalities allow you to read highly structured books such as school manuals and reference books as well as novels and magazines. Lightweight headphones are included.

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## CALCULATORS - ADAPTIVE

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### 1. Calculator-Basic Large Key/Large Display – (FP)

Calculator provides low-vision users the ability to see the keys and the display more effectively.



### 2. Calculator-Scientific Large Key/Large Display – (FP)

Calculator provides low-vision users the ability to see the keys and the display more effectively.



### 3. Calculator-Scientific Talking – (FV, WW)

A calculator that has the ability to tell you what you are entering.

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### 1. Premier Assistive Software – (FV, FP)

This company offers many types of accessible software bundled in a suite for students with various disabilities. Some of the types of software include:

[E-TEXT READER](#) is designed to help those who have trouble reading or comprehending the printed word. It is an “easy to use” reader that gives you the ability to change voices, read at any speed, and even allows you to make notes into the document you are reading.

[TALKING WORD PROCESSOR](#) is for those who require the need for reading, writing, and spelling assistance. It is an easy-to-use, fully-functional word processor with text-to-speech capability. It's compatible with all standard word processor files including the latest versions of Microsoft Word. Included with the Talking Word Processor are such features as word prediction, talking grammar check, a 250,000 word integrated dictionary, highlight and extract tools and much more.

[SCAN & READ PRO](#) can help those who require assistance reading. Scan and Read Pro changes printed text into understandable sound. The program helps you in reading and comprehension by highlighting each word as its read aloud.

[ULTIMATE TALKING DICTIONARY](#) is designed for those who require reading help, specifically pronunciation of words. Some of the programs capabilities include a comprehensive 250,000 word dictionary, thesaurus and has the ability to read all words and definitions to you.

[TALKING CALCULATOR](#) is specifically designed for those who are blind or have low visibility. It can be used with or without a screen reader. Every button and edit area talks. It is easy to use with large keys and contrasting colors. It has three display areas, so when the user adds a series of numbers, the total is always displayed,



## 2. Windows Accessibility Options – (FV, MC, FP, WW)

Accessibility features included in Windows are Sticky Keys and Mouse Keys. The options are designed to eliminate commands that require pushing and holding two buttons down at the same time. It adjusts drag for the mouse, and adjusts keyboard strokes to provide easier operations of the computer keyboard. In addition, Windows has:

[MAGNIFIER](#) is a display utility that makes the computer screen more readable for people who have low vision.

[NARRATOR](#) is a text-to-speech utility for people who are blind or have low vision. Narrator reads what is displayed on the screen.

[ON-SCREEN KEYBOARD](#) displays a virtual keyboard on the computer screen that enables people with mobility impairments to type data by using a pointing device or joystick.

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## HEADPHONES

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### 1. Headphones-Noise Cancelling – (FV)

These headphones are perfect for use in noisy situations because of the built-in noise cancelling feature. They are ideal for use with dictation software like Dragon Naturally Speaking.

### 2. Headphones-Small, Medium, Large, & With MIC – (FV, MC, FP, WW)

For listening in privacy as well as speaking to relay commands to the computer if using dictation software like Dragon Naturally Speaking.



### 3. Voice Recognition Headset – (FV)

Parrott Voice Recognition headsets are the best possible microphone technology for the highest Speech Recognition accuracy. VXI's Parrott Voice Recognition Computer Products provide superior hands-free audio input and output for Speech Recognition, Internet phone calling and general computer use. High quality noise canceling microphones can remove background noise, breath pops and other sounds that can adversely affect speech recognition. These headsets are specially designed for use with popular voice recognition software such as Dragon Naturally Speaking.

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## SCANNERS AND SCANNING SOFTWARE

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### 1. Scanners & Scanning Software – (FV, MC, FP, WW)

The Canon CanoScan LiDE 30 Flat Bed Scanner allows you to easily convert hard copy text and pictures into digital format. This Cannon scanner also includes ArcSoft Photo editing software and Omnipage, which converts Optical Characters into text (OCR). The Canon DR.9080C High Speed Scanner can scan books with numerous pages in a short period.

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## SPECIAL REQUEST SERVICES

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### 1. “Special Request” Services – (FV, MC, FP, WW)

- Closed & Open Captioning
- Notes, Textbooks, etc. in Alternate Format

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## MORE INFORMATION?

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If you have any questions regarding these services or any service not listed above, please contact the Access Office Adaptive Tech Specialist at the respective campus:

[Florissant Valley](#): Jim Weier at 314.513.4162 or via email at [jweier@stlcc.edu](mailto:jweier@stlcc.edu)

[Meramec](#): Sue Kelmer at 314.984.7951 or via email at [skelmer@stlcc.edu](mailto:skelmer@stlcc.edu)

[Forest Park](#): Kathy Stone at 314.644.9984 or via email at [kstone@stlcc.edu](mailto:kstone@stlcc.edu)

[Wildwood](#): Jan Eudaley at 636.422.2011 or via email at [jeudaley@slcc.edu](mailto:jeudaley@slcc.edu)

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## ALTERNATE FORMAT

Students who cannot read regular print because of a visual disability, learning disability or other disability that affects cognitive processing may benefit from alternate format.

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### TYPES OF ALTERNATE FORMAT

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- Audio Recordings
- Braille or Raised Line Drawings
- Disks
- Large Print

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### ALTERNATE FORMAT FOR TESTS

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Tests may be requested in alternate format. It is best for the student to discuss this need with an Access Office advisor and with each instructor so this accommodation can be planned for the entire semester. Tests can be obtained in large print, Braille, audio format or on disk. If the student is taking tests in alternate format, he/she should indicate the alternate format need on an "Out-of-Class Test" form. If the instructor is providing the alternate format, the student should remind the instructor prior to each test.

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### ALTERNATE FORMAT FOR TEXTS AND CLASS MATERIALS

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#### Audio Recordings

##### TEXTBOOKS:

Students are encouraged to get a personal membership with Recordings for the Blind and Dyslexic (RFB&D). If they rely on audio textbooks, they will need to know how to access this service for future adult learning opportunities. Students, who do not have a personal membership, can order audio textbooks through the Access Office's institutional membership. If the book is not available through RFB&D, the book will need to be converted to the alternate format. This may take some time. Students are advised to register early and turn in requests as soon as possible.

##### HANDOUTS AND CLASS MATERIALS:

Students needing audio versions of handouts of class materials can use scan and read devices available on campus. These machines allow students to function independently as well as learn a skill that will be used in future adult learning settings. The Adaptive Technology specialist will be happy to show students how to do this.

Blind students and students with partial sight, who may not be able to determine the accuracy of scanned materials, can fill out an Alternate Format Request form for the Adaptive

Technologist at least a week before the material is needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## Braille or Raised Line Drawings

### TEXTBOOKS:

Braille textbooks can be ordered through the student's Rehabilitation Services for the Blind counselor or through the Access Office. If the book is not available in Braille, the book will need to be sent away to a Braille service. This takes several months. Students are advised to register for classes early and turn in their requests as soon as possible. If the book does not arrive on time, students can request that the Access Office provide Braille copies of the first chapters covered in the class.

### HANDOUTS AND CLASS MATERIALS:

Students needing Braille or raised line versions of handouts and class materials should fill out an Alternate Format Request form for the Adaptive Technologist at least a week before the material is needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## Disks

Students who want to scan their own documents and produce a disk should contact the Adaptive Technology Specialist for an appointment to learn how to do this on the college's equipment. This is a worthwhile skill to learn for future adult learning settings.

If a blind student or student with partial sight cannot determine the accuracy of the scan, a request to have the Adaptive Technology Specialist do the scan and proof for accuracy can be made. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## Large Print

### TEXTBOOKS:

Large print books can be ordered through the student's Rehabilitation Services for the Blind counselor or through the Access Office. Enlarging may take a long time. Students are advised to register for classes early and turn in their requests as soon as possible. If the book does not arrive on time, students can request that the Access Office provide enlarged versions of the first chapters covered in the class.

### HANDOUTS AND CLASS MATERIALS:

Students wanting to access large print independently can use Closed Circuit TV's (CCTV's) available on campus. These machines allow students to function independently as well as

learn a skill that can be used in future adult learning settings. The Adaptive Technology specialist will be happy to show students how to use these machines.

Students needing large print materials for in class should fill out an Enlarged Copy Request form at least 2 working days before needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## CALCULATOR / FACT SHEET POLICY

The Rehabilitation Act, Section 504, and the Americans with Disabilities Act specify that case-by-case exceptions of course policy need to be considered in order to avoid discrimination on the basis of disability.

The college has designated the Access Office to certify whether a request for an accommodation due to disability is reasonable and necessary. The Access Office's decision to approve the use of a calculator/fact sheet as an accommodation is based upon the student's documentation of disability.

The Access Office has developed this Calculator/Fact Sheet Policy to address their use as accommodations.

- If a student has been approved to use a calculator as an accommodation for an exam or in class assignment, the college will provide one.
- Calculator usage as an accommodation on exams is limited to a basic 6.function calculator and no graphing capability for Basic Math and Elementary Algebra. The instructor on a case-by-case basis can make exceptions.
- Students should discuss with their instructors what type of calculator is appropriate for more advanced classes.
- In some cases, especially when testing percentages and square root, a fact sheet may be a more appropriate accommodation for testing than a calculator. When this is determined, the student and instructor will consult regarding the contents of the fact sheet used during testing.
- If other students in the class are not allowed to use a calculator/fact sheet, the instructor may prefer that the student complete the test or in-class assignment out of class.

A calculator/fact sheet is not an appropriate accommodation when:

- The provision of a calculator/fact sheet fundamentally alters the nature of the exam.
- The test is designed to measure skills that the calculator would eliminate. (ex: If the skill being tested is to calculate percentages, then a calculator may be an inappropriate accommodation. However, a fact sheet may be an appropriate alternative.)

[Due to the specific nature of some disabilities (visual impairments, physical impairments), a calculator may be the only way that students can have equal access.]

The student and instructor should meet at the beginning of the semester to discuss the use of a calculator/fact sheet. If there are concerns about this accommodation, the student or instructor may ask an Access Office professional to attend this meeting.

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## CAPTIONED FILMS

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### WHAT ARE CAPTIONED FILMS?

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There are two types of captioned films, closed captioned and open captioned.

**Closed Captioned Films:** Can be viewed with or without captions. In order to see the captions, a decoder box must be connected to the television. All televisions manufactured after 1990 should have caption ability without need of a decoder box.

**Open Captioned Films:** The captions automatically show all of the time and can be run on all televisions. No special decoder box is needed.

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### WHO BENEFITS FROM CAPTIONED FILMS?

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- Deaf and hard-of-hearing students
- Students with an auditory processing learning disability
- Students with head injuries resulting in auditory processing difficulties
- Students with attention deficits

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### HOW DO I KNOW IF THE FILM I AM SHOWING IN CLASS IS CAPTIONED?

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Catalogues and film/videotape containers indicate whether a film is captioned.

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### HOW DO I ORDER CAPTIONED FILMS/VIDEOS FOR MY STUDENTS?

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Call Media Services and inform them that you need a captioned version of all films you are showing for the entire semester. The online library catalogue lists available captioned films. To locate a film yourself, go to home page, click Libraries, then click SLCC Library Catalogue, then click Keyword and type the word, "captioned" and the subject you need. (Example: captioned history) After locating the film, call Media Services and inform them that you need a captioned version. (Not all films/videotapes are available with captions)

Media Services will send a decoder, if your film has closed captioning and the classroom television does not have decoding capabilities.

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### I HAVE A CAPTIONED FILM THAT I PLAN TO SHOW- NEED I DO MORE?

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The second challenge in showing captioned films is to know how to turn on captions for the particular media equipment being used. It is best to call Media Services ahead of time (at least the day before or earlier) and let them know when and where you plan to show a captioned film. They can show you how to turn on captions for the particular television that will be used.

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## **MY STUDENT USES AN INTERPRETER- WHY WOULD SHE/HE NEED CAPTIONING?**

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Many films are difficult to interpret due to fast dialogue. In addition, the student may lose important visual concepts shown on the film because she/he is watching the interpreter.

For some students, captioning and interpreting provide the optimal situation. The student can then choose to watch the captioning and look to the interpreter for interpretation.

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## **I USE A VIDEO TAPE MADE BY THE DISTRICT- CAN I GET THIS CAPTIONED?**

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Talk to media services about getting such films captioned.

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## PARKING - CLOSE UP/ACCESSIBLE

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### WHO CAN PARK IN THE CLOSE-UP/ACCESSIBLE PARKING SPACES?

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Only State certified disabled parking plates or tags are legally allowed to park in ADA accessible spaces.

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### WHAT IF ALL OF THE ACCESSIBLE PARKING SPACES ARE TAKEN?

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Persons with State certified disabled parking plates or tags may also park in staff spaces.

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### WHERE CAN I GET AN APPLICATION FOR A STATE CERTIFIED TAG?

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Copies of the State applications are not available on campus. The applications must be obtained in person from the Missouri Department of Revenue.

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### WHAT IF I NEED CLOSE-UP/ACCESSIBLE PARKING AND I DO NOT HAVE A STATE CERTIFIED PARKING PERMIT?

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You must contact the college Police Chief in the event you need close-up temporary parking. You will need to apply for a State tag if you need close-up parking for an extended period.

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### PROBLEMS?

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Contact the Campus Police Chief:

Florissant Valley – <a href="#">Robert Stewart</a>	at 314.513.4300
Forest Park – <a href="#">Richard Banahan</a>	at 314.644.9700
Meramec – <a href="#">Paul Banta</a>	at 314.984.7667
Wildwood . <a href="#">Robert Stewart</a>	at 636.422.2000

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## INTERPRETER SERVICES

The interpreters are degreed professionals hired by the college. All interpreters are required to abide by the National Registry of Interpreters for the Deaf Code of Ethics. Ethical guidelines are listed below as well as Access Office policies. This information will be helpful when an interpreter is assigned to your class:

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### GETTING AN INTERPRETER

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Students can get an interpreter for college classes by making an appointment with the Access Office. They are asked to do this at least two weeks before the beginning of class. Interpreting services cannot be guaranteed for late requests, but every effort will be made to arrange within 48 hours notice. Students are asked to sign an Interpreting Service Agreement outlining the responsibilities of the Access Office and of the student.

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### SPECIAL REQUESTS

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An interpreter will be provided for all college related activities such as instructor conferences, field trips, workshops, or extracurricular activities. Requests need to be made by the student at least (2) business days in advance of the activity.

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### ETHICAL GUIDELINES AND GENERAL INFORMATION

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- The interpreter will interpret everything he/she hears or sees (instructor's lecture, students' comments, loud noises, etc.).
- The interpreter will not omit nor add anything to the situation, even when asked by the person(s) involved. All interpreting will be done in the manner intended by the speaker, using language that is most readily understood by the person(s) involved.
- The interpreter cannot discuss any information obtained while interpreting.
- The interpreter is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student.
- For optimum communication, the interpreter should be near the speaker, enabling the student to see both in one line of vision. Sometimes this means the interpreter will follow the instructor (i.e. math or art); other times he/she will sit in front of the room (i.e. history).
- To better prepare for the class, the interpreter may request a copy of the textbook. If you do not have an extra copy, the Access Office can obtain one for the interpreter. It is also helpful for the interpreter to receive a copy of all the handouts that you distribute to your class
- All of your comments, questions, and concerns should be directed to the student, not the interpreter.
- Because the interpreter experiences mental and physical fatigue after interpreting for lengthy periods (approximately one hour), he/she will need a break. If your class meets for more than one hour and

fifteen minutes, and you cannot give the interpreter a break every hour, we will provide two interpreters to cover the class.

- Interpreters are always striving to improve their skills. Observing other interpreters while they work is the best way to do this. The interpreter, therefore, may ask permission for others to come into your classroom to observe or for a video camera to be used to record him/her.

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## **STUDENT NO SHOWS**

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- If a student does not show up for class and has not contacted the Access Office, the interpreter will wait:
  - 10min. for 1 hr. class
  - 15 min. for 1 1/2 hr. class
  - 20 min. for 2 hr. class
  - 30 min. for 3 hr. class
- If the student has informed us that he/she is running late, the interpreter will extend the above waiting period.
- If the student misses two classes in a row and does not call the Access Office, he/she will get a warning letter and/or a phone call from an Access Office professional. If he/she does not respond within one week, interpreter services will be stopped until a conference with the Access Office professional is held.

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## **INTERPRETER NO SHOWS**

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If the interpreter does not show up for class, the student has been instructed to wait ten minutes. If the interpreter does not show up within this time, the student has been instructed to leave the classroom, contact the Access Office, and then return to the classroom. The Access Office will make every attempt to send a substitute interpreter.

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## **OUT-OF-CLASS TESTING**

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Some students may ask to take tests out of the classroom so that the interpreter may interpret the test. If this service is requested, the student will ask you to sign an "Out-Of-Class Testing form at least (2) two business days before the test.

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## **LABS**

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A student who needs to work in an out-of-class lab (Reading Lab, Writing Center, Math Lab, Typing Lab, Science lab) can arrange for an interpreter for three (3) hours per week. If the instructor and student think more time is needed the Access Office will need to be consulted.

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## NOTETAKING SERVICES

### GENERAL INFORMATION

There are two kinds of notetakers: volunteer notetakers and paid notetakers.

1. **Volunteer notetakers** are students enrolled in the same class as the student with a disability. The majority of our students use volunteer notetakers because they:
  - Have background information from attending the class and listening to the lectures
  - Will be familiar with the material covered in the textbook
  - Have a stake in understanding the material and therefore will take good notes
2. **Paid notetakers** are hired by the Access Office and are not enrolled in the class.

### VOLUNTEER NOTETAKERS

#### How does a student obtain volunteer notetakers?

1. The student must present documentation of a disability to the Access Office and supporting evidence that a notetaker is needed.
2. The Access Office will generate an Instructor Notification memo that will be hand-carried to the instructor.
3. The student and instructor should meet to discuss the best notetaking method.
4. If it is agreed that a notetaker is needed, the instructor and student need to discuss how to obtain a volunteer.
  - Some students may wish to ask another student to volunteer without the aid of the instructor. The student should not be required to find his/her own notetaker.

**NOTE:** By law, the college has the responsibility of locating an effective notetaker.

  - If the student is uncomfortable asking someone, the instructor needs to assist the student in locating a volunteer.
  - Some students will ask the instructor to make an announcement to the class that there is someone in class who needs a notetaker. The instructor can ask that any volunteers stay to talk after class. The student and the instructor can then talk to the volunteers.
  - Some students are not comfortable with making an announcement in class and prefer that the volunteer be approached privately,
  - Some students do not wish to be identified to the notetaker and the notes will need to be given to the student through the department office or the Access Office.

**NOTE:** A volunteer notetaker should have been found at the latest by the end of the first week of classes. If one is not found, the Access Office should be contacted.

5. Whatever method you use to identify a volunteer, please know that the Access Office will be happy to meet with the student volunteer to discuss their role.
6. If a volunteer notetaker cannot be found, the student should have the instructor sign a Request for Paid Notetaking Form. The student should submit the form to the Access Office.

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### What notetaking issues should be discussed at the meeting between the student and instructor?

The following issues should be discussed:

- Is notetaking needed for the class?

**Note:** The instructor and student should not automatically assume that notetaking is not necessary because the course is not a lecture class. If directions are given or discoveries made in learning situations, the student who needs notetaking assistance will need that information.

- How will the student obtain notes?
  - Volunteer Notetaker?
  - Paid Notetaker?
  - Instructor's notes?
- Who will find the volunteer notetaker?
- Is the student comfortable with an announcement in class or would the student prefer to be kept confidential?
- What should the student do if the volunteer notetaker does not show up? Should a back-up notetaker be found?

---

### What other notetaking methods or ideas might a student or instructor use?

- The instructor provides a copy of lecture notes
- Use two volunteer notetakers. Some of the most successful students use two notetakers
- Tape record the lecture
- Give the student access to a copy machine
- The instructor photocopies overhead presentations

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### What is NCR notetaking paper?

- The Access Office orders special NCR notetaking paper for use by students who need notetaking services.
- The NCR paper is lined, three-hole punched and assembled into 25-set pads. Each two-page set has a top white page and an attached yellow page. The paper is specially designed to make an automatic copy on the second yellow sheet.
- The NCR notetaking paper is available at the Access Office. There is no charge for students who have notetaking as an approved accommodation.
- It is the responsibility of the Student with disabilities to pick up the NCR paper from the Access Office and give it to his/her notetaker.

---

### What should the volunteer notetaker be told?

- The volunteer notetakers are being asked to take notes because the student with disabilities has difficulty taking notes for themselves.
- The notetakers will be given a sufficient supply of NCR notetaking paper by the student with disabilities.
- The notetakers will need to tear off the paper one set at a time.
- The notetakers are taking notes for themselves and just giving a copy to the student with disabilities.
- If the notetakers wish to use their own notebook, they can place the NCR sheet under their page.
- If the notetakers know they will be absent, they should notify the student with disabilities so another notetaker can be arranged.
- The exchange of notes should occur after the class in order to prevent disruption of the class and the notetakers should be equipped with enough paper for the entire class period.
- The student with disabilities should discuss ways the notetaker can accommodate his/her disability, i.e. large print, black pen, lots of space between concepts, etc.
- Handouts are available in the Access Office that gives tips regarding how to take good notes. The student with disabilities should give the handout to his/her notetaker.

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### What if a volunteer notetaker cannot be found?

If it becomes apparent that an effective volunteer notetaker cannot be found, the PAID NOTETAKING procedures need to be followed.

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## PAID NOTETAKER SERVICES

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### Procedure for Acquiring a Paid Notetaker

1. The student obtains a Request of Paid Notetaking Services form from the Access Office and asks the Instructor to complete.
2. The student submits the form to the Access Office.
3. When a paid notetaker is assigned, the student and the paid notetaker will sign an agreement form.
4. The instructor will receive a copy of the student agreement form. This will notify the instructor that a paid notetaker has been assigned.

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### General Information about Paid Notetakers

- In most cases, the paid notetaker should be seated near the student with disabilities. To determine the best seating arrangements, please discuss with the student.
- To better prepare for notetaking for the class, the paid notetaker may request a copy of the textbook. If you do not have an extra copy, the Access Office can obtain one. The paid notetaker should receive a copy of all the handouts that you distribute to your class.
- Please direct all comments you want to make to the student with disabilities directly to student not to the paid notetaker.
- When it is known ahead of time that the paid notetaker is ill or unable to be in class, the Access Office will make reasonable efforts to arrange for a substitute.
- The student with disabilities has been advised to select a classmate as a volunteer back-up notetaker. This should be done early in the semester. If the paid notetaker does not show up for the class, the student should ask the back-up notetaker to take notes for him/her.
- If the student with disabilities does not show up for class, the paid notetaker will wait:
  - 10 minutes for a 1 hour class
  - 15 minutes for a 1 1/2 hour class
  - 20 minutes for a 2 hour class
  - 30 minutes for a 3 hour class
- If the student with disabilities does not show up for class, it is his/her responsibility to obtain a copy of the notes from another classmate.
- If the student misses two classes in a row and does not call the Access Office, he/she will get a warning letter and/or a phone call from an Access Office professional. If he/she does not respond within one week, notetaking services will be stopped until a conference with the Access Office professional is held.

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### **Facts about Paid Notetakers**

Usually paid notetakers are degreed professionals who have been hired by the college to provide services.

- Occasionally, paid notetakers are students who have successfully completed the class.
- All paid notetakers are carefully screened and trained by the Access Office.

---

### **Ethical Guidelines for Paid Notetakers**

- The paid notetaker will take notes on all information presented in class (instructor's lecture, students' comments, films, slides, etc.).
- The paid notetaker will not actively participate in the class, or add anything to the situation, even when asked by the person(s) involved.
- The paid notetaker may ask for clarification of information presented to accurately record class notes for the student using the service.
- The paid notetaker cannot discuss any confidential information about the student obtained while notetaking.
- The paid notetaker is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student or the Access Office.

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## PERSONAL CARE ATTENDANT POLICY

St. Louis Community College makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student so that he/she can participate in the college's activities, services, and programs. In order for the student who requires PCA services to have the same independent experience as all other college students, it is in the student's best interest to hire an impartial PCA, not a family member or close friend.

The college Board of Trustees has included this statement in the Administrative Procedures:

An otherwise qualified student who requires personal attendant services must arrange to provide for his/her own personal attendant service. The college does not assume coordination or financial responsibilities for personal attendant services.

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### IT IS THE STUDENT'S RESPONSIBILITY TO:

- Secure a PCA prior to attending any college-related activity i.e. placement testing enrollment and class attendance. (The college will not be responsible for providing a PCA on an interim basis.)
- Ensure that each PCA registers with the Access Office
- Ensure that if personnel changes occur during the semester, he/she and the new PCA registers with the Access Office.
- Direct the activities of the personal care attendant while at the college.
- Have a backup plan or alternative plan of action should the regular PCA not be available to work with them.
- Follow the college's policies and abide by the Student Rights and Responsibilities

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### A PCA IS EXPECTED TO:

- Follow all applicable college policies, rules, regulations, and procedures.
- Assist the student before and after class but wait outside the classroom.
- Allow the student to take responsibility for his/her own progress or behavior.
- Refrain asking questions of faculty, staff, or others on behalf of the student
- Refrain from intervening in conversations between the student and faculty, staff or other students
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Follow the Access Office PCA Policy.

If a PCA fails to abide by the above policies and procedures, The Access Office may make a determination that the PCA will not be allowed to accompany the student to the classroom and/or other college sites.

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## PRACTICUM, COOPERATIVE/EXPERIENTIAL EDUCATION AND CLINICAL ASSIGNMENTS

In many situations a cooperative or experiential education program or clinical is not only required for a specific program; but is also essential for assessing the student's abilities and skills as well as special needs in that field. For the student with disabilities, the practicum or co-op may present a unique challenge.

When a student is ready to register for a practicum or internship, etc. it is the assumption that, through completion of their prerequisite coursework, that they have demonstrated the classroom skills essential to their successful completion of a practicum. **However, the off campus site and ensuing duties may present a whole new set of accommodations that will need to be assessed and provided if possible.** The Access Office is available for help with suggestions on how to provide reasonable accommodations at a job, practicum, or co-op site. It is sometimes best to discuss accommodations with the site supervisor prior to start of the experience.

**It is important for the Career and Employment Services Office and the college instructor who places and supervises the student to understand the following facts related to these issues.**

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### FACTS

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- ADA requires that employers provide reasonable accommodations for employees who meet the criteria stated in the law.
- ADA and Section 504 require that schools, including institutions of higher education, make reasonable accommodations for students with disabilities.
- Practicum/clinical assignments/internships/experiential education, etc. are considered college courses; thus requires St. Louis Community College to provide for accommodations.
- Students are not required to disclose their specific disability to their instructor or practicum site supervisor, nor can they be asked information about their specific disability. If students request accommodation, their needs can and should be discussed.
- If the practicum site refuses to provide reasonable accommodations for the student with disabilities, then St. Louis Community College is responsible for providing them.
- St. Louis Community College staff may not disclose a student's disability to the off site location without the permission of the student.

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## SUGGESTIONS FOR ACCOMMODATIONS

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- Identify essential skills required in the practicum setting with the student and discuss the student's ability to perform those skills.
- If a student requests accommodations from their practicum supervisor, the Access Office will offer consultation for accommodations.
- If student does not self-disclose, the practicum site is not obligated to provide accommodations to the student.
- It is best for the Access Office, practicum site supervisor, and student to discuss accommodations prior to the placement.
- If the student has difficulty meeting the requirements of the practicum site with accommodations, faculty may refer the student to a Career Counselor and/or the Access Office.

Information for this section was reprinted with permission from Sinclair Community College.

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## READER/WRITER SERVICES

The need for this accommodation must be supported by the student's documentation of a disability.

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### POLICIES

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- All reader/writers are College employees who are carefully screened and trained by the Access Office staff.
- This accommodation will be provided for tests, quizzes, in-class assignments, and pre-arranged library assistance. It is not provided for homework.
- Students should submit their requests for reader/writer services to the Access Office at least two working days prior to their test, quiz or in-class assignment.
- When possible, the reader/writer from the Access Office will be provided during the scheduled class or test time.
  - Exceptions to scheduled times may need to be arranged due to a class schedule conflict or the availability of a reader/writer at the class time.
  - The instructor will be consulted regarding acceptable times.
- If the reader/writer is not arranged or the student is late, the student may have to miss the quiz or test or take it without accommodations in the class. It is the decision of the instructor whether or not the student may make up the test.
- If the student is late for class, the reader/writer will wait the following amount of time:
  - 10 minutes for a 1 hour class
  - 15 minutes for a 1 ½ hour class
  - 20 minutes for a 2 hour class
  - 30 minutes for a 3 hour class
- If a reader/writer is needed for every class throughout the semester, students should submit their request to the Access Office at least 6 weeks prior to the beginning of the semester.

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### WHERE DO READERS/WRITERS WORK WITH STUDENTS?

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For tests, quizzes, and in-class assignments, instructors may arrange a place for the reader/writer to work with the student. Usually it is done outside the classroom. If the instructor chooses, he/she may have the Access Office arrange a working space. Meramec students often arrange to take their tests in the Assessment Center. See Testing Accommodation information.

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## WHAT IS THE ROLE OF THE READER/WRITER DURING TESTS?

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### Reader:

- A reader may only read what is printed on the test.
- A reader may spell words for clarification for a student who is blind.
- A reader may also verbally describe charts, diagrams, pictures for a student who is blind.
- Readers do NO interpretation or clarification of information on tests or quizzes.
- The reader should not actively participate in the class. He/she is there only to read for the student.
- The reader is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student.

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### Writer:

- A writer may only write what the student dictates. This may be handwritten or word-processed.
- If spelling and punctuation are essential components of this course, the student must spell the terms and tell the writer where to insert specific punctuation.
- The writer should not actively participate in the class. He/she is there only to write for the student.
- The writer is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student.

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# SCIENCE LABORATORY ACCESS FOR STUDENTS WITH DISABILITIES

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Information for this section came from Teaching Chemistry to Physically Handicapped Students, by The American Chemical Society Committee on the Handicapped, Kenneth M. Rose, Editor and reprinted from Metropolitan Community Colleges' Faculty Handbook with permission

## SCIENCE LABORATORY ACCESS GENERAL CONSIDERATIONS

Laboratory accommodations for students with disabilities tend to be highly individualized. The students are usually the best source of information regarding their needs because they have learned what works best for them. It is the student's responsibility to discuss how to meet their needs in the most practical way with an Access Office advisor and the lab instructor well in advance of the first class.

Laboratory experience is essential for students of an experiential science like, biology and chemistry, and the student with a disability is no exception. Some disabilities will restrict the student's laboratory activities more than others, and the level of involvement desirable and necessary must be determined on an individual basis.

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### STUDENT PARTNERS

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It is customary in some lab courses to pair students as partners. In this case, it is important to help a student with a disability locate a congenial lab partner or group and to occasionally check to be sure everything is well and that the student is getting a chance to be actively involved.

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### PAID LAB ASSISTANT

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If the student requires extensive assistance, a lab assistant may be appropriate. The student can still work with a partner or in a group.

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### PHYSICAL MODIFICATIONS

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Some physical modifications in the lab might be necessary. Modifications may require ingenuity on the part of the instructor, department, or the Access Office. Some modifications can be major and/or costly, but quite often they are minor in nature and a little creative thinking can lead to a satisfactory solution.

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## EXTENDED TIME FOR LAB ASSIGNMENTS

Extended time is usually defined as double time. This is meant to be a guide for instructors. If the student requests more than double time it is best to discuss the exception with the Access Office.

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### POSSIBLE SOLUTIONS TO EXTENDED TIME

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- A student could enter an additional lab section during the week
- The student could start early or stay late in the regular section
- Extra time might be available in a Saturday section
- A proctor could be hired to oversee an extended time situation

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## LABORATORY ACCESS FOR STUDENTS WITH MOBILITY IMPAIRMENTS

Students with impaired mobility need to have access to equipment, materials, safety devices, and exits. The student needs enough aisle space to permit lateral movement and maneuverability. Positioning a wheelchair parallel to the lab bench is generally restrictive, although some students might prefer it.

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### ACCESSIBLE LABORATORY WORK STATIONS

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The basic requirements for a laboratory work station for a student in a wheelchair are described briefly below

- Work surface 30 inches from the floor
- 29-inch clearance beneath the top to a depth of at least 20 inches and a minimum width of 36 inches to allow space for the seated individual
- Utility and equipment controls in easy reach
- Clear aisle width 42-48 inches to maneuver a wheelchair.
- Set up a lab station at the end of the bench or obtain a portable station to be positioned as desired.

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### LABORATORY MODIFICATIONS

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The laboratory as a whole can be made more accessible to students with impaired mobility by making various modifications.

- Adjustable-height storage shelves and special-equipment work space.
- Pull-out or drop-leaf shelves or counter tops for auxiliary use..for example, shelves at lap-board height for holding instruments to be used by students in wheelchairs.
- Single-action lever controls or blade-type handles rather than knobs for students with impaired manual dexterity.
- Flexible connections to electrical, water and gas lines for students with limited reach (i.e., in a wheelchair)
- Alternate means of storage, such as a portable lazy Susan or a storage cabinet on casters

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### LAB ASSISTANTS

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Students whose disabilities affect the use of both upper and lower limbs will need a full-time assistant to perform experiments under the student's direction; the student should be able to observe the data acquisition as well as direct the experiment. This approach for the student with quadriplegia is much the same as that described for the blind student in another section.

The foregoing provisions for making a laboratory more accessible to students with impaired mobility have been used successfully by various scientists with disabilities. Again, however, students' needs tend to be highly individualized, so accommodations are best considered on a student-by-student basis.

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## LABORATORY ACCESS FOR BLIND STUDENTS

Many students with severe visual disabilities have mastered laboratory work. Blind students who have been accommodated in the laboratory have testified that the work is not only educational, but enjoyable. For them, the hands-on experience was vital.

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### LAB ASSISTANT

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- The blind student often will require a full-time laboratory assistant.
- The assistant should not be taking the course, but it is helpful to have one who has done so and knows the equipment and terminology.
- The instructor can assist by suggesting names of previous students.
- The blind student does the thinking and directs the assistant to give visual feedback on command. See [Role of Lab Assistant](#).

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### ORIENTATION TO THE LAB

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- It is helpful for the student to be given the opportunity before the lab session to feel an appropriate configuration of the experimental apparatus. This allows the student to visualize how the equipment should be assembled.
- It is important that the student be encouraged to exercise as much independence as possible.
- Blind students negotiate best in familiar surroundings. Even though they may never need to visit remote parts of the laboratory, they should be allowed to familiarize themselves with the entire setting. A short time with the lab instructor locating sinks, reagent shelves, hoods, safety showers, and the like will orient the student and help to determine the best place to work. The student will find the exits, learn the bench configurations, memorize the positions of the utilities, and so forth. The laboratory becomes familiar and comfortable. This orientation session can also be used to explain the safety rules and outline fire drill and other procedures. It is also the time to explain what locations in the laboratory pose the greatest potential hazards.

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### GUIDE DOGS

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- Guide dogs should be allowed in the laboratory. Concerns should be discussed with the Access Office. Blind students who have guide dogs may decide not to take them into the laboratory. A small office nearby or an out-of-the-way spot at the far end of the balance room might be an ideal place to leave a dog. Guide dogs are very obedient and accustomed to waiting.

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## LABORATORY ACCESS FOR STUDENTS WITH PARTIAL SIGHT

Some students with impaired vision have completed laboratory sessions virtually unnoticed, possibly using only a magnifying glass, or relying informally on a partner or nearby classmate to read numbers to confirm observations. Other students with impaired vision require more help. The degree of disability determines the policy to be adopted.

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### SOME CONSIDERATIONS

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- One lab station may be better than another because the lighting is better, for example.
- Some students with partial sight may need larger letters on reagent bottles, a magnifying glass to read burettes, or a larger notebook than prescribed for the course. Such requirements are easily met; usually the student takes care of them.
- Some students may experience fluctuating sight loss. This may be due to fatigue, stress, medication, or illness.

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### ADAPTIVE EQUIPMENT

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The development of adaptive equipment to familiarize laboratory work for students with impaired vision is a relatively new area of research, but progress is being made rapidly. Examples of equipment that could be purchased are:

- Voltmeters with audible readout
- Liquid-level indicator
- Electronic calculator with Braille printout
- X/Y plotters with Braille out put
- Talking thermometers
- Talking calculators
- Light probe (used as part of readout devices . it emits a tone which increases in pitch proportionally to changes in light intensity)
- Braille labeler
- Braille and talking computer terminals

The Access Office has portable CC-TV'S that magnify print or materials put under a camera. Contact the [Adaptive Technology Specialist](#) for details.

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## **LABORATORY ACCESS FOR DEAF AND HARD-OF-HEARING STUDENTS**

Unlike visual and orthopedic disabilities, impaired hearing is not a visible disability unless one sees the student wearing a hearing aid, cochlear implant, or using sign language. In general, impaired hearing has little effect on the ability to work in the laboratory.

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### **SOME CONSIDERATIONS**

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- The installation of visual warnings in addition to normal audible warnings should be considered. If this cannot be done, a discussion of emergency procedures should take place and a person should be designated to inform the student of the emergency.
- Deaf and hard-of-hearing students should have lab stations that afford an unobstructed view of the instructor and interpreter.
- If a student is utilizing an interpreter or relying on lip-reading, it is virtually impossible for them to watch the interpreter, the speaker's lips, and a demonstration all at the same time.
- A student cannot take notes and watch the speaker's lips or the interpreter at the same time. Assigning a volunteer or paid notetaker is appropriate.

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## ROLE OF LAB ASSISTANTS FOR STUDENTS WITH DISABILITIES

Lab assistants can be volunteers from class or hired by the Access Office depending on the extent of assistance necessary. Volunteers may be inappropriate if the student requires extensive assistance because it will interfere with the volunteer's ability to learn. A discussion regarding the use of a volunteer or paid lab assistant should involve the student, Access Office, and lab instructor. The Access Office and the lab instructor need to screen all persons performing lab assistant duties and to withdraw anyone who does not meet the following qualifications or who does not adhere to the duties as outlined below.

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### QUALIFICATIONS

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- The lab assistant has been approved by the Access Office and lab instructor.
- The assistant has been trained in ethics involved in impartially carrying out the duties of a lab assistant.
- The assistant has been trained in safety practices for lab settings.

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### DUTIES

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The amount of assistance may vary from experiment to experiment. The instructor and the student should assess each experiment to determine appropriate assistance.

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### WHEN ASSISTING A STUDENT WHO CANNOT PHYSICALLY DO THE EXPERIMENT:

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- The assistant will follow the directions given by the laboratory instructor and student.
- The assistant will physically manipulate the lab experiment as needed.
- The assistant will discuss the procedure with the student before proceeding whenever possible.
- The assistant will not solve problems for the student.
- The assistant will permit the student to participate as much as possible in the process
- The assistant will not discuss the student's experiment with the instructor or anyone else without the student's presence and permission.
- The assistant will follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals, and other pertinent written materials.

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## WHEN ASSISTING A STUDENT WHO CANNOT WRITE LAB NOTES

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- The assistant will follow the directions given by the laboratory instructor and student.
- The assistant will write only what the student dictates.
- The assistant will not solve problems for the student.
- If the assistant does not know how to write a symbol, draw a picture, or write a formula, the student should be prepared to assist.
- The assistant will not discuss the student's experiment with the instructor or anyone else without the student's presence and permission.
- The assistant will follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals, and other pertinent written materials.

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## WHEN ASSISTING A STUDENT WHO CANNOT SEE

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- The assistant will describe the components of the experiment.
- The assistant will read all printed materials such as directions, labels, charts, etc.
- The assistant will follow the directions given by the lab instructor and student.
- The assistant will physically manipulate the lab experiment as needed.
- The assistant will wait for the student's instructions before proceeding whenever possible.
- The assistant will not solve problems for the student.
- The assistant will permit the student to participate as much as possible in the process.
- The assistant will not discuss the student's experiment or progress with the instructor or anyone else without the student's presence and permission.
- The assistant will follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals, and other pertinent written materials.
- If the student requests assistance beyond those outlined, the lab assistant and student should discuss the concern with the lab instructor or the Access Office.
- It is the student's responsibility to be prepared for all lab activities. It is also the student's responsibility to inform the lab instructor of problems with lab assistant's services.
- It is the student's responsibility to be prepared for all lab activities. It is also the student's responsibility to inform the lab instructor of problems with lab assistant's services.

I understand and agree to the duties as outlined above.

\_\_\_\_\_ LAB ASSISTANT

\_\_\_\_\_ STUDENT

\_\_\_\_\_ COLLEGE STAFF

Information for this section came from Teaching Chemistry to Physically Handicapped Students, by The American Chemical Society Committee on the Handicapped, Kenneth M. Rose, Editor and reprinted from Metropolitan Community Colleges' Faculty Handbook with permission.

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## SAFETY IN THE LABORATORY

There is no reason to assume that students with disabilities will be less careful or will pose a greater hazard than other students in the laboratory. This argument was borne out by a study of 1,400 employees with disabilities at DuPont.

The author commented, "DuPont's experience has proven that disabled workers are safe workers."

There is certainly a need to enforce good laboratory practices and sensible safety measures for students. There are many safety suggestions that need to be followed in the laboratory setting; those that follow are just a few that are particularly oriented towards students with disabilities. This is not an attempt to provide a comprehensive discussion on lab safety.

- Give the student with impaired vision an opportunity to become familiar with the lab before the first session. The student can then participate in the safety-orientation program with little trouble and will already know the location of exits, showers, and extinguisher.
- Discuss and resolve individual limitations with the student with impaired vision. Can the student read labels? Are the labels big enough? Consult with the student as to whether there are any operations too risky for the student to handle alone.
- Ensure that reagent containers are labeled clearly and returned to their shelves after each use. These shelves or the materials used for each lab assignment should be readily accessible to the student with a disability.
- Assign the student with impaired mobility to a lab station on an outside aisle and close to an accessible exit, if possible.
- Students, including those with impaired vision or poor manual coordination, are strongly urged to wear rubber gloves when working with harsh chemicals or those readily absorbed by the skin. Disposable, lightweight gloves are available which will allow the student to manipulate equipment.
- All students should wear plastic or rubber aprons when working with chemicals in order to protect their clothing. Students in wheelchairs or those who have no sensory perception in the lower half of the body should be advised of protecting their laps with a heavy rubber apron while working with chemicals.
- Accessible and usable eye washes should be located near the disabled student's work station.
- When a deaf student is working in a lab, it is helpful to have available equipment with lights or other visual means of indicating on/off status, although most equipment can be monitored easily by touch. Alarm systems also should be visual, with flashing lights. Expensive changes to equipment are seldom needed for deaf students. For example, they can feel when a timer sounds if they are holding it or touching it.
- Ideally, combustible gas supplies from gas jets on the benches should contain odorants. Students with hearing impairments may not hear the sound of an open gas jet.
- Lightweight fire extinguishers should be provided for mobility impaired students, but all students should be instructed in the use and limitations of fire extinguishers and in fire drill procedures. Lightweight dry chemical fire extinguishers are often the only kind a mobility impaired student can handle.

## LABORATORY ACCESS - RESOURCES

Health Resource Center  
One DuPont Circle N. W  
Washington, DC 20036  
(202) 833.4707

American Association for the  
Advancement of Science  
1776 Massachusetts Avenue N.W.  
Washington, DC 20036

American Chemical Society  
1155 16th Street N.W.  
Washington, DC 20036  
(202) 872.8733

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## SERVICE ANIMAL: POLICY AND PROCEDURES

As part of the Americans with Disabilities Act (ADA) the college allows persons with disabilities to bring service animals with them to college activities, services and programs.

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### DEFINITIONS:

#### Service Animals:

The ADA defines a service animal as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders, pulling a wheelchair for a person, or fetching dropped items for a person with limited mobility." When an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified by a training program. The college may not insist on proof of state certification before permitting the service animal to accompany the person with a disability. All service animals must be permitted to accompany a person with a disability. If there are any questions regarding the service animal, the Access Office should be consulted.

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#### Therapy animals:

Therapists often recommend the use of animals as a tool in therapy to promote the well being of their clients. Although therapy animals may be important to a person's treatment, they do not accompany the person at all times and are not covered by the ADA.

Requirements of service animals and their partners/handlers:

- The handler/partner shall be in full control of the service animal at all times.
- The animal must be on a leash at all times unless the service animal user is unable to use a leash, using the leash would harm the handler/partner, if the animal must perform a task without the use of a leash, or the use of the leash is not appropriate for that type of animal.
- Dogs shall wear a vaccination tag; other animals must have current vaccinations appropriate for that type of animal. The college reserves the right to ask for proof of current vaccination.
- Each situation will be considered on an individual basis. Complaints may be made using the ADA grievance procedure.

If a service animal's behavior fundamentally alters the college's programs, activities and services; poses a direct threat to the health or safety of others; or displays threatening behavior toward others, the college may ask that the service animal be removed.

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## SPELLING ACCOMMODATIONS

A spelling accommodations statement, like the one below, might be approved and listed as an accommodation on the Instructor Notification Memo.

*"SPELLING DIFFICULTIES REQUIRE ACCOMMODATIONS SUCH AS USE OF SPELL CHECKING DEVICE, DICTIONARY, NO PENALTY FOR SPELLING ERRORS, USE OF A MICROCOMPUTER, ETC."*

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### DOES THIS MEAN THE STUDENT CAN TURN IN WORK WITH SPELLING ERRORS?

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It depends.....

- For homework assignments and out-of-class projects, the student is responsible for turning in papers free of spelling errors just like any other student.
- For in-class assignment and tests, the student should receive spelling accommodations.

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### WOULD YOU EXPLAIN WHAT YOU MEAN BY SPELLING ACCOMMODATIONS?

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Spelling accommodations might be

- Permission to use a spell checking device
- Permission to use a word processor with spell checking
- Permission to have the work proofed
- No penalty for spelling errors
- Permission to use an instructor-approved "word list"

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### HOW DO I KNOW WHICH METHOD OF ACCOMMODATION TO USE?

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Deciding which accommodation to use is dependent upon the purpose of the test or in-class assignment and the student's ability to use the technology. Sometimes the situation dictates which accommodation is appropriate. For example, it will take longer for the student to use a dictionary and if extended time is not possible, another method of accommodating might be necessary. A discussion between the student and the instructor usually results in finding a workable solution. The Access Office staff can also be called upon to discuss a workable solution.

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## TAPING LECTURES AS AN ACCOMMODATION

### CAN AN INSTRUCTOR FORBID A STUDENT WITH A DISABILITY TO USE A TAPE RECORDER IN CLASS?

No, not if it has been approved as an accommodation for the student's disability in providing meaningful access to the educational experience. Tape recorders are one of the accommodations specifically mentioned in Section 504 of the Rehabilitation Act.

According to the regulations:

- Students with disabilities who are unable to take or read notes have the right to tape record class lectures only for their personal study.
- Lectures taped for personal study may not be shared with other people without the consent of the lecturer.
- Tape-recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity.
- Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

### INSTRUCTOR'S RIGHT TO PRIVACY IN THE CLASSROOM

If an instructor objects to the use of a tape recorder, it is typically because they maintain that their right to privacy of information discussed in the classroom is being violated. The instructor's right to privacy does not override the student's right to accommodation. It is the responsibility of the Access Office to see that the instructor's concern for privacy is respected and addressed while still assuring the availability of accommodation for the student. In many instances, this has been accomplished through the adoption of a contract between the instructor and student that details the specific limited use of the tapes and arranges for their disposal when the function has been fulfilled.

### CLASSES THAT INVOLVE SELF-DISCLOSURE FROM STUDENTS:

Occasionally, instructors object to the use of a tape recorder in classes that involve a great deal of self-disclosure from students as part of the class, fearing that the tape recorder will inhibit students from freely sharing. The use of a tape recorder is to replace the student's notetaking ability. If these open discussions are not appropriate subject matter for any student to be taking notes, it would be appropriate to ask the student with disability to turn off the tape recorder during these periods.

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## **TAPE RECORDING AGREEMENT**

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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.

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

Signature of Witness. \_\_\_\_\_ Date \_\_\_\_\_

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## TESTING ACCOMMODATIONS

Students with disabilities frequently use testing accommodations. Testing accommodations vary from student to student. They are based on appropriate documentation which is kept in the Access Office.

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### TYPES OF TEST-TAKING ACCOMMODATIONS

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Examples of test-taking accommodations provided by the Access Office are:

- Readers/Writers
- Extended time with proctor
- Use of computer or closed circuit TV (CCTV) with proctor
- Use of adaptive equipment with proctor
- Enlargement of test
- Interpreter
- Use of calculator and/or formula sheets
- Use of spell-checking device
- Distraction-reduced environment
- Tape recorded tests

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### HOW DO INSTRUCTORS KNOW WHEN A STUDENT REQUIRES TESTING ACCOMMODATIONS?

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Students will give you an ***Instructor Notification Memo*** which outlines all of the testing adaptations that have been approved for them. This memo is most often given to you at the beginning of the semester. ***If you do not receive a memo and a student requests test-taking accommodations, refer the student to the Access Office.***

Student might not always use testing accommodations. It is their responsibility to communicate their needs to you- If they do not inform you of their need, they run the risk of not receiving their accommodations.

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### WHO IS RESPONSIBLE FOR PROVIDING THESE ACCOMMODATIONS?

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Ultimately, college faculty and teaching staff are responsible for providing all reasonable test-taking accommodations, if the adaptation does not change the essential function of the test. Consult the Access Office is you have questions regarding the accommodation(s).

---

### THERE ARE TWO AVENUES FOR PROVIDING TESTING ACCOMMODATIONS:

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#### 1. INSTRUCTORS

Often instructors are able and prefer to provide the accommodations without Access Office assistance. The accommodations that instructors are most likely to provide include:

- enlarged tests
- extended time

When providing accommodations, instructors must be aware of what is necessary and appropriate in the situation. Discussing needs privately with the student will help in setting up the provision effectively. The Access Office is also available for consultation.

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## 2. ACCESS OFFICE

The Access Office will assist faculty who cannot provide the testing accommodations. In many cases, accommodations must be provided by the Access Office staff because of specialized personnel and/or equipment involved.

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### WHAT IS THE PROCESS FOR GETTING OUT-OF-CLASS TESTING THROUGH THE ACCESS OFFICE?

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Each of the three campuses has a slightly different procedure. Refer to the brief descriptions on the next pages and call the respective office for further clarification.

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#### FOREST PARK OUT-OF-CLASS TESTING PROCEDURE

At least two days prior to the test, the student will:

- acquire an out-of-class testing form from The Access Office;
- complete the "Student" portion of the form;
- present the form to the instructor;

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form;
- sign the form;
- return the form to the student,

The student will then turn the form into the Access Office no less than two business days prior to the test.

The instructor is responsible for making the test available to the Access Office. Instructors can:

- Request that Access Office personnel pick up the test in the department office
- Bring the test to the Access Office.
- Send the test via e-mail.

These arrangements can be made via the telephone or e-mail.

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#### FLORISSANT VALLEY OUT-OF-CLASS TESTING PROCEDURE

At least two days prior to the test the student will:

- acquire an out-of-class testing form from The Access Office;
- complete the "Student" portion of the form;
- present the form to the instructor;

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form;

- sign the form;
- return the form to the student,

The student will then turn the form into the Access Office no less than two business days prior to the test.

The instructor is responsible for making the test available to the Access Office. Instructors can:

- Request that the Access Office personnel pick up the test in the department office
- Bring the test to the Access Office
- Send the test via e-mail
- Send the test via campus mail. (Allow plenty of time for delivery of the test. We prefer that tests sent through campus mail arrive in the Access Office 24 hours in advance. This allows time for us to track down tests that have not been received.)

These arrangements can be made via the telephone or e-mail.

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## **MERAMEC OUT-OF-CLASS TESTING PROCEDURE**

The out-of-class testing procedure must be started early but at least 2 days prior to the scheduled test date. The instructor must have time to forward the test to the appropriate testing site. (See Out-of-Class Testing form)

### *STEPS IN SCHEDULING A TEST*

1. Student completes Part-time A of the Out-of-Class Testing Form.
2. Student gains written authorization for out-of-class testing from the Access Office. (See Section B of the Out-of-Class Testing Form)
3. Student contacts the Assessment Center (7596) to make a testing appointment. This is indicated in Part. time C.
4. Finally, the student ensures that the Out-of-Class Testing Form is delivered to the instructor. As the instructor, you complete Part D. The faculty may indicate other accommodations allowed, such as open book, use of notes, as well as other accommodations the instructor deems appropriate for that particular student .The instructor then sends the form and the test to the Assessment Center at Meramec. If the test is being held at the South County Education and University Center or the West County Center, contact the Access Office at Meramec for the appropriate information.
5. The completed testing form and completed test will be returned to the instructor by the staff in the Assessment Center or the Reading and Study Skills Center as soon as the test is complete.

## **WILDWOOD OUT-OF-CLASS TESTING PROCEDURE**

At least two days prior to the test, the student will:

- acquire an out-of-class testing form from Disability Support Services
- complete the "Student" portion of the form;
- present the form to the instructor;

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form;
- sign the form;
- return the form to the student,

The student will then turn the form into the Disability Support Services no less than two business days prior to the test.

The instructor is responsible for making the test available to the Disability Support Services. Instructors can:

- Request that Disability Support Services personnel pick up the test in the department office
- Bring the test to the Disability Support Services.
- Send the test via e-mail.

These arrangements can be made via the telephone or e-mail.

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### **GENERAL TESTING POLICIES:**

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- Test must be taken on the scheduled date and time that is on the request form. NOTE: From time to time, it becomes necessary for the Access Office to change the date/time due to personnel changes. Instructors will be consulted before changes are made.
- Instructors' policies regarding absences from test apply to "Out-Of-Class" testing.
- If an emergency causes the student to be absent from a scheduled test, the student is to call the instructor immediately.

**NOTE:** Rescheduling a test requires another request form and at least two business days prior to the new test date.

- If a student is more than 15 minutes late for a test, the test administrator may not be able to administer the test. If the test is administered, the amount of time the student is late will be deducted from the total test time.
- Unless instructors specifically note special instructions for administering the test, the Access Office proctor will NOT allow students to bring items into the testing session.
- Students are expected to complete test in a fair and ethical manner. The Access Office adheres to the college's policy regarding the issue of cheating.

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## TEXTBOOK SELECTION

Colleges and universities must make sure that students with disabilities have equal access to textbooks and materials. Since some students with disabilities have problems with print access and need their books in e-text in order to convert them into Braille, large print, WORD, audio, etc., more publishers are making their books available in e-text.

However, when the books chosen for a course are not available in e-text, the Access Office staff must scan and convert the textbook into the format needed by the student. While the college has the capability of scanning and converting materials needed by the student, the entire process can take 3-4 weeks and can put the student seriously behind his/her fellow classmates.

This delay is avoidable if instructors ensure that the textbooks that they are choosing are readily available in e-text format by ask their vendor. When deciding which text to use, if two texts are comparable, preference should be given to the text that is available in e-text. By seeking out texts that are available in e-text, faculty is encouraging publishers to produce more materials that are accessible.

The Access Office is happy to assist instructors in determining if books are available in an accessible format.

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### BACKGROUND:

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In 1999, the Missouri Legislature passed House Bill 401, which requires all public schools, including postsecondary institutions, to give preference to vendors that provide educational materials in Braille and electronic formats approved by DESE (see enclosure).

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### PERTINENT SECTION OF STATUTE: S 170.132:

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"All public elementary, secondary and post-secondary schools shall preferentially procure educational materials, including text books and collateral materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the department of elementary and secondary education, or both, at no greater cost than for regular materials."

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**ADMINISTRATIVE PROCEDURES - DIVISION D - FACULTY - D 14 TEXTBOOK SELECTION (R 3/02)**

RESPONSIBLE PERSON/DEPARTMENT	ACTION REQUIRED
Department Chair	Obtain textbook adoption form from the Bookstore
Department Chair	Based on Mo. Rev. Stat.170.132, inform teaching faculty of the need to give preference to educational materials, including textbooks and collateral materials, which are available in either Braille format or electronic format at no greater cost than for regular materials.
Teaching Faculty	<p>Ask vendors/publishers if they provide the textbooks and collateral materials in either Braille format or electronic format at no greater cost than for regular materials.</p> <p>Give preference to materials available in these formats at no greater cost than for regular materials when the quality of such materials is not diminished.</p> <p>Complete the textbook adoption form for each course and section they are teaching and/or for any courses and sections specifically requested by the department chair.</p> <p>OR</p> <p>Fill out the textbook adoption form indicating that no books are requested.</p>
Department Chair	Sign textbook adoption form and return to the Bookstore.
Department Chair	Sign any modifications to book orders.

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## WHAT TO DO DURING A SEIZURE

Most people with a history of seizures control their seizures by taking medication prescribed by their physician. However, occasionally, a person using medication or a person without a prior history of seizures will experience a seizure. Seizures may last between 5 seconds and 10-15 minutes.

Some students may give their instructors an **Instructor Notification Memo** indicating that they have a seizure disorder. It is appropriate for the instructor and student to have a discussion regarding the specifics of the seizures.

In a mild seizure, the student may appear to be staring into space or experience rapid-eye movement. In this case, you should allow the seizure to run its course. After the seizure, the person may appear tired and need to rest.

In the event of a severe seizure, the instructor should:

- Call the campus police immediately. The campus police have been trained to handle medical situations. .

Florissant Valley, 314.513.4300  
Meramec, 314.984.7666

Forest Park, 314.644.9700  
Wildwood, 636.422.2000

- While waiting for the police:
  - Try to place the person flat on his/her back on the floor.
  - Remove chairs, desks, or other nearby hazards that the person may hit.
  - Protect the person's head from injury.
  - Do not try to hold the person down or in place during a seizure.
  - Do not place any objects between the person's teeth.
  - Do not try to revive the person with fluids, stimulants, fresh air or walking.
  - Do not panic. Usually the seizure will subside and the person will recover.
- Campus police will decide if medical personnel need to be called.
- If a seizure occurs in a classroom, please have the class take a 15 minute break

The Access Office staff is available to you to discuss any concerns or questions.

[You can find more information on seizures at this external website.](#)

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# INFORMATION REGARDING SPECIFIC DISABILITIES



## **ACQUIRED BRAIN INJURY (ABI) ALSO KNOWN AS TRAUMATIC BRAIN INJURY (TBI)**

Acquired Brain Injury, also known as TBI or Traumatic Brain Injury, occurs when there is an injury to the brain because of an outside force. This can include a closed head injury trauma, an object that penetrates the brain; or by internal events such as a tumor or stroke.

There is great variability in the effects of head injury on different individuals, but most injuries result in some degree of temporary or permanent disability with three major brain functions: physical, cognitive, and behavioral.

The following are some of the areas where impairments may occur and possible solutions that the person may use to circumvent the residual effects of the brain injury:

- Memory --use tape recorder, notetaker, study partner communication
- Speed of thinking --extended time
- Spatial reasoning/orientation --visual supplements of material
- Conceptualization --tutor
- Executive functions (such as goal setting, planning, etc.) --work with Access Office professional
- Motor, sensory and physical abilities --assistive devices and accessible locations
- Psychosocial behaviors -- work with a counselor
- Attention/concentration -- notetaker, tape recorder, distraction reduced testing
- Judgment and reasoning -- work with counselor
- Self-control/ intolerance/ frustration --work with an Access Office counselor
- Ability to control emotions --work with an Access Office counselor
- Lack of awareness of social rules and expectations -- work with an Access Office counselor
- Vision/hearing --notetaker, readers, enlargement, extended time
- Speed and coordination of movement -- extended time
- Balance, strength and equilibrium -- reduced academic load
- Speech --assistive devices

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## **SOME GENERAL SUGGESTIONS FOR TEACHING AND ACCOMMODATING STUDENTS WITH ABI:**

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- Restate abstract concepts in practical or concrete terms if possible.
- Allow ample time for a student to respond/retrieve information.
- Use lists, outlines on the board as you lecture.
- Use audiovisual aids.
- Verbalize written instructions.
- Review to reinforce learning.
- Try to incorporate frequent repetition of information to be learned.
- Give step-by-step directions.
- If the student becomes frustrated or agitated, stay calm; try not to "feed-in" to students' emotions and talk calmly and quietly.

---

## **ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED**

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### **Instructional Accommodations**

- Lectures on tape
- Audio textbooks
- Extended time limits
- Syllabus and book prior to class
- Conferences with instructor

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### **Testing Accommodations**

- Extended time
- Out-of-class
- Reader
- Writer
- Tape record answers
- Distraction reduced
- Computer

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### **Support Persons/Services**

- Readers
- Writers
- Notetakers
- Test proctors

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### **Environmental Adjustments**

- Special seating
- Special tables

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### **Adaptive Equipment**

- Spell checker
- Adaptive software and hardware
- Word processor
- Tape recorder
- NCR notetaking paper

- Calculator
- Adaptive keyboard

Link to the Brain Injury Association of America <http://www.biausa.org/>

**Note:** You will exit this site.

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## ATTENTION DEFICIT / HYPERACTIVITY DISORDER (AD/HD)

AD/HD, also sometimes referred to as ADD, is a neurological condition which can affect behavior and performance. It does not affect intelligence. However, it may interfere with academic achievement, self-esteem, and relationships. Individuals with ADD or AD/HD may or may not experience hyperactivity along with various other symptoms.

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### CHARACTERISTICS OF STUDENTS WITH AD/HD

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While most people have some of the following traits, those who have AD/HD exhibit more of them, with greater frequency and intensity, and these traits are disruptive to their lives.

- Easily distracted
- Difficulty concentrating
- Often appears to not listen
- Difficulty carrying through with routines or tasks (loses interest)
- Disorganization
- Restless, daydreams, fidgets, impatient
- Short term memory problems
- Excessive talking
- Hyperactivity

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### MEDICATION CONSIDERATIONS

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Although medication can ameliorate many of the symptoms of AD/HD, it can also cause side effects such as sleep problems, mood disturbances, appetite problems, fluctuation of performance, and other health related issues. If you notice a difference in the way the student is functioning in your class, it may be because of medication adjustments. Feel free to talk to the student about your concerns regarding how he/she is functioning. If the student discloses that medication is the problem, encourage the student to see their doctor.

---

### SPECIFIC ACADEMIC CONCERNS STUDENTS MAY EXPERIENCE

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- Distractibility from noises within the classroom, in the corridor, outside, etc. or also distractibility from internal stimuli
- Loss of focus/attention, thereby missing portions of a lecture
- Inability to fully comprehend class readings due to loss of concentration/poor task focus
- Inability to sustain attention/concentration resulting in incomplete notes
- Difficulty with setting priorities and with time management
- Difficulty selecting important activities over extraneous ones

- Procrastination
- Inability to sit still while maintaining attention for an entire class period

---

## ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED

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### Instructional Accommodations

- preferential seating (either near the instructor or near the door for quick breaks)
- tape record lectures
- instructor use of an FM microphone

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### Testing Accommodations

- out-of-class
- distraction reduced
- extended time

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### Support Persons/Services

- notetakers
- test proctors

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### Environmental Adjustments

- breaks to maintain attention
- sitting away from distractions
- standing periodically or leaving class briefly
- sitting away from windows or any obvious distraction

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### Adaptive Equipment

- FM microphone system
- audio textbooks
- computer

---

## HOW THE ACCESS OFFICE CAN ASSIST INSTRUCTORS/STUDENTS

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- Identify reasonable accommodations
- Collaborate with instructor and student regarding strategies the student can use to stay on task, complete assignments, and fulfill requirements for the course
- Provide notetakers when the instructor cannot find an effective volunteer notetaker
- Provide out-of-class testing services
- Provide tape recorders for taping lectures as a form of notetaking
- Provide Assistive Listening Devices to enhance student's ability to attend
- Provide readers for tests
- Provide audio textbooks to enhance student's focus when reading
- Assist instructors in managing inappropriate student behavior

For more information, follow the link to the attention deficit disorder association website. You will exit from this site. <http://www.add.org>

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## ADULTS WITH AUTISM SPECTRUM DISORDER

Autism Spectrum disorder is a developmental disorder that can affect a person's social, communicative, and cognitive functioning. Because this disorder is so broad, the individual diagnostic profiles of a person with this diagnosis can vary greatly. However, the most significant impact seen in college students with this disorder is the impairment caused in communication and social interaction. While challenges in these areas most often impact daily activities and relationships at home, school, and work, there can be improvement as well as adaptive learning. The following information is provided to give some insight into some of the characteristics of this disorder: Intelligence ranging from mental retardation to superior

- Significant deficits in the development of social skills
- Difficulty with verbal and nonverbal communication
- Repetitive behaviors or interests
- Unusual responses to sensory experiences, such as certain sounds or the way objects look
- Adverse to social interactions
- Difficulty relating to others' feelings
- Difficulty understanding social rules and norms
- Rigidity in routines, OCD like symptoms
- Repetitive movements

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### WHAT IS ASPERGER'S DISORDER?

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Asperger's Disorder is a milder form of Autistic Disorder. Persons with Asperger's may be very intelligent, but they perceive the world in a very different way. While many behaviors exhibited by a person with Asperger's may seem odd or unusual, they are due to neurological differences in the person's brain.

Individuals with Asperger's can exhibit some or all of the following characteristics. However, the degree that they exhibit each characteristic can range from mild to severe.

- Normal to superior intelligence
- Deficiencies in social skills resulting in social isolation and eccentric behavior
- Peculiar speech, abnormalities of inflection and a repetitive pattern
- Clumsiness in articulation and gross motor behavior
- Obsessive routines
- Preoccupied with a particular subject of interest
- Unable to discern that they are talking too loudly for the circumstances
- Difficulty with transitions or changes and prefer sameness.
- Difficulty reading nonverbal cues (body language)
- Difficulty determining proper body space
- Sensitive to sounds, tastes, smells, and sights
- Exhibit exceptional skill or talent in a specific area

- Superior vocabulary, yet extremely literal

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## **SOME GENERAL SUGGESTIONS FOR TEACHING AND ACCOMMODATING STUDENTS AUTISTIC SPECTRUM DISORDERS**

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- Since anxiety often exacerbates the characteristics of the disorder, meeting with the student might help the student feel comfortable and provide opportunities for acceptable behavior. The Access professional staff is available to attend conferences to assist faculty.
- Outline behavioral expectations for the student.
- Restate abstract concepts in practical or concrete terms if possible.
- Allow ample time for a student to respond/retrieve information.
- Use lists, outlines on the board as you lecture.
- Use audiovisual aids.
- Verbalize written instructions.
- Review to reinforce learning.
- Try to incorporate frequent repetition of information to be learned.
- Give step by step directions.
- Stay calm; try not to "feed-in" to students' emotions. Talk calmly and quietly if student is agitated.
- If there is going to be a change in normal procedure alert the student
- Ask inappropriate or excessive amount of questions

**Note:** Contact the Access Office if behavior interferes with your ability to teach

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## **ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED**

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### **INSTRUCTIONAL ACCOMMODATIONS**

- lectures on tape
- extended time limits for in-class assignments
- conferences with instructor
- arrange for a signal between the instructor and student when behavior becomes disruptive

---

### **TESTING ACCOMMODATIONS**

- extended time
- distraction reduced
- computer

---

## SUPPORT PERSONS/SERVICES

- notetakers
- test proctors

---

## ENVIRONMENTAL ADJUSTMENTS

- Sitting near the door

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## ADAPTIVE EQUIPMENT

- tape recorder
- NCR notetaking paper

For more information about Autism, follow the link. You will exit this site

<http://autism.about.com/od/whatisautism/a/whatisautism.htm>

North Shore . Long Island Jewish Health System serves the New York counties of Nassau, Suffolk, Queens and Staten Island. <http://www.northshorelij.com/body.cfm?id=4725>  
National Institute on Mental Health<http://www.nimh.nih.gov/publicat/autism.cfm>  
Suite 101: [http://www.suite101.com/external\\_link.cfm?elink=http://www.udel.edu/bkirby/asperger/aswhatisit.html](http://www.suite101.com/external_link.cfm?elink=http://www.udel.edu/bkirby/asperger/aswhatisit.html)

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## STUDENTS WHO ARE DEAF OR HARD-OF-HEARING

The student with a hearing impairment may be hard to recognize in the classroom. Some students use hearing aids; others may use cochlear implants. Some students communicate orally, while others prefer to use sign language interpreters.

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### DEAF STUDENTS

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The term deaf is defined as a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes. Persons who are deaf:

- Have varying degrees of skill
- Use various modes of communication:
  - Sign language
  - Oral communication
- May be members of a distinct linguistic and cultural minority
  - Use American Sign Language, a fully developed language with its own structure and rules, as their first language;
  - Are bilingual with English as their second language
  - Do not perceive themselves as having a disability
  - As with any cultural group, they have their own values, social norms, and traditions.
  - Because of this, be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting.
- Many are easily understood. Others cannot monitor the volume and tone of their speech and may be initially hard to understand.

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### HARD-OF-HEARING

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The term hard-of-hearing is defined as a condition where the sense of hearing is impaired but functional for ordinary life purposes (usually with the help of a hearing aid). Hard-of-hearing students

- May use speech, lip reading, and hearing aids to enhance oral communication
- May use hearing aids or amplification systems with a clip-on microphone for the instructor
- May use interpreters
- Will vary widely in their listening and oral communication skills

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### SOME FACTS ABOUT PEOPLE WITH HEARING IMPAIRMENTS

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- Not all are good lip readers. Lip reading skill has no correlation to a person's intelligence.
  - Only 26.30% of spoken English can be lip-read.
- Not all deaf people know how to sign.

- Not all deaf students use interpreters. Some prefer to communicate orally, and some prefer sign language.
- Very few people are totally deaf.
- A hearing aid or cochlear implant does not correct a hearing loss like glasses correct vision problems.
  - Most deaf persons have sensorineural hearing losses, which affect the clarity of speech.
  - The hearing aid merely amplifies the sound.
  - A cochlear implant does not amplify sound; it directly stimulates the surviving nerve fibers in the cochlea. This permits the deaf student to perceive sound, but does not restore hearing to normal levels.
- A deaf or hard-of-hearing student's English skills are not related to intelligence, but are similar to those experienced by non-native speakers of English.
- The terms "deaf and dumb" and "deaf mute" are no longer acceptable. These terms have a negative connotation, and they should not be used.
- Deaf or hard-of-hearing persons do not have auditory feedback mechanisms. Therefore, they may not know they are speaking loudly and their articulation may be affected.

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## **INTERACTING WITH A STUDENT WHO IS DEAF OR HARD-OF-HEARING**

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Each student functions differently and is the best source of information about communication tips. The following suggestions will help with your initial encounter with a deaf person.

- Get the person's attention before speaking.
- Avoid speaking with things in your mouth and keep hands away from your face.
- Avoid standing in front of windows or other light sources. The glare from behind you makes it difficult to read lips and other facial expressions.
- Speak at a moderate rate, avoiding exaggerated lip movements.
- Do not hesitate to ask the person to repeat if you do not understand. If that doesn't work, then use a pen and paper. Communication is the goal; the method is unimportant.
- If the person is using an interpreter, speak directly to the person, not the interpreter.
- Short sentences are easier to understand than longer sentences with several clauses.

- If the person doesn't understand, try repeating, and if the person still doesn't understand, rephrase a thought or use a different word order rather than again repeating the same words.
- Don't be alarmed if the person does not understand and you cannot understand him/her. You will become accustomed to each other in time.
- Facial expressions, gestures and other body language help convey the message.

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## TEACHING STUDENTS WITH HEARING IMPAIRMENTS

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### General Suggestions

- Academic problems of many students are related to their inherent language difference, not a lack of intelligence.
- Use captioned films.
- Provide an outline or summary of a movie or video ahead of time. This will help the student process information from such presentations.
- Use visual examples; keep terminology consistent.
- Reinforce oral directions with written ones or with other visual cues.
- Communicate in writing information about assignment scheduling, deadlines, etc.
- Do not use tape recorders, records, etc. as primary instructional media.
- Beware of giving procedural information while handing out papers, etc. Make sure such information is clearly understood by the student.
- Be aware that it may be difficult for the student to check tests when the instructor is giving the answers orally. Printed answers or use of the overhead will solve this difficulty.
- Allow student to sit in the front or near the speaker.
- Provide brief outline of your lecture or written material prior to class so the student may become familiar with the vocabulary.
- Allow for alternative test-taking methods. The following methods have been utilized by deaf students.
  - Interpreters
  - Extended time
  - Out-of-Class Testing:
- Provide copies of notes or a notetaker when material is presented in lecture format.

**Note:** It is not possible for deaf and hard-of-hearing students to lipread or watch an interpreter and take notes simultaneously. It is crucial that students with hearing impairments

have good notetakers. Carbonless notetaking paper is available in the Access Office. It is the student's responsibility to obtain the notetaking paper from the Access Office. The student might ask the instructor to help locate a good notetaker. [For more information, follow this link to Notetaking Services.](#)

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**If a student is utilizing an interpreter, you should know that:**

- Interpreters are paid professionals who have gone through specialized training.
- An interpreter may be distracting at first. However, your students will soon become accustomed to the interpreter's presence.
- Interpreters follow a code of ethics and view all information from an interpreting situation as confidential.
- Interpreters are hired by the Access Office. Questions or concerns regarding interpreters can be answered by the Access Office.
- Interpreters will sign the comments and questions of class members as well as everything you say. Interpreters will interpret in a manner that closely conveys the content intended by the speaker.
- Interpreters are not there to answer the deaf student's questions. If the student has a question, he/she should direct it to you. The interpreter can voice the student's question if you do not understand.
- If you have a question, direct it to the deaf student, not the interpreter. The interpreter is a few words behind the speaker and needs time to finish, so that the deaf student can respond.
- Interpreters will not give their opinion of a student's progress as this violates the student's rights.
- Interpreters should not be used as proctors for tests.
- Because the student and the interpreter experience mental, physical and visual fatigue after a lengthy lecture (more than an hour and 15 minutes), they need a break. This enhances the student's chance of comprehending your lectures.
- If the class contains technical vocabulary, the interpreter and deaf student must learn new signs or even create signs for vocabulary that has no signs. Therefore it is most helpful to give the student and interpreter outlines of the lecture or written material in advance of the class. Desk copies of textbooks may be required by the interpreter. The Access Office can request a desk copy from the publisher if needed.
- If movies are shown and a captioned version is not available, a dim light is needed so that the deaf student can see the interpreter.
- The deaf student is watching you and the interpreter. He/she gets visual cues from both. The student and interpreter should be positioned so the student can see you and the

interpreter simultaneously.

- When doing math problems, the interpreter has a difficult time interpreting phrases such as "multiply this and that". The interpreter has to turn around to see what "this and that" are on the board. This problem is solved by saying "multiply 42 by 46".
- In math classes or classes that the instructor frequently uses the blackboard, the interpreter may request to shadow the instructor. This means the interpreter will stand close to that section of the board that is being written on by the instructor. This allows the deaf student to see both the signs and the writing.

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**If a student is not using an interpreter, you should know that:**

- Classroom discussions are very hard to follow for a student who has a hearing impairment. He/she must first locate the speaker who may have finished most of the comment by the time the hearing impaired student finds them. Repetitions or summaries of the most relevant comments are helpful.
- Student questions may be missed by the student who has a hearing impairment. You can help by repeating the question.
- Movies without captions are hard for the student with a hearing impairment to follow. If captioned films are not available, a written summary or outline of the most important points is helpful. [For more information on captioned films, follow this link.](#)
- Verbal class assignments and due dates, examination dates, changes in the normal class schedule, special dates and/or instructions, etc., may be missed by the student. Written instructions make sure that there is no mix-up.
- Answers to homework problems read aloud are very difficult for students with hearing impairments. While they are trying to check an answer, they may miss the next answer. If possible, use the overhead projector or give the student written answers.
- Oral Tests are nearly impossible for the student with a hearing impairment. Again, written questions will solve this problem.
- Frequently, the student who is lip-reading has to mentally "fill in the gaps" during communication. An extremely valuable technique is to write on the blackboard a key word of the topic being discussed. This is especially important when the discussion topic changes frequently.
- The student cannot understand if your back is turned while doing board work. By using an overhead projector, you can do the work and face the class.
- It is especially important that you try not to stand in front of a light source, such as a window. The bright background shadows your face and makes speech reading difficult.
- In group situations or discussions, it helps to have students sit in a horseshoe or circle. In addition, students should raise their hands when they want to speak, so the deaf student can locate the speaker. Even with the above-mentioned suggestions, group discussions are

very difficult for a student who is relying on speech reading.

- Expect and encourage the student who is deaf to participate in class by answering questions, giving reports and volunteering for other verbal activities.
- The use of visual aids is most helpful, as vision is the student's primary means of receiving information.

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## Special Equipment:

### **TTY/TDD AND AMPLIFIED PHONE:**

Teletypewriters or telecommunication devices for the deaf (TTY or TDD) are available for students use. (The units make telephones accessible to persons who are deaf). A TTY is located in the Access Office. Faculty and staff are welcome to use the TTY/TDD in telephoning students who are deaf.

Faculty and staff may also contact the student via telephone by using Missouri RELAY, by dialing 711.

### **ASSISTIVE LISTENING DEVICES:**

Because distance and background noise can affect the intelligibility of the instructor's voice, a student who is deaf may benefit from the use of Assistive Listening Devices (ALDs). ALDs consist of a transmitter and microphone worn close to the instructor's mouth. The instructor's voice is transmitted to a receiver worn by the deaf student. The ALD provides a clear transmission of sound reducing the effects of distance and background noise. ALDs are available for student use through the Access Office.

You can participate in a fun, one hour, interactive training entitled "[Orientation to Deafness](#)" for faculty and staff. Receive a certificate at the end of your training. You will exit this site.

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## HEALTH DISABILITIES

There are other disabilities, neurological and medical which are covered under 504/ADA. Many are observable, but others are not, and you should not assume a student does not need accommodations simply because you cannot see the disability. These disabilities can impact students by significantly impairing their energy level, memory, mobility, speech, vision or muscular coordination.

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### EXAMPLES OF HEALTH DISABILITIES

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<a href="#"><u>Asthma</u></a>	<a href="#"><u>Crohn's Disease</u></a>	<a href="#"><u>Multiple Sclerosis</u></a>
<a href="#"><u>AIDS</u></a>	<a href="#"><u>Chronic Fatigue Syndrome</u></a>	<a href="#"><u>Narcolepsy</u></a>
<a href="#"><u>Alcohol/Chemical Dependency</u></a>	<a href="#"><u>Chronic Pain</u></a>	<a href="#"><u>Obesity</u></a>
<a href="#"><u>Arthritis</u></a>	<a href="#"><u>Cystic Fibrosis</u></a>	<a href="#"><u>Respiratory Disorders</u></a>
<a href="#"><u>Back Pain</u></a>	<a href="#"><u>Diabetes</u></a>	<a href="#"><u>Severe Migraines</u></a>
<a href="#"><u>Cancer</u></a>	<a href="#"><u>Kidney Disease</u></a>	<a href="#"><u>Tourette's Syndrome</u></a>
<a href="#"><u>Cerebral Palsy</u></a>	<a href="#"><u>Muscular Dystrophy</u></a>	

The effects of the above are different for each student. The student is the best person to consult regarding their ability to perform tasks required in your courses.

Some possible effects are:

- The ability to perform tasks can fluctuate from one day to the next.
- The symptoms may progress and get worse month-by-month or year-by-year.
- Fatigue or sensitivity to stress
- Medications may cause side effects such as sleepiness, dizziness, nausea, etc.
- Impaired mobility, endurance, and dexterity
- Inability to attend class

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## HIV/AIDS POLICY

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The college's basic approach is to address HIV/AIDS issues in a confidential, sensitive, and responsible manner. In general, an individual's HIV status shall not be a part of the admission decision nor shall it prohibit an otherwise qualified person from participating in a college activity, so long as no health or safety risk is posed to themselves or others. [Link to Board Policy](#)

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## ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED

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### Instructional Accommodations

- Copy of lecture notes
- Notetaker
- Alternative response modes: typing, taping, etc.

- Make allowances in attendance policies
  - Permission to take breaks
  - Permission to stand up or move around
  - Opportunity to make up missed class material/ tests
- 

### **Testing Accommodations**

- Extended time
  - Reader
  - Writer
  - Out-of-class
  - Word processor or other adaptive computer equipment
  - Break up test session
  - Alternative format
- 

### **Support Persons**

- Notetaker
  - Reader
  - Writer
  - Proctor
  - Attendant (Student is responsible for providing)
- 

### **Environmental Adjustments**

- Arrange classroom to allow for mobility
  - Preferential seating
  - Allow student to drink or eat in class
- 

### **Adaptive Equipment**

- Word processor
- Adaptive keyboards or input devices
- Adaptive software programs
- Tape recorder
- NCR notetaking paper
- Special table and/or chair

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## STUDENTS WITH LEARNING DISABILITIES

While several definitions of specific learning disability exist, the definition that St. Louis Community College has adopted has been prepared by the National Joint Committee on Learning Disabilities and reads as follows:

"Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with intrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences." (NJCLD, 1988)

Often people assume that students with learning disabilities are unmotivated and unintelligent. Many question whether these students can succeed in college. These are generalizations and false assumptions; as this group of students must be looked at individually. The learning disabled students' capacity to learn is intact. The only difference is the means by which the information is given and then processed. This group of students' failure and success rates are the same as other students; and are affected by the same factors.

It is estimated that one in ten Americans has a learning disability and increasing numbers of these individuals are pursuing an education in community colleges and four-year institutions. The number of individuals with learning disabilities has increased dramatically in recent years; however, this is the least understood type of disability. Each student must be assessed individually on a case-by-case basis and many individuals have more than one type of learning disability

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### AREAS OF FUNCTIONING OF CONCERN IN POSTSECONDARY SETTINGS AND IN ADULTHOOD IN GENERAL

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Each person with a learning disability has a combination of abilities and deficiencies that presents an inconsistent learning profile. Some areas of functioning will be average, above average or even in the gifted range, while deficiencies will vary from minimal to severe.

- Oral Communication
- Reading
  - Decoding Skills
  - Comprehension
  - Rate
- Written Language

- Penmanship
- Spelling
- Mechanics
- Organization
- Mathematics
  - Computation
  - Reasoning
- Coordination
- Mechanical Ability
- Interpersonal Skills
  - Difficulty "reading" other people, understanding body language or facial expressions
  - Problems interpreting or understanding subtle messages such as sarcasm, teasing or jokes
  - Confusion related to time, directions or visual-motor coordination
  - Inability to perform well at sports, athletics or games
  - Poor judgment that can lead to behavioral problems
  - Poor self-esteem or feelings of rejection due to learning problems
  - Talking out of turn, too loudly or talking too much
- Vocational skills

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## PROCESSING DEFICITS SOMETIMES OCCUR

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- Auditory processing deficits: Misunderstand orally presented material
- Visual processing deficits: Misunderstands visually presented material.

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## MEMORY DEFICITS SOMETIMES OCCUR

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- Long and/or short-term auditory memory
- Long and/or short-term visual memory

Although a learning disability cannot be "cured," its impact can be lessened through instructional intervention and compensatory strategies.

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## TEACHING A STUDENT WITH LEARNING DISABILITIES

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There are no "special" techniques for teaching students with learning disabilities at the postsecondary level. All good instructors teach to the various learning styles presented by their students. Some call this universal design while others have learned instructional techniques to meet the needs of students. These same techniques will enhance learning for students with learning disabilities.

You should be aware that:

**First**, as for all students, you are not expected to lower your academic standards. Having earned the right to be in college, they have also earned the right to succeed or fail.

**Second**, you are not asked to be an educational therapist, part of whose job is to "remediate," diagnose, or prescribe. Learning disabilities will never be cured, any more than blindness or deafness can be cured. Students who succeed have learned coping skills to accommodate their learning disabilities.

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## **GENERAL SUGGESTIONS FOR INSTRUCTORS:**

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The following list of suggestions may help a student with learning disabilities succeed in your class. You are probably already using many of these techniques and, if not, you may find that other students will also benefit.

- Start each lecture with an outline of material to be covered that period.
- At the end of the class, briefly summarize key points.
- Present new or technical vocabulary on the blackboard or use a student handout. Use terms in context to convey greater meaning.
- Provide study questions for exams that demonstrate the format as well as the content of the test. Explain what constitutes a good answer.
- Reinforce lectures or discussions by putting major topics or outlines of the materials on the board.
- Give assignments both in written and oral form to avoid confusion.
- Encourage the student to ask questions during or after class to ensure that materials are understood.
- Frequently verbalize what is being written on the board.
- Offer as many sense modalities as possible: visual, auditory, tactile, and kinesthetic.

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## **ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED**

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### **Instructional Accommodations**

- Audio textbooks
- Study guides and/or texts ahead of time
- Additional time for in-class assignments
- Spelling accommodations
- Written supplements to accompany movies or visual presentations
- Calculator and/or formula sheet for in-class assignments
- Use of word processor for in-class assignments

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### **Testing Accommodations**

- Extended time
- Out-of-class

- Reader/writer
  - Calculator and/or formula sheet
  - Word processor
  - Record answers directly on test not on scan-tron sheets
- 

### **Support Persons/Services**

- Notetakers
  - In-class reader/writer
- 

### **Environmental Adjustments**

- Sit in front of class
- Adaptive Equipment
- Tape record lecture
- Word processor
- Speech recognition software (student dictates, computer writes)
- Scan and read software for reading materials
- Spell checker etc.
- Captioned films

Link to the National Center for Learning Disabilities <http://www.nclld.org>

### **Link to Learning Disabilities Association of America**

[http://www.lidaamerica.org/aboutld/parents/ld\\_basics/ld.asp](http://www.lidaamerica.org/aboutld/parents/ld_basics/ld.asp)

You will exit this site.

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## MOBILITY IMPAIRMENTS

The term mobility impairment refers to a broad range of disabilities which includes orthopedic, neuromuscular, cardiovascular, and pulmonary disorders. Students with these impairments often must rely upon assistive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The mobility impairment may either be congenital or a result of injury or disease. Disabilities frequently seen include:

- arthritis
- amputation
- blood diseases
- cerebral palsy
- heart or pulmonary disease
- kidney or liver disease
- multiple sclerosis
- muscular dystrophy
- spinal cord injury

Some students may have hidden (non visible) disabilities which include pulmonary disease, respiratory disorders, epilepsy and other limiting conditions. Although the cause of the disability may vary, students with mobility impairments may face the following difficulties:

- Inability to gain access to inaccessible classroom
- Decreased eye-hand coordination
- Decreased notetaking and test writing ability due to weakness or paralysis
- Impaired verbal communication
- Decreased physical stamina and endurance
- Inability to predict when disability may cause problems

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### INTERACTING WITH A STUDENT WITH AN ORTHOPEDIC DISABILITY

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- Speak directly to the student as you would to any other student. Even when the student is using a personal assistant, all conversation should be directed to the student. The assistant is hired to assist the student with physical tasks, not to do the thinking for the student.
- If a student is in a wheelchair, and your conversation lasts more than a few minutes, it is best to find a place to sit down so you are on the same eye level. This prevents neck strain for both parties and conveys a message of equality.
- A wheelchair is part of the person's body space. Don't automatically hang or lean on the chair; it's similar to hanging or leaning on the person.
- Words like "walking" or "running" are fine. People who use wheelchairs use the same words when they speak.

- When it appears that a student needs assistance, ask if you can help. Most students will ask for assistance if they need it. Accept a refusal graciously.
- Acknowledge the disability if it comes up in your conversation. Completely avoiding the topic can be awkward and embarrassing for both of you.
- If a student's speech is difficult to understand, ask him/her to repeat what was said.
- Keep in mind that people are not "confined" to a wheelchair. They often transfer to automobiles and to furniture. Some can walk with the aid of canes, braces, crutches, or walkers. Using a wheelchair some of the time helps a person move about more freely and conserve precious energy they need to get through the day.
- Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.

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## TEACHING STUDENTS WITH MOBILITY IMPAIRMENTS

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It is difficult to generalize about the classroom needs of students with mobility impairments because each student functions in his/her own unique way. However, some general considerations will apply to most students with mobility impairments. Students are encouraged to talk with their instructors during the first week of classes to describe their functional difficulties and needs, and develop a course of action acceptable to both parties.

**Inaccessible Classes:** If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternate class section that is held in an accessible location. Contact your department chair and the Access Office to discuss solutions.

**Tardiness:** Students with mobility issues should be able to arrive on time. In extreme cases, there may be a legitimate reason for tardiness. The student should have documented this with the Access Office and presented you an Instructor Notification Memo stating the difficulty. The instructor and student should discuss the impact tardiness will have and an agreement concerning the steps to lessen the affects of the tardiness should be established. If the tardiness interferes with the essential functions of the class, the student should be advised to adjust his/her schedule.

**Absence:** [See Disability Relate Absence Policy.](#)

**Accessible furniture:** Some students prefer to stay in their wheelchairs instead of transferring to a student desk. Table-type desks which are high enough for wheelchairs can be moved into classrooms. Other students may need a special chair. The student should have arranged this through the Access Office.

**Class Changes, Field Trips:** If a class involves field work or field trips, the students using wheelchairs will have to make arrangements because they often rely on attendants or adapted vans for transportation. If the college is transporting students, the instructor will need to arrange for accessible transportation. The college has van equipped with a wheel chair lift.

Instructors should try to arrange for accessible field work or field trips. If the field site itself is unavoidably inaccessible, the instructor and student should discuss a comparable experience or assignment.

**Internships, Student Teaching:** These may require advance preparation to ensure that the site is barrier-free and that accessible transportation is available.

**Labs:** Lab tables may need to be modified to accommodate wheelchairs. Students and instructors should cooperatively develop methods to enable a student who cannot do the "hands-on" work to learn the use of equipment theory and methodology involved. The student can give all instructions to an aide and learn everything except the physical manipulation of the lab equipment. See [Science Lab: Mobility Impairment](#) and the [Role of Lab Assistants](#) for more information.

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## ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED

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### Instructional Accommodations

- Extended time for in class assignments

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### Testing Accommodations

- Extended time
- Writer
- Oral tests
- Student tape records answers
- Word processor
- Adaptive equipment
- Out-Of-Class

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### Support Persons/Services

- Writer for in class assignments
- Lab/classroom assistants

- Notetaker
  - Research/ library assistant
- 

### **Environmental Adjustments**

- Space for a wheelchair
  - Special chair or desk
  - Accessible building, classroom, practicum, internship at locations that are physically accessible
  - Advanced notice of field trips or class changes to arrange transportation, personal care assistant
  - Stand for short periods of time
  - Seating in front of class
- 

### **Adaptive Equipment**

- Adapted keyboards
- Track balls
- Key guards
- Speech recognition system

For more information, follow the link to “People with Mobility Disabilities . Just the Facts.” You will exit this site. <http://www.casnet.org/library/disabilities/mobility.htm>

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## STUDENTS WITH PSYCHIATRIC DISABILITIES

### GENERAL INFORMATION

Mental illness is a term that describes a broad range of mental and emotional conditions. Mental illness also refers to one portion of the broader ADA term mental impairment, and is different from other covered mental impairments such as mental retardation, organic brain damage, and learning disabilities. The National Institute of Mental Health estimates that one in five people will experience mental illness in their lifetimes, and one in four of us knows someone personally who has a mental illness. Anxiety disorders are the most common, affecting nearly 15% of people at some time in their lives. Depressive disorders occur nearly 8% in our lifetimes, while 2% of people will experience schizophrenia in their lifetimes.

The term 'psychiatric disability' is used when mental illness significantly interferes with the performance of major life activities, such as learning, thinking, communicating, and sleeping, among others. It is difficult to generalize about characteristics of persons with psychiatric disabilities or to give suggestions for teaching because each student is unique in their response to their illness. By working closely with the student, solutions or accommodation often can be found.

### SOME CONSIDERATIONS

- It is sometimes hard for students with psychiatric disabilities to disclose that they have a disability. It is important that Instructors provide an understanding and accepting environment. This may encourage students to request accommodations.
- Talk specifically about how the disability affects him or her academically and what accommodations would be helpful.
- With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.
- If students seem to need counseling refer them to the Access Office or to Counseling.
- Sometimes students may need to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.
- Sometimes students take medication to help control their symptoms. These same medications may cause drowsiness or inattentiveness. . If the instructor notices a change in behavior, it could be caused by new medication or a change in dosage. One consideration you may give during class lectures and discussions to students with psychiatric disabilities is to allow more time for students to respond to questions or comments.
- Some students may wish to tape record lectures, because medication or anxiety may interfere with the ability to concentrate and/or to quickly process and recall new information.

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## A WORD OR TWO ABOUT BEHAVIOR

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- Most students with psychiatric disabilities do not present themselves as disruptive. On the contrary, withdrawal and anxiety may be more symptomatic of behaviors among persons with severe and chronic emotional disabilities.
- When a student exhibits behavior which is disruptive to the teaching process, he/she is subject to disciplinary action as outlined in the Fact Finder. The standards set forth in the Fact Finder should be enforced for all students, regardless of disability.
- Discuss inappropriate behavior with the student privately and forthrightly, outlining the limits of acceptable conducts. It may be appropriate to have the Access counselor or other counselor present. Your comments should address the student's behavior not the student's diagnosis.
- If abusive or threatening behavior occurs, refer the matter to the Access counselor, another counselor, or to the Dean of Students.

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## ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED

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### Instructional Accommodations

- Additional time for in class assignments
- Consideration of incomplete in place of course failures in the event of disability related difficulties
- Flexibility in the attendance requirements in case of disability-related absences

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### Testing Accommodations

- Extended time
- Separate/distraction reduced testing area

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### Support Persons

- Notetakers

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### Environmental Adjustments

- Preferential seating
- Allow student to drink water in class (medication may cause the mouth to be very dry)
- Allow student to leave class

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### Adaptive Equipment

- Tape record lectures
- Audio textbooks

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## HOW THE ACCESS OFFICE CAN ASSIST

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- Assist instructors in managing inappropriate student behavior
- Identify reasonable accommodations
- Identify on-campus and community resources
- Provide out-of-class testing services
- Provide adaptive equipment

For more information, you can go to the National Alliance on Mental Illness website. You will exit this site. <http://www.nami.org/>

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## **SPEECH AND LANGUAGE DISABILITIES**

Speech and language disabilities refer to problems in communication.

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### **SPEECH DISABILITIES:**

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Includes dysfluency (stuttering), articulation problems, voice disorders, aphasia (a difficulty using words) or complete loss of voice.

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### **LANGUAGE IMPAIRMENTS:**

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Consistent inappropriate use in any of the structures of language such as:

- Morphology - the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds,
- Syntax - the usual order of words, or the correct grammatical use of language
- Semantics - the meaning of linguistic expressions
- Pragmatics - the ability to understand another speaker's intended meaning

Speech and language disabilities may result from a variety of factors including hearing loss, brain injury, learning disabilities, cerebral palsy, cleft palate or illness or surgery.

As with other disabilities, the extent to which the needs of a student with a speech/language disability will vary according to the individual. Some students manage their speech with little or no intervention, while others may require an electronic speaking devices or computerized communication boards. Almost all speech/language disabilities can be aggravated or magnified by the anxiety inherent in oral communication in a group setting.

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### **SUGGESTIONS ON INTERACTING WITH STUDENTS**

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- Students who have difficulty communicating may not have problems hearing or comprehending. Speak in a normal tone, speed, and with adult vocabulary.
- Realize that some students speak slower and may need more time to express themselves without interruption or unsolicited aid in filling in gaps in their speech.
- Ask students to repeat words or phrases when you can't understand them. Students with speech/language disabilities would much rather repeat a message in order to communicate than have someone pretend to understand what they are saying.
- Overcome the urge to interrupt or try to complete the student's train of thought. An instructor trying to anticipate the question being asked may embarrass the student if the completion of the sentence was not the question or point being made.
- After the student is finished speaking, summarizing the message is often a helpful way of checking that you correctly understood the message. With increased exposure to

persons with speech impairments, your ability to understand each individual's speech should improve.

- Oral presentations may be of a concern to a student and the instructor. Some students should not be compelled to speak in class unless speech is a REQUIRED course competency. Other students may have no problem with speaking in front of class. Instructors should feel free to discuss concerns with the student. Possible solutions:
  - Allow another person to voice for them.
  - Allow the student to video tape their speech
  - Allow the student to give the speech privately with the instructor
- Communicate an attitude of acceptance and encouragement to reduce the discomfort and increase the confidence of the student. Avoid sympathy.
- Avoid asking the student to speak while performing another task, if possible.

---

## **ACCOMMODATION AND SERVICES MOST OFTEN REQUESTED**

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### **Instructional Accommodations**

- Allow student repeat or write questions or responses
- Allow the student to use a word processor for communication or written assignments
- Minimize speaking in a group setting
- Allow extra time for student to speak without interrupting
- Summarize what student has said when they've finished
- Extended time

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### **Testing Accommodations**

- Out of class
- Word processor or other adaptive equipment
- Alternative format if test involves speech

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### **Support Persons**

- Interpreter or person to voice for them

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### **Environmental Adjustments**

- Preferential seating
- Quiet, distraction free environment

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### **Adaptive Equipment**

- Computer with voice synthesis
- Electronic speaking device
- Computerized communication board

For more information, read the article, "Speech/Language Disorders in Adults" by Katie Schwartz. You will exit this site. <http://ezinearticles.com/?id=62891>

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## TEMPORARY/COURTESY SERVICES

The Access Office provides limited assistance for students in need of temporary services (i.e. inability to write because of a broken bone or inability to sit comfortably in class because of recent surgery).

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### TYPES OF ASSISTANCE

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The type of assistance is determined on a case-by-case basis and may be dependent upon documentation. Services may include the following:

- Classroom support such as readers, writers and notetakers
- Notetaking devices, tape recorders and notetaking paper
- Alternate seating
- Adapted test-taking
- Access maps of campus
- Referrals to appropriate resources or agencies

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### HOW TO RECEIVE SERVICES

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- The student should contact the Access Office as soon as possible to make the request.
- An application for services will need to be filled out.
- The college has the right to request documentation of the need for temporary assistance from the student's physician prior to the provision of services. A Verification of the Need for Temporary Courtesy Services Form can be obtained from the Access Office.

**NOTE:** The Access Office typically asks for advanced notice in order to have services in place. However, the staff will try to respond to the request in a timely manner.

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## STUDENTS WITH TOURETTE'S SYNDROME

Tourette's syndrome is a neurological disorder usually beginning between the ages of 2 and 18, characterized by tics, involuntary, rapid, sudden movements that occur repeatedly in the same way. Tics are as irresistible as the urge to sneeze and must eventually be performed. Typically, tics increase because of tension or stress and decrease with relaxation or concentration on an absorbing task. Other characteristics are involuntarily blinking of eyes, head jerking, flailing of arms, throat clearing, ritualistic behaviors, and peculiar noises such as grunting, barking, snorting, and possibly vocalizing obscene words.

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### HELPFUL SUGGESTIONS

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Remember that tics may increase because of tension or stress and may decrease with relaxation.

- First and foremost, let the students know you are willing to talk to them about ways to make the student more comfortable.
- Some students benefit from meeting their instructor before the semester begins. This allows the student to become familiar with the instructor and helps to relieve some of the tension experienced by all students during the first few weeks of the semester.
- Extended time on exams may be necessary (in a private room if vocal tics are a problem). Allowing the student to test in a private room may help them to focus all their energy on the test instead of on suppression tactics.
- Permission for the student to leave the classroom when tics become overwhelming may help.
- If a behavior is just poor behavior and not a result of the Tourette's Syndrome it should not be tolerated.
- When the student's movements and noises are distracting to the class, remember, they are occurring involuntarily so do not react with anger or annoyance. Discuss the disturbance with the student and the Access Office.

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### ACCOMMODATIONS COMMONLY PROVIDED

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#### Instructional Accommodations

- extended time for in-class assignments
- conferences with instructor
- Allowing oral reports via video tape instead of in front of class

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#### Testing Accommodations

- extended time

- distraction reduced environment

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### **Support Persons/Services**

- notetaker

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### **Environmental Adjustments**

- Sitting near the door
- Being allowed to leave the classroom

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### **Adaptive Equipment**

- Tape recorder for taping lectures
- Video equipment for presentations

For more information, follow this link to the Tourette's Syndrome Association. You will exit this site. <http://www.tsa.usa.org/>

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## STUDENTS WHO HAVE PARTIAL SIGHT OR WHO ARE BLIND

### GENERAL INFORMATION ABOUT STUDENTS WITH PARTIAL SIGHT

Between 70 and 80 percent of all "legally blind" persons in the United States have some usable vision. Some "legally blind" persons may be totally without sight, while others in this category may have some usable eyesight. A "legally blind" person is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or one whose visual field is less than an angle of 20 degrees. In other words, this person, while wearing glasses, can see less at 20 feet than a person with normal vision can see at 200 feet. Vision that is limited to a narrow angle sometimes is called "tunnel vision." Students with Partial Sight/Low Vision may have fluctuation in the severity of the disability from day-to-day.

Two basic difficulties that confront students with partial sight that do not confront blind students are:

- The student with partial sight is sometimes viewed by instructors and classmates as "faking it." Because most partially sighted students do not use white canes for travel and because most are able to get around much like everyone else, people have difficulty believing that the student needs to use adaptive methods when utilizing printed materials.
- The large handwriting necessitated by the student's vision tends to give the sighted readers the idea that "a child has written this." This may lead to the conclusion that a student with this kind of handwriting is immature or childish and the written communication is less than sophisticated. In addition, the assumption is sometimes made that the student is merely trying to make handwritten assignments appear longer as in the case of a term paper of a required length. When the number of words instead of pages required is stated, this is not a problem.

### STUDENTS WHO ARE BLIND

The major challenge facing blind students in college is the mass of printed/visual material they encounter . textbooks, class outlines, tests, films, and computers. It is helpful for the student and instructor to meet before the semester starts to discuss print access.

### INTERACTING WITH STUDENTS WHO ARE BLIND

- Identify yourself by name before you begin a conversation.
- Speak directly to the blind person and maintain eye contact.
- If you are walking with a blind person, ask them if they would like assistance and how they would like to be assisted.
- When giving directions use descriptive words such as straight, forward, left. Vague words like "over there," or; "that way;" should not be used.

- Let the person know when you are leaving the area.
- Guide dogs are working animals. Do not pet or touch the dog without permission.
- Feel free to use words like "see" or "look" when speaking with a blind person.

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## TEACHING STUDENTS WHO ARE PARTIALLY SIGHTED OR BLIND

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### Notetaking:

Each student will have his/her own preferred method for notetaking.

- Some students will take their own notes, using dark pens or adaptive devices.
- Some students will rely on volunteer notetakers in the class. Carbonless paper (NCR) that will make an immediate copy is available in the Access Office. It is the student's responsibility to request the paper and deliver it to the notetaker in each class.
- Some students will tape the lectures and take notes from the tapes. Under the Section 504 of the Rehabilitation Act, taping of class lectures must be permitted if that is the request of a student with a physical or learning disability. An instructor who is planning to publish his or her lectures may fear that the tapes will somehow interfere with these plans. It is appropriate for the instructor to ask the student to sign an agreement not to release the recording or otherwise obstruct the copyright. A form is available in the Access Office for this purpose.

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### Seating in Class:

- Students should sit as close to the front of class as possible to make maximum use of visual and auditory cues.
- Lighting is very important for students with partial sight. The student should discuss this with the instructor.
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### Board Work and Visual Aids:

- Some students with partial sight can see the board and other visual aids used by instructors. Other students may have difficulty. Allow the student to sit in front of the classroom if requested.
- When using the chalkboard, overhead projector or any other visual medium, use precise and full descriptions of all materials presented.
- If your class relies heavily on visuals or board work, the blind student may need to request an in-class writer or visual describer from the Access Office.
- Provide copies of the overhead material presented in class so the student can enlarge it or get it changed to audio format.
- By spelling out new or technical vocabulary, you will be helping the student as well as your other students.

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## Tests:

It is the student's responsibility to discuss alternative test-taking methods with the instructor. Testing needs will vary with the degree of visual impairment. Please contact the Access Office for clarification or suggestions. The following might be done:

- Large print tests
- Oral testing
- Extended time
- Audio version of the test
- Tape test answers
- Reader/writer for the test
- Use of a CCTV, which enlarges the test on a TV screen

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## Texts and Required Readings:

- Some partially sighted students have no problem reading printed matter.
- Some have problems with poor-quality print.
- Handouts can be enlarged by the instructor or the Access Office. Audio textbooks can be ordered through the Access Office for partially sighted and blind students.
- If students are given reading lists prior to the beginning of the semester, they will be able to order audio versions.
- Students can also use the Scanners and JAWS, screen reading software, which are located in the library and Access Office.
- Some students may use their own live readers for homework assignments.
- The enormous quantity of reading necessary in college level courses causes a lot of eye fatigue for some partially sighted students. The potential difficulties can be alleviated if the student and professor discuss the student's needs early in the term.

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## Readers/Writers:

Paid or volunteer readers can assist students with **in-class assignments or library research**. The Access Office can assist in locating a reader/writer for in-class assignments and library research. Locating readers for homework is the student's responsibility. The student is responsible for hiring readers for homework or personal study.

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## Special Equipment/Low Vision Aids:

Some students with partial sight have individually prescribed low vision aids such as monocular or magnifying glasses.

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## Adaptive Equipment Used by Students with Partial Sight

- CCTV: Technology that magnifies images. It can be requested for in-class use through the Access Office.
- Talking Calculators: Talking calculators use a voice to indicate numbers, operations, date, time, etc. The calculators may be checked out at the Reserve section of the Library.
- Tape Recorders: Tape recorders are available for check out at the Reserve section of the Library. . Students may borrow them to use in lectures or to listen to materials previously taped by a reader.
- JAWS: This "talking" software program and speech synthesizer allows computer users to hear what is printed on the screen.
- ZOOMTEXT: This software allows for the enlargement of characters on a computer screen. It can be used in conjunction with other software.

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## ACCOMMODATIONS AND SERVICES MOST OFTEN REQUESTED BY STUDENTS WITH PARTIAL SIGHT OR WHO ARE BLIND

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### Instructional Accommodations

- Audio books
- Taped or Braille or large print versions of print handouts
- Provide study guides and/or texts early
- Additional time for in-class assignments
- Verbal description of visually presented material
- Raised line drawings of diagrams, charts maps pictures, etc.

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### Testing Accommodations

- Extended time
- Out-of-class reader/writer
- Oral testing
- Computer with adaptations for testing

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### Support Persons/Services

- Reader/writer
- Notetaker for visually presented materials
- Visual describer
- Sighted guide for field trips

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### Environmental Adjustments

- Preferential seating

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### **Adaptive Equipment**

- Tape recorder
- Speech synthesis or screen reader for computer
- Braille output
- Scanners
- Reading machines
- Talking calculators

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### **HOW THE ACCESS OFFICE CAN ASSIST INSTRUCTORS WHO ARE TEACHING STUDENTS WHO HAVE PARTIAL SIGHT AND BLIND STUDENTS**

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- Enlarge handouts
- Acquire audio books
- Acquire Braille texts
- Audio or Braille class handouts
- Hire reader/writers for in-class work and tests
- Acquire adaptive equipment such as tape recorders and adaptive computers
- Hire paid notetakers or speech to text transcribers for courses which heavily use the board or visual aids
- Provide raised line drawings of graphs and pictures
- Hire visual describers and lab assistants
- Provide testing accommodations

For more information, follow this link to the National Federation for the Blind website. You will be exiting this site. <http://www.nfb.org/nfb/Default.asp>

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