

OFFICE OF DISABILITY SERVICES

Division of Student Affairs

Accommodations, Accessibility and Testing

INSTRUCTORS GUIDE ON POLICIES AND PROCEDURES

Accommodations, Accessibility, and Testing Instructors Handbook

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601 Laclede • Neosho, Missouri 64850
Phone 417.455.5560 • Fax 417.455.5696

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Mission and Philosophy

Crowder College is committed to the goal of achieving equal educational opportunity, an accessible community where students are judged on their ability, and provide tools for full participation in the post-secondary environment for students with disabilities. Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Crowder College ensures that no “qualified individual with a disability” will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination on the basis of disability under any program or activity offered by the College.

Policy on Reasonable Accommodations

Federal Regulations:

Crowder College provides service to all students with disabilities as defined by federal regulations of ADA and the Rehabilitation Act of a “qualified person”. A qualified person with a disability is defined as an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs for the activities provided by a public entity.

(Public Law 101-336, Section 201)

The federal definition of a disability includes a person who:

- (i) has a physical or mental impairment which substantially limits one or more of such a person’s major life activities;
- (ii) has a record of such impairment, or
- (iii) is regarded as having such impairment.

(Public Law 101-336, Section 3)

College Regulations:

By law, the College is not allowed to ask if a prospective student has a disability prior to admission. Therefore documentation of a disability will not be needed until after admission to the College and when requesting entry-level test accommodations (i.e., COMPASS). By Law ...

1. Crowder College will reasonably accommodate “otherwise qualified individuals” with a disability unless such accommodation would pose an

undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or undue financial or administrative burdens. The term reasonable accommodation is used in its general sense in this policy to apply to students.

2. A student must self-identify as an individual with a disability. Subsequently, faculty members are encouraged to provide students the opportunity to self-identify by including a statement regarding accommodations for students with disabilities on their syllabus or current students are always encouraged to contact the Division of Student Services directly, as soon as possible, to request services or accommodations. The Division of Student Services then will assess the impact of the disability on the student's academic program and record the required academic accommodations in a memo to the instructor. All diagnostic information is confidential; however, letters of notification on accommodations accessibility requirements are distributed to the students instructor upon self-identifying and at the student's request.

3. Individuals who have complaints alleging discrimination based upon a disability may file them with the College's Affirmative Action Officer in accordance with College discrimination grievance procedures. Contact the Dean Of Students at 417-455-5636 to obtain a complete copy of the College's Reasonable Accommodation policy. Students can also file a formal complaint with the U.S. Department of Education, Office for Civil Rights (OCR) by submitting in writing the following:

- Your name, address, and phone number;
- The name and location of the school that you believe discriminated against you;
- A detailed description of what happened and when it happened; and
- Basis of the complaint (e.g., that you are a person with a disability or a member of another protected class based on race, disability, sex, age, national origin, or color).
- To find the OCR office closest to you, visit the following webpage: <http://bcol01.ed.gov/CFAPPS/OCR/contactus.cfm> or call 1(800) 421-3481.

By Law ...The Family Education Rights and Privacy Act (FERPA) or Buckley Amendment of 1974, provides for certain personnel of a given institution to have access to the educational records of enrolled students. Disability-related information, however, are considered medical in nature and is therefore exempt from this policy. Information regarding a students disability must be

maintained in separate, secure files with limited access, and is to be shared on a need-to-know basis.

Confidentiality of Documentation

By Law...The Office of Disability Services is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews and case notes. Faculty members have the right to request information on a student need-to-know basis.

- The faculty member will be informed that certain conditions or situations may occur as a result of defined disability and what procedures must be followed to assist in an emergency situation.
- Faculty members are not prohibited from asking the student for additional information to better assist in maximizing learning.
- Faculty members do not have the right to access such information from the Office of Disability Services. Students are guaranteed privacy and confidentiality as outlined in FERPA regulations.

4. Contact the Affirmative Action Officer or the Division of Student Affairs to obtain a complete copy of the College's Reasonable Accommodation policy.

SPECIAL "DON'TS" FOR FACULTY

To avoid violations of FERPA rules, DO NOT:

- At any time use the Social Security Number of a student in a public posting of grades
- Ever link the name of a student with that student's social security number in any public manner
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students
- Circulate a printed class list with student name and social security number or grades as an attendance roster.
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
- Provide anyone with lists of students enrolled in your classes for any commercial purpose

- Provide anyone with student schedules or assist anyone other than College employees in finding a student on campus

E-MAILS AND WEB REQUESTS

Electronic signatures (vCard, or Certificates) are not the equivalent to a written signature by a student. A PIN (personal identification number) known only to the student can serve as a written signature for a student request. Online students that use a PIN to access a mode of communication should be treated as the student. There should be no third-party requests granted for information on-line or not, without a signed consent form by the student.

Eligibility and Documentation

No “otherwise qualified” individual with a disability...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. **(29 U.S.C. § 794).**

1. Eligibility will be determined on the basis of the presence of a disability and a need for services and accommodations to support an equal educational opportunity.
2. Documentation. In order to establish that one is a student with a disability and has a need for accommodation, the student must provide adequate documentation from an appropriate source as to their status as a person with a disability and the functional limitations created by the disability that may be addressed through accommodations. In most cases, documentation will be needed from professionals such as psychologists, medical doctors, psychiatrists, licensed psychiatric social worker or neurologists. Documentation must be typed or word-processed and printed on the letterhead of either the practitioner or the agency. Handwritten notes on prescription pads or handwritten treatment records are not acceptable.
3. In most cases, diagnostic evaluation must have been completed within the past 3 years. Flexibility in accepting documentation, which exceeds a 3-year period, must be evaluated under the following conditions:
 - The previous assessment is applicable to the current or anticipated setting.
 - Documentation is adequate in scope or content, or addresses the individual's current level of functioning and need for accommodation(s), reevaluation may not be warranted.
 - There are no observed changes in the individual's performance or physical impairment since previous assessment was conducted.

A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

In general documentation of a disability should include:

- I. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis;

- II. A description of the diagnostic criteria used;
- III. A description of the current functional impact of the disability;
- IV. Treatments and medications, assistive devices currently prescribed or in use;
- V. A description of the expected progression or stability of the impact of the disability over time; and
- VI. The credentials of the diagnosing professional.

Accommodations and Services

Accommodations are provided for people who are eligible to attend, enroll or benefit from the College's programs, services, and activities. This obligation includes both students and non-students. Accommodations are provided on an individual basis dependent on the need for services, student request for reasonable accommodations, and documentation of disability. Per the students' request and submission of appropriate documentation, the College may provide the following accommodations and support services:

- Academic advisement, tutoring, note takers, tape recorders
- Counseling services and referral
- Accessible computer labs and Web pages
- Library assistance
- Faculty notification and follow-up
- Test taking accommodations, such as extended testing time; giving exams in alternate formats (giving a written exam orally, or changing the way answers are recorded); permitting use of a dictionary or spell checker (unless test is designed to measure spelling ability); providing quiet room for test taking in order to decrease auditory or visual distractions; repeating instructions.
- Use of auditory recording device
- Information and referral for additional services
- Proctored exams
- Magnifiers, visual field expanders, and glare reducing and contrast enhancing devices (for vision problems)
- Environment that optimize illumination and reduce noise level (for auditory problems)
- Classroom accessibility aids (screen magnifiers, voice-activated software, text in Braille or on tape)
- Course substitutions and waivers (In accordance with ADA, accommodations will not be made to course or degree requirements which are considered to be essential; or, would otherwise alter the fundamental nature and purpose of the course and/or program).

- Written materials in alternative formats such as large print, Braille, computer diskette, or audiotape readers
- Assistive listening devices

Accessibility/Telecommunication

Students must be afforded an equal opportunity to access the full range of services offered by the institution. Hence, all programs and services must be provided in a manner that affords the student maximum integration with his/her non-disabled peers. In accordance with ADA regulations, Crowder College has adopted the Americans with Disability Act Accessibility Guidelines, to meet requests for architectural accessibility and building improvements. These modifications may include but are not limited to, ramps, curb cuts, automatic door openers, sidewalk repairs, and restroom renovations.

The institution will take steps to ensure that people with communication and visual disabilities have access to goods, services, and facilities. Effective communication devices under the ADA may include having necessary auxiliary communication aids and accessibility services/software available, and making auxiliary delivered information available to persons with hearing and speech impairment such as a TDD (Telecommunication Device for the Deaf).

Services Not Provided

Crowder College does not provide the following:

- Comprehensive diagnostic evaluation for determining disabilities
- Special classes for students with disabilities and development of Individual Educational Plans (IEP's)
- A reduced standard for academic performance
- Exemption from graduation requirements (some substitutions are allowed with the Dean of Instruction approval)
- Personal devices such as wheelchairs, hearing aids, glasses, personal aids, or adaptive computer software for personal home use.
- Personal services such as assistance with eating, toileting or dressing.

- Accommodations that would fundamentally alter the nature of a program.

Strategies and Recommendations for Academic Support

ATTENTION DEFICT/HYPERACTIVITY. LEARNING DISABILITY

Students who have cognitive and language impairments may benefit from using keyboard filters, voice input aids, and screen review utilities. Strategies include...

1. Keep consistent office hours so student(s) can discuss classroom material, assignments, weekly priorities, and monitor academic progress.
2. Have accessible note-taking assistance and tape recorders.
3. Have available alternate testing arrangements such as extra time for extensive test and assignments and providing a distraction free testing environment.
4. Make books and lecture series available on tape.
5. Have available computers with speech input.
6. Offer individualized assistance when feasible.
7. Use e-mail to provide constant reinforcement.
8. Use more visual aids and make copies of notes available.
9. Allow students to take written tests on a word processor.
10. Offer students a calculator for math or science related classes.
11. If possible, provide course material in advance to permit taping.
12. If possible and warranted due to student's disability, instructor(s) can offer class as independent study.

ACQUIRED BRAIN INJURIES

Students with brain injuries may benefit from having extended testing time, distraction-free environment, proctor, and note takers. Strategies include...

1. Encourage study in small doses with frequent breaks.
2. Make copies of notes available and give out as much written material as possible to augment lectures.
3. Repeat all key points during lectures and use visual aids.
4. Seat student in the front of the class.
5. Change format of tests so questions are more clearly written.
6. Offer class as independent study.

EPILEPSY

Students who have epilepsy may benefit from classroom environment or seating, which limits chances of injury, extended test time in distraction-free environment, etc. Strategies may include...

1. Place rubber mats on floors in laboratory settings.

2. Slow down display speed on computer so it does not “roll” too fast.
3. Make sure student does not sit too close to computer monitor.
4. Adjust the size of blinking cursor so it does not trigger seizure.
5. Provide glare guard for monitor screen to reduce glare and decrease color intensity.
6. Replace flickering fluorescent lighting with incandescent lighting in classroom.

TOURETT SYNDROME

Student may benefit from tutoring assistance, proctor, extended test time in distraction-free environment, etc. Strategies may include...

1. Allow the student to use a separate, quiet room to take test.
2. Arrange for student to leave classroom for a “safe place” when under high stress.
3. Provide student with outlines, study guides and copies of overhead presentations to reduce frustration.
4. Have a clearly written syllabus with dates for all assignments marked.
5. Allow student frequent breaks from classroom to release tics and excess energy.
6. Provide student a seat away from a doorway or window to reduce distractions.
7. Provide written and verbal instructions when possible.
8. When, and if possible, allow student to take tests orally.

POST TRAUMATIC STRESS DISORDER (PTSD)

Student may benefit from distraction free environment when taking exams and completing in-class assignments. Strategies may include...

1. Offer preferred seating arrangements.
2. Allow beverages to offset the drowsiness and other side effects from medications.
3. Allow time extensions (i.e., homework, reading).
4. Provide alternate testing arrangements such as extra time and a distraction free testing environment.
5. Allow frequent breaks and schedule modification (with verification).

HEARING IMPAIRMENTS

Students with hearing impairments need computer aids capable of visual signals for all information otherwise conveyed by sound, and in-class interpreter. Strategies include...

1. If available, offer assistive listening devices, oral interpreters, or captioned video.
2. Make copies of notes available.
3. Offer class as independent study.
4. Assign student visual tasks when possible.

5. Offer not-taking assistance

SPEECH IMPAIRMENTS

Student may benefit from in-class translator, note taking assistance, etc. Strategies may include...

1. Encourage student to participate in class.
2. Be patient and do not finish student's sentences.
3. Consider replacing oral assignments with written assignments.
4. If available, offer adaptive computer devices.

VISUAL IMPAIRMENTS

Students with vision impairments need computers with screen enlargement and screen review utilities, text on tape or in braille. Strategies include...

1. E-mail lectures to the student.
2. Allow students to hand in assignments on e-mail.
3. Offer class as independent study.
4. Make sure adaptive computer software is available to student during same times computers are available to all students.
5. If using Internet as a teaching tool, create accessible pages.
6. Allow student to use screen readers that are accessible with Windows.
7. Make available textbooks in Braille or on tape.
8. Provide lecture notes, handouts, tests on disk or in enlarged format.
9. Make accessible computers with speech output and Zoom Text.
10. Offer alternate testing arrangements such as extra time and distraction-free environments.

MOBILITY IMPAIRMENTS

Students with mobility impairments may benefit from voice input aids, on-screen keyboards, keyboard filters, and alternative input devices. Strategies include...

1. Offer lab assistance, not takers and scribes.
2. Provide assistance with writing homework and doing library research.
3. Provide alternate testing arrangements such as extra time and a distraction free testing environment.
4. Make available textbooks on tape and computers with speech input.

HEALTH IMPAIRMENTS

1. Offer note-taking assistance.
2. Allow flexible attendance requirements and schedule modification (with verification).
3. Provide alternate testing arrangements such as extra time and a distraction free testing environment.

Overview of Testing Center Accommodations

Is it fair to give a student extended time on an exam—and how much time do you give? Is it fair to modify a multiple-choice exam? What if the student requests to take a test at home? Is the student trying to get an unfair advantage in this highly competitive testing environment?

To ensure that each request is considered under consistent criteria, the College has developed a comprehensive guideline for who meets eligibility requirements for requesting UPA accommodations. In order to receive accommodations the individual(s) must be enrolled and registered as a Crowder College student and must have a qualifying disability that limit a major life activity. Accommodations are also provided for people who are eligible to attend, enroll or benefit from the College's programs, services, and activities. This obligation includes both students and non-students. The individual(s) who request accommodations and the evaluator(s) who provides testing materials must always bear in mind, however, that ADA guarantees equal access, not success. Accommodations are granted to prospective students on a case-by-case basis with verifying documentation to support such a need.

Testing Accommodations

I. Extended Test Time

The first testing accommodation often requested by students with disabilities is extended test time. The key is to avoid unlimited and untimed tests. Extended test time is the more practical accommodation to provide for students with disabilities. Extended test time puts the time limit in the instructors hands and controls for academic integrity. Testing time can be classified as time-and-a-half for one student, double time to time-and-three-quarters for others. Ultimately the determined extended time is determined by the students' specific disability. It is generally acceptable to offer double time to all students with extended time accommodations unless their documentation indicates that they need more time. The time a student with a disability should have to take a test is not "an exact science," it is a decision made on an individual basis with reliance on factors such as documentation, previous test-taking history, and faculty input. This is not an issue, however, that is made solely at the discretion of the faculty member. The ODS, student, and faculty member(s) must work jointly to determine how best to accommodate the individual student while maintaining academic integrity.

II. Proctored Exams

The second form of testing accommodation includes proctored or note taking assistance during exam, or oral exam accommodations. It is up to the faculty member to determine whether the accommodation would undermine the integrity of the exam. As the institution must defend decisions to deny accommodations which threaten policies of academic integrity, equally important the ODS must coordinate with individual faculty member to provide “reasonable “ testing accommodations for the student(s).

II. Distraction-Free Environment

The third testing accommodation consists providing student(s) with disabilities a “distraction-free or reduced ” environment. Remembering again that all decisions are made on a case-by-case basis and there must be clear documentation, which warrants such an accommodation.

The following examples illustrate the broad range assistance that can be provided, depending on the need and circumstances.

- Assistance in Completing Answer Sheets: Individuals with visual or motor limitations may have difficulty filling in answer sheets typically used with computer scored examinations. The examinee may be allowed to mark answers or verbally respond to questions in the test booklet itself with a proctor making the transfer to the answer sheet once testing time is ended.
- Audiotape or Reader
- Extended Testing Time
- Various Technological Aids
- A printed Version of Verbal Instructions
- Special Seating in a Testing Center
- Large-Print Examinations

Assistive Technology

As computers and distance learning becomes more and more a part of the College setting, the concern for making them truly accessible grows more critical. Technological aids have become central in providing students with disabilities equal and reasonable access in their educational pursuit. Some common types of computer aids include:

I. Screen enlargers help people with low vision. Also called screen magnifiers or large print programs, these utilities are like a magnifying glass. People using them are able to control what area of the computer screen they want enlarged, and can move that focus to view different areas of the screen.

II. Screen reviewers are for people who are blind. These aids make on-screen information available as synthesized speech or a refreshable Braille display. Also called blind access utilities or screen readers, they can only translate information that is text. Graphics can be translated if there is alternative text describing the visual images.

III. On-screen keyboards are used by people who are unable to use a standard keyboard. An on-screen keyboard lets people select keys using a pointing method such as pointing devices, switches, or Morse-code input systems.

IV. Keyboard enhancement utilities are used by people who have trouble typing, or who want to increase typing speed. Screen magnifiers are intended to provide some level of functionality for users that need visual assistance and can be found on Windows 3.x, Windows 95, Windows NT, and Windows 2000 software.

V. Voice input aids assist people with mobility impairments. Also called speech recognition programs, these enable people to control computers with their voice instead of a mouse or keyboard.

VI. Alternative input devices allow individuals to control their computers through means other than a standard keyboard or pointing device. Examples include custom keyboards, trackballs, eye-gaze pointing devices, and sip-and-puff systems controlled by breathing.

Distance Learning

Web Posted on: December 21, 1998

Distance Education and Individuals with Disabilities

Ron Stewart

Coordinator

Northwest Center for Technology Access
Oregon State College

Legal Requirements

Educational institutions are governed by a variety of state and federal laws that impose the requirement that we provide "equal and equitable access" to our programs and services (For a listing of these laws and requirements). A series of recent legal rulings have further defined the "equal and equitable" requirement to mean that we must provide the exact same level of access to individuals with disabilities as we do to the nondisabled.

The very nature of Distance Education makes this burden complex and often difficult to comply with, but this complexity does not relieve us of our obligations under the law. If an individual with a disability chooses to participate in a school's distance offerings we must provide, as much as possible, the same level and type of services that we would provide a student in one of our campus based offerings. In asynchronous offerings such as web based courses the accessibility needs to be built into the product being offered, or an alternative must be offered that is comparable in content and access options (for a more detailed explanation of these factors see the [Web Access Guidelines](#)).

Specific Programmatic Obligations

Any student with a disability who participates in the Distance Education programs of a college or College must be guaranteed equal and equitable access to the program. If the location delivery system, or instructional methodology limit student access, participation, or ability to benefit, the student has a right to reasonable alterations in those aspects of the

course (or program) to accommodate their disability, as long as it does not change the nature of the course. Each request for accommodation is judged on a case-by-case basis, and the presence of a disability does not always justify the need for an accommodation.

Publication:

Any publication which describes services, programs, or activities must include a statement regarding availability in accessible formats. The opportunity to request accommodations based on an individual disability must be clearly specified in all registration/information materials.

Site Accessibility:

All program delivery sites must be wheelchair accessible. This accessibility must extend into the facility in which the participant will receive the program. If required to use a computer workstation there must be wheelchair accessible workstations available. For individuals with hearing impairments assistance listening devices must be available or the room must be wired with a hearing assistance system. For individuals with visual impairments alternative access to video presentation must be available.

Program Access:

Web pages

All web pages must be constructed in an accessible format. Web pages need to be designed to be accessible across multiple platforms (speech output, screen enlargers etc.). If media is embedded into pages an accessible alternative must be provided in the form of descriptive text or captioning. (See the Web Access Guidelines)

Video workbooks

Video workbooks must be made accessible upon request. Captioning, either post production or real time is required and the method selected is dependent on the time between taping and delivery of the course. In the instance of a teleconference real time captioning is the preferred method of accommodation for the hearing impaired.

Interactive courses

Interactive video courses must take into consideration the possibility of a number of accommodations which may effect the structure and logistics of the course, such as placement of overheads, interpreters, real time captioning of the presentation, etc. Alternative format versions of all class materials must be made available.

Required Academic Accommodations:

Taped or electronic versions of the course texts must be available upon request. This may require a significant amount of lead time if the text is not available from Recordings for the Blind and Dyslexic and will need to be recorded. E-text or electronic texts are preferred due to the multiple access possibilities that these versions provide. In the case of complex graphs and pictures either tactile enhancement or descriptive text versions of these items need to accompany the Braille if they provide information necessary to the course content.

Braille versions of all printed materials must be available upon request. The production of Braille can be a time consuming process due to the complexity of the material being Brailled. In the case of complex graphs and pictures either tactile enhancement or descriptive text versions of these items need to accompany the Braille if they provide information necessary to the course content.

Enlarged versions of all written materials must be available upon request. The production of these materials requires several days to process, and the availability of magnifying copiers.

Notetakers may be needed in the case of lecture based courses in which comprehensive lecture notes are not available. Real-time captioning may be an acceptable alternative to this form of accommodation. In the near future this method may also be replaced by Natural Speech Recognition.

Interpreters (sign language and oral) may be needed in the case of lecture based presentations. Real time captioning may be an acceptable alternative to this form of accommodation, except in the instance of an individual with deaf-blindness.

Alternative testing must be made available based on the nature of the individuals disability. These accommodations can consist of:

- Alternative format materials
- Oral test

- Tape-recorded tests
- Extended time
- A reader or writer
- Alternate style of test (essay instead of multiple choice)
- Computer assisted testing
- Appropriate testing environment

Adaptive Technologies

A wide variety of technological accommodations need to be made available for participants at the distance sites. These technologies are specific to the delivery medium being used in the distance course, and multiple technologies may be necessary in a multi-modal delivery.

Access Technologies:

These technologies consist of magnifications systems and optical scanning systems which allow a user to access printed material in the case of a profound visual disability. Another area that must be addressed is hearing enhancement systems which can be installed in a room or be of a more individualized nature depending on the structure of the course. Alternative video audio output may also be necessary, and can range from a hand held camera or video recorder to an individualized viewing station.

Captioning technology needs to be incorporated into all video programming, with the exception of ITFS programming. For ITFS delivery, captioning or a reasonable alternative must be provided upon request. The appropriate captioning method will depend on the nature of the video programming. Close captioning for broadcast video, and real-time captioning for teleconferences are examples of typical required accommodations.

Adaptive Computer Technologies:

The area of adaptive computer technologies is very complex, but through the use of adaptive hardware and software there are virtually no disabilities that can not be accommodated, with the possible exception of profound deaf-blindness with accompanying tactile degeneration. The adaptive computer technologies that are used will depend on the nature of the material being distance delivered. Technology must be available that will support a variety of computer platforms including DOS, Windows, MAC OS, UNIX, Solaris, and high performance workstations.

These technologies will consist of, but are not limited to:

- Screen Enlargement software and hardware
- Speech Control and dictation software
- GUI Navigation Software
- Text to Speech software
- Audio Web Browsers
- Refreshable Braille Displays
- Braille Printers
- Tactile Enhancement Devices
- Alternative Input Devices
- Track Balls
- Modified Keyboards
- Large Screen Monitors
- Binary Input Devices
- Keyboard Mice

Programmic Recommendations

Publications:

COLLEGE SYSTEM requirement for all publications to contain a statement regarding accessible formats and who to contact to request accommodations by a specified date. The development and implementation of standardized web accessibility design guidelines to ensure that all web pages are fully accessible by individuals with disabilities.

Site Certification:

Development of COLLEGE SYSTEM policies and procedure by which all sites are evaluated according to established guidelines for access for individuals with disabilities and the establishment of procedural guidelines for overcoming the access limitations found.

Program Access and Academic Accommodations:

Development of SYSTEM LEVEL policies or procedures, which require all delivery systems (web, video etc.) to be readily accessible when an accommodation is needed and the development of a streamlined procedure to insure the prompt delivery of requested accommodations.

Development of SYSTEM LEVEL guidelines for institutional responsibility for the cost of providing accommodations. Who is responsible should be

clearly defined especially when courses are collaboratively offered by programs and/or institutions.

Development of SYSTEM LEVEL guidelines for video programming which will be utilized more than once and the development of a centralized office to catalog accompanying classroom materials which may need to be provided in an alternative format.

Development of SYSTEM LEVEL guidelines for the procurement of equipment, software, maintenance and repair. The development of a centralized repository of adaptive software and hardware, and the development of a mechanism for the timely delivery and installation of required accommodation equipment and software in a receive location.

The development of an SYSTEM wide committee to oversee the accommodation requirements of individuals with disabilities who are involved in the distance programs of each institution

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Campus Emergency Evacuation Plan

This section defines actions to be taken in emergencies and provides procedures to be followed to ensure emergency preparedness. Emergencies include fires, technological/human-made hazards, natural disasters, or other significantly disruptive events that threaten public safety or cause property damage. This policy is primarily intended to cover action by College faculty, staff and students when faced with emergencies.

Student Evacuation Procedures

In an emergency situation-either the sounding of a fire alarm, verbal warning, and/or radio station the following guidelines will assist students with mobility impairments, employees, and/or visitors with emergency evacuation. DO THE FOLLOWING:

- If on the ground floor exit through an accessible door
- If above or below the ground floor:
 1. If unable to exit the building due to fire or elevator power failure, seek an area of refuge or safety, preferably a room with an exterior window, a telephone, and a solid door.
 2. Telephone Campus Safety and Security at 1-417-455-5544 or 5744 and advise them of your physical disability, location in the building (floor, room number, and telephone number) if possible.
 3. If it is safe to do so, remain by the telephone. If the situation worsens, call the Campus Safety and Security and provide updates on your situation and new location.
 4. If a telephone is not readily accessible, have the person(s) assisting you advise a responding Campus Safety and Security Officer of your location and physical disability.
 5. If you cannot access an area of refuge or safety, go immediately to an enclosed stairwell. Have someone advise Campus Safety and Security of your location. If you do go to a stairwell, be sure not to block access to the stairwell or nearby exit doors.

Person(s) with physical disabilities are permitted to stay in a building:
During an emergency fire drill, false or accidental fire alarm, or if

circumstances do not warrant it, such as non-life threatening situations.

- If person(s) has a non-ambulatory disabilities.
- If elevator assistance is essential for evacuation but is inoperable resulting from a fire, power failure, etc. and the person(s) are located either above or below the ground floor.

In the event of an extreme emergency, and the person(s) unable to exit the building safely, the fire department will be responsible for evacuating that person(s) from the building. The responding CSS Officer and the fire department personnel will determine whether the circumstances warrant an evacuation of non-ambulatory disabled persons. All other person(s) with disabilities need to evacuate the building in an emergency.

On-Campus Resources and Information

Division of Student Services

Newton Hall Building, 2nd Floor
601 Laclede Blvd.
Neosho, Missouri 64850
417-455-5718
417-455-5731 fax

The Division of Student Services, which includes the Office of Disability Services, Financial Aid, Admissions, Student Support Services, Student Life and Housing, Career Services, Title III, Upward Bound and Athletics assists in providing an array of services for all students at Crowder College. Student Services works with ODS, Residence Life, Student Activities, Campus Public Safety, Counseling, Career Services, Food Services, and the Wellness Center to further provide a culturally enriching experience and to meet the needs of Crowder students.

Office of Disability Services and Counseling

Newton Hall Building, 2nd Floor
417-455-5636
417-455-5696 fax

The Office of Disability Services (ODS) is committed to ensuring that students with disabilities have equal access and reasonable accommodations to goods, services, and facilities. In addition, ODS will ensure that students with disabilities are not excluded, denied services, segregated or otherwise treated differently than other people, and make information accessible to and useable by people with communication disabilities.

Enrollment Management Services Newton Hall Building, Second Floor

Office/Financial Aid Office
417-455-5434

The Financial Aid Office is organized to assist students in meeting the costs of education. The goal is to provide assistance to qualified students

who would not be able to attend the College with out assistance. Visit the Financial Aid Office if you wish to research financial support resources such as Pell Grants, Scholarships, Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study Program, Stafford Loan Program and other financial options available.

Admissions Office
417-455-5709

Visit the Admissions Office if you wish to enroll in Crowder courses, Dual Enrollment and Dual Credit classes and/or receive admission requirements or information on the following: Admissions Assessment and Placement tests requirements, International student admission, Tech Prep, Transport Training, Veterans enrollment, and they will help you on the enrolling process.

Career Services
417-455-5618

Career Services is designed to maximize students' efforts in preparing for and seeking jobs and careers after graduation. Services are available to provide assistance for part-time employment on campus, cooperative education work programs, internships, and career assessment.

Student Life & Housing
Student Center
417-455-5644

The Student Life staff assists students with housing applications, accommodations and accessibility requirements. The staff members also maintain housing assignment records and other pertinent information that will aid in the students transition to the College such as providing cultural, recreational, and campus events and activities. Student Activities provides organizations and activities that are designed to enhance the development of all students socially, physically, spiritually, and intellectually.

Student Support Services
Accessible Computer Labs
Herrington Hall, First Floor
417-455-5568

Student Support Services also known as “SAIL” is a federally-funded grant programs committed to meeting the needs of targeted two-year degree-

seeking students. The program's objectives are to improve the retention, graduation, and successful transfer of out student participants. Student Support Services provides a supportive environment where students will have their academic, career, and personal needs met. SAIL works with the ODS Office to provide students with accessible computer labs, tutoring, and other classroom assistive aids such as tape recorders, distraction free testing environment, proctored exams, etc.

Additional Resources:

Business Office

Newton Hall and Student Center
417-455-5442

The Business Office can assist by devising payment plans for students who do not qualify for Federal Financial Aid and/or need additional assistance in paying school fees.

Learning Resource Center (Library)

417-455-5606

The Learning Resource Center (Library) provides collections and services for all full-time and part-time students, faculty, and staff in the education programs of Crowder College.

Campus Safety and Security

McDonald Hall, First Floor (North Entrance)
417-455-5544 or 5744

The Crowder College Office of Campus Safety and Security enforce campus traffic and parking regulations and issues of student conduct and maintain crime records for the campus.

Off-Campus Resources & Additional Information

CASSVILLE, MISSOURI SITES

Crowder, Watley Center (Cassville, MO)
417-847-1706

JOPLIN, MISSOURI SITES

ACT Test Center

417-626-8874

BTDS (Business Training & Development Services)

417-623-4642

1-800-783-8053

ITV (Interactive Television Program)

417-673-2345

Crowder, Technology Preparation Program

417-673-8424

Crowder, Webb City Center & RTEC

417-673-2345

417-673-0681

NEOSHO, MISSOURI SITES

AEL (Adult Education Literacy Program)

417-455-5514

COMPASS Testing

417-455-5652

CCTECH (Crowder College Technology Program)

417-455-5596

Crowder College (Main Campus)

417-451-3223

ELI (English Language Institute)

417-455-5550

GED (General Education Diploma Testing)

417-455-5530

417-455-5514

NEVADA, MISSOURI SITES

Crowder, Nevada Center (Nevada, MO)

417-455-5760

417-667-0518

Appendix A

Sample Notification Letter

Memo

Crowder College, Division of Student Services

To: Instructors of Student Name (Soc. Sec. #)

From: Disability Services Coordinator

Date: Wednesday, October 03, 2001

Re: ADA Accommodations

Mr./Ms. _____ has submitted to the Office of Disability Services documentation regarding his disability, to support the need for academic accommodations while enrolled at Crowder College. Consistent with ADA, 504c regulations, the Individualized Educational Plan (IEP) is not sufficient documentation for higher education and additional documentation is for spring 2002. Per the students' request, the following information is being forwarded to inform you of the provisional (academic) support services that shall be provided to him/her by the College:

- In-class accommodations to include enlarged text on exams;
- Provide copy of ITV lecture notes in enlarged print (12-14 font size);
- Provide computer aid software to enlarge print for computer-based courses.

It is the student's responsibility, however, to make any additional requests for accommodations with the Office of Disability Services and to provide documentation supporting the need for requested accommodations. If you have any questions concerning reasonable accommodations for Mr./Ms. _____, please do not hesitate to call me at 455-5560. Thank you.

Attachment: Accommodation Services Form

Appendix B

Sample II Letter of Notification

Memo

Crowder College, Division of Student Services

To: Instructors of Mr./Ms. _____ (Soc. Sec. #)

From: Disability Services Coordinator

Date: Monday, August 27, 2001

Re: ADA Accommodations

Mr./Ms. _____ has submitted to the Office of Disability Services the proper documentation regarding his/her disability to support the need for academic accommodations while enrolled at Crowder College. Per the students' request, the following information is being forwarded to inform you of the academic support services that shall be provided to him /her by the College:

1. Instructor notification and follow-up;
2. Academic advisement, tutoring, and counseling services and/or referrals;
3. Extended test time up to 2x for major exams, additional 30 minutes for in class quiz.
4. Provide testing accommodations in a distraction free testing environment;
5. Use of a note taker, and/or assistive technology.

It is the student's responsibility, however, to make any additional requests for accommodations with the Office of Disability Services and to provide documentation supporting the need for requested accommodations. If you have any questions concerning reasonable accommodations for Mr./Ms. _____, please do not hesitate to call me at 455-5560. Thank you.

Attachment: Accommodation Services Form

Appendix C

Crowder College *Disability Accommodation Services*

Instructor Notification

The following student has requested disability accommodation services and provided the necessary documentation. The items checked below represent minimum accommodations needed for your class. Alterations in instructional and/or testing methods will be your responsibility. The special needs team will work with the student if additional personnel and/or equipment is indicated. If extended time or a separate testing room is needed, Fran Trentham (ext. 214) is available to assist you.

The list below is neither exclusive nor exhaustive. Open communication between you and the student will be the best way of gauging the effectiveness of accommodation efforts and any warranted modifications. If you have any questions regarding this accommodation plan, please the Office of Disability Services at 417-455-5636. Student:

Accommodations

instructional

☐ lip reading consideration
☐ absence allowance
☐ spelling accommodation
☐ recording allowance

☐ other

testing

☐ extended time
☐ out of class
☐ reduced distraction
☐ calculator
☐ reader
☐ writer

support

☐ interpreter
☐ note taker
☐ reader
☐ lab assistant

environment

☐ preferential seating
☐ special seat
☐ wheelchair space
☐ accessible site
☐ other

equipment

☐ tape recorder
☐ adapted computer
☐ adjustable table
☐ calculator
☐ listening device
☐ close captioning

additional comments:

References

- American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC: Author.
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- Family Policy Compliance Office, <http://www.ed.gov/offices/OM/fpc/>.
- Gephart, Daniel J. (1998). Testing Accommodations in Higher Education: Complying with the ADA and Section 504. Horsham, PA: LRP Publication.
- Gordon, Michael & Keiser, Shelby (1998). Accommodations in Higher Education Under the Americans With Disabilities Act (ADA): A no-nonsense guide for clinicians, educators, administrators, and lawyers.
- Jarrow, Jane. (1997). "Focus on Documentation." DAIS News, 1(12), 5.
- Oklahoma Association on Higher Education and Disability. www.ahead.org.
- Oklahoma City Community College, Office of Disability Services
- Oklahoma Disability Etiquette Handbook: ADA and Resources. Governor's committee on employment of people with disabilities. Office of handicapped concerns. www.state.ok.us.
- College of Oklahoma. Student Affairs: Office of Disability Services. Norman Oklahoma.
- Zirkel, Perry. (1995, September). When is a student disabled under 504c and ADA? Disability Compliance For Higher Education, 1(2), 3.

