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General accommodation questions

What are disabilities?

- Disabilities are designated conditions covered under the Americans with Disabilities Act.
- These may include:
 - Learning disabilities
 - Attention disorders
 - Physical, medical or mobility disorders
 - Vision or hearing impairment
 - Traumatic brain injury
 - Autism Spectrum Disorders
 - Psychological or psychiatric conditions
 - Intellectual disabilities

What is the Americans with Disabilities Act?

- The Americans with Disability Act (amended in 2008) is a civil rights law guaranteeing equal access in higher education and employment and the right to reasonable accommodations for persons with disabilities.
- This law protects individuals with
 - a physical or mental disorder that
 - *substantially limits*
 - One or more major life activities
 - OR who have a record of a disability
 - OR are regarded as disabled.
- All students with or without disabilities must be otherwise qualified to enter the institution, enroll in the class or program, and complete the essential requirements with or without accommodations.
- Accommodations are not designed to require a fundamental alteration of the course or create undue hardship to the institution. However, for the most part, inconvenience and expense have not generally been considered sufficient evidence of undue hardship by the courts.

The Americans with Disabilities Act doesn't seem to me to say anything about all of these specific accommodations you require.

- As is true of most laws, the ADA is constantly being clarified and interpreted through legal arbitration and adjudication. Every time a complaint is investigated by the Office for Civil Rights or taken to court, judicial rulings help to clarify the specific actions that must be taken on the part of an institution of higher education, students, and faculty or staff members in order to be compliant under the law. It is the accumulation of cases and their rulings that have, over time, determined what constitutes an appropriate response.

What does it mean to make “reasonable” accommodations?

- It means making existing facilities and programs accessible and usable to students with disabilities, unless it causes undue hardship to the institution as a whole.
- Inconvenience does not equate hardship, *nor* typically does *expense*.
- It may include such things as, but is not limited to:
 - the use of equipment or devices
 - alteration or modification of examinations and assignments
 - preferential seating,
 - use of assistive technology.
 - the use of staff interpreters, captioners, exam or assignment readers or scribes.
 - flexibility in attendance requirements.
 - alternative format textbooks, tests and assignments.
 - the use of note-takers or obtaining Power Points or lecture notes in advance.

How are accommodations assigned?

- Accommodations are decided through a deliberative process. Students are asked to come in person to the Office of Services to Students with Disabilities and make application for services. In rare cases, students may complete the process through e-mail and/or by telephone.
- Making an application for services includes
 - Completing a written application.
 - Participating in an intake interview with the Disability Support Specialist or Assistant Director of Student Disability Services.
 - Providing appropriate documentation.
 - An interactive conversation regarding proposed and desired accommodations.
 - A decision regarding accommodations for which the student is qualified.

The Coordinator for Services to the Deaf and Hard of Hearing will advise deaf students and provide their accommodation letters.

How are accommodations communicated to faculty members?

Students may be enrolled in on-campus or online classes or a combination of the two. At the present time,

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- Instructors of online classes will receive notification by e-mail that they have a student in their class who needs accommodations. A copy of the student's accommodation letter will be attached by e-mail.
- Instructors of on-campus classes will receive hard copies of the accommodation letters from the student. Students are instructed to give these to the instructor during the first week of classes.

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- Accommodation letters for deaf students will be issued by the Coordinator of Services to the Deaf and Hard of Hearing. This will alert you that an interpreter will be needed for the student and will be assigned by our office.
 - In the event that a student applies for and receives services after the semester is underway, a letter will be initiated and delivered as soon as possible after the dates of intake and receipt of documentation. Letters will be delivered by e-mail or in person by the student, depending upon the location of the class.
 - If a change in accommodations is warranted, the student's letter will be changed accordingly and a new letter will be issued to the instructor of each class in which the student is enrolled.
 - Students are required to have a new letter each semester for every class in which they are enrolled.
 - We are in the process of trying to streamline these procedures for students and faculty alike.

What if I have questions about an accommodation on a letter?

- If at any time you are not certain how to implement an accommodation or are not sure how this accommodation will fit into the structure of your particular course, please feel free to contact us at 682-7520.

I see that a letter from one of my students states that an interpreter will be present in the classroom. What does this mean, and how will this person be involved in the class?

- A certified interpreter will be assigned to communicate through sign language all spoken class activity with the deaf student. This may include lectures, directions for assignments or activities, group discussion, labs, or testing instructions. The interpreter must be positioned so that the student can see his/her hands at all times.
- If an interpreter is scheduled for your classroom and one does not show up, please immediately contact Student Support Services at 682-7520 or x7520.
- If you decide to hold class in a different location or in another room, please notify both the student and Student Support Services (x7520) in advance so that we can be certain that the assigned interpreter is aware of the new location.
- Appendix B, General Tips for Serving Students with Disabilities, offers useful tips for educating deaf and hard of hearing students.

What happens if I don't provide an accommodation that is listed on the letter?

- It is your responsibility as an instructor to read accommodation letters carefully, to contact the office if you have any questions, and to implement accommodations as indicated.
- Please be aware that if you choose not to provide an accommodation on a letter, you can be held personally legally liable for that action.

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- However, if you realize that you have overlooked the provision of an accommodation, please contact our office immediately so that we can seek a solution that will provide a remedy for the particular situation.

When do accommodations begin for a student? If a student brings me a letter in the middle of the semester, so I have to allow him/her to retake previous exams or complete missing assignments?

- Accommodations are in effect when the student gives you the accommodation letter, or when you receive it via e-mail from our office.
- Accommodations are not retroactive and do not allow the student to go back and redo exams or assignments that took place before the accommodations were in effect.
- In the event our office makes a mistake in e-mailing you an accommodation letter for an online class, or if a student has very unusual circumstances that affected his or her ability to bring you the letter (i.e. a hospitalization), we may contact you to discuss the possibility of making an exception.
- Similarly, as the instructor of the class, you may always elect to assist the student by allowing a retake if it the same thing you might do for another student who experienced an illness, family emergency, etc.
- In general, however, accommodations begin at the time the letter is delivered.

If I suspect that a student in my class has a disability despite the fact that s/he has not provided a letter, should I make academic allowances for that student?

- It is a wonderful thing to feel compassion for and a desire to help any and all students.
- However, accommodations are legally mandated provisions that are provided for students who fall into a protected class under the Americans with Disabilities Act.
- The purpose of the law-and of reasonable accommodations- is to prevent discrimination against students in that class who have a condition covered by that law.
- If you provide an accommodation for a student whom you suspect has a disability but is not registered with our office, you are then “speaking for the institution” and you then open the institution up to litigation from other unidentified students also not registered with Disability Services who may argue that they too needed the same treatment.
- You are also taking the responsibility of deciding that those students fall into a protected class, and you yourself could become personally liable and open to litigation.
- For that reason, we ask that if you suspect that a student in your class may have a disability, you then suggest that they come to speak to someone in our office about learning challenges.

If I suspect that a student might have a disability, how do I initiate the conversation?

- Because of confidentiality, it is illegal for you inquire whether or not a student has a disability.
- We suggest that you begin the conversation by noting exactly what kinds of difficulties you have observed in the student’s work (i.e., I notice that you seem to have difficulty

with spelling- or number reversal- or attention), and how those may relate to the student's academic performance in the class.

- You can then suggest that the student come and talk to someone "in Student Support Services" (rather than Student Disability Services) because that is where students can go for assistance with academic difficulties, disabilities, and personal problems. Once the student arrives in our office, we can help sort out which area(s) can best serve the student.

Why am I receiving an accommodation letter halfway through the semester?

- Students have to come to our office, self-identify as a person with a disability, and make application for our services.
- Students often do not choose to do this until they are experiencing difficulty in their classes, or until they have a health emergency or flare-up.
- Once a student has completed the application process and provided us with the appropriate documentation, we are obligated not to cause them "undue hardship" by delaying the onset of services.
- Even though a student may have waited too long to seek our services, the implementation of accommodations can often provide significant support that same semester.

I have a student in my class who says that she thinks she has a learning disability but has never been diagnosed. Can you help her?

- We encourage any student who thinks s/he might have a disability of any kind to come to our office to apply for services and/or talk over his/her concerns.
- It often takes the encouragement of a faculty member for students to work up the nerve to come to our office.
- We have a limited amount of grant money each year to help a small number of students obtain a diagnostic assessment of their learning difficulties.
- We may provide limited courtesy accommodations while we assist the student in acquiring needed documentation.

I have a student with an accommodation letter who is constantly interrupting me in class, going off on tangential topics, and who occasionally has angry outbursts. How do I prevent this student from disrupting the learning of others while still treating him respectfully?

- Having a disability does not exempt a student from the parameters established in the Student Code of Conduct. All students are expected to abide by those behavioral expectations.
- Sometimes all it takes is a conversation in which you remind the student of the rules regarding his or her conduct in the classroom and an example or two of how the student has violated those expectations. It is always best to focus on actual behavior and not get sidetracked by a student's explanations or excuses. (i.e., "I am sorry to hear that;

however, I still expect you to listen without interrupting when others are talking and when I am lecturing”)

- If you wish, we may also be able to join you in a meeting with the student to try to get the issue resolved.
- If you believe that the student’s behavior may be directly related to a disability, always feel free to contact our office for a consultation about how to proceed.
- Another avenue to consider would be either a retention referral or a CARE Referral. Once those referrals are made, the appropriate people will be contacted.
- If the student’s behavior continues, you may also file a complaint for violation of the Student Conduct Code with Erin Logan, Director of Student Life.
- If you feel a student’s behavior is or may be an imminent danger to self or others, please contact the campus police for immediate assistance.

I always give all of my students plenty of time to complete their exams. Most students finish in about thirty minutes, and I always give them all an hour. Shouldn’t this mean that a student with an accommodation letter for extended time (1.5x) has plenty of time?

- Although it might seem as if this should be true, it is not the case.
- The amount of time that is given to students without accommodations is considered the base time. If a student needs extended time, s/he should be given that time plus 1.5 or 2.0 x that amount of time, depending upon what is specified in the letter.
- For instance, when a student without an accommodation is able to take an exam in thirty minutes and then spend the next half hour reviewing and looking over answers before turning it in, then the student with an accommodation who needs 45 minutes for the exam should also be able to spend the proportionate amount of time (45’) reviewing it.
- If giving a student extended time within the prescribed class time is not possible, the Test Center is probably the best alternative because it is structured for that purpose. Sometimes students can be available to begin an exam early or to take it at a different time. However, a student should not be asked to give up instructional time in the class in order to take or finish an exam.
- Please feel free to contact our office with any questions or concerns you have about testing.

What are my responsibilities as an instructor for a student with a disability in the event we have a fire drill or other procedure requiring an emergency evacuation?

- College faculty/staff members who have individuals in their class, activity, event, or work/office area with mobility or other disabilities who may need assistance to safely evacuate the building should provide assistance to the individual(s) by escorting them to the nearest exit.
- The faculty/staff member who has a person(s) with a disabilities needing to safely evacuate from the upper floors of the library or the upper floors of the Main or Arts and Humanities buildings shall place the person(s) needing assistance on the landing, inside the nearest fire stairwell, in such a manner as to permit other persons using the stairwell to exit unimpeded from the building. The fire stairwells have been designated by the Fire Marshall as an area of safer refuge. Emergency phones are located outside the door of

these designated emergency stairwells to notify emergency personnel. Each stairwell will be marked by appropriate signage.

- Fire stairwell locations are listed below:

Main Building (located in the corners of the building) per the following areas:

SECOND FLOOR AREAS	THIRD FLOOR AREAS
2-R-1	3 M-8
2-R-6	3-P-1
2-L-8	3-K-0

Arts and Humanities (at the end of each hallway) per the following areas:

SECOND FLOOR AREAS	THIRD FLOOR AREAS
2-E-0	3-E-0
2-E-5	3-E-5

Library: Library Stairwell exits

There is a College emergency telephone located at each of the above fire stairwells that may be utilized to communicate with the Campus Police Department. (x7747)

- The faculty or staff members(s) are asked to use the College Emergency call boxes at each stairwell to alert the Campus Police to the location of each person needing their assistance to be transported from the fire stairwell to the exterior of the College facility.
- College Police personnel and personnel from emergency responding agencies will provide safe departure for persons needing assistance from the fire stairwell and other areas of the building to the exterior of the facility.
- Please ensure that a student with a visual impairment is escorted to the exit or safe refuge.
- Direct a student with a hearing loss via gestures to an exit if no interpreter is present.

Assistive Technology, Alternative Format, and Web Accessibility

What types of technology might show up in my classroom for a student's accommodations?

- The assistive technology most frequently used in the classroom is a recorder. These might be a cassette recorder, a digital recorder, a live scribe-type pen recorder, a laptop, or even a smart phone.
- Other technologies include laptops, assistive listening devices (ALDs), talking calculators, talking dictionaries (spellcheckers), CCTV and portable magnifiers.
- You might also have a captioner assigned to your class to assist a person with a hearing impairment or other kind of disability.

What do I need to do when a captioner is assigned to a student in my classroom?

- For this service, we submit a request to have one table and two chairs be placed at the front of the room, by an outlet. The student and captioner need to sit side by side and the captioner needs to be able to plug in all captioning equipment.
- The captioner will be transcribing everything that is spoken in the classroom and the student will be reading all spoken language on a computer screen.
- From time to time, the captioner may ask you for clarification regarding vocabulary or procedures. Our captioners are trained professionals. We have one full-time captioner on staff, and we also hire part-time captioners as needed. If you have a concern about captioning services, please feel free to contact our office at any time (x7520).

I do not allow students to record my lectures, so what am I to do with a student who has that accommodation?

- Students with "recording of class lectures" as an accommodation must be allowed to do so. You can have the student sign an agreement though that they will not copy, post, broadcast or otherwise utilize the recordings except for their own personal study for that class only.
- If your class involves a lot of personal discussion and you feel that recording those discussions may be an invasion of privacy for other students, please contact our office to work out an alternative solution.

I do not allow laptops in my classroom since students just end up on the internet when they should be paying attention. What am I to do with a student who has that accommodation?

- Students with “use of a laptop in class” as an accommodation must be allowed to do so. You can tell the student that internet use is forbidden and that the laptop should only be utilized for its intended purpose of accommodation (either for the typing of notes or the recording of the lecture, etc.).

One of my students has “the use of an ALD” as an accommodation. What are my responsibilities concerning this technology?

- The student(s) with this accommodation will be responsible for obtaining the device from Disability Services each day.
- The student will bring the device to class and provide the instructor the transmitter portion, which is a small device the size of a cassette tape that can be clipped on a belt or stuck in a pocket and has a lapel microphone attached to it. The student will have the receiver portion with headphones or ear buds. Connection can be quickly tested before class begins and volume adjusted. The case should always contain extra batteries.

One of my students has “the use of a CCTV or portable magnifier” as an accommodation. What are my responsibilities concerning this technology?

- If a CCTV is a classroom accommodation for one of your students, Disability Services will be responsible for making sure one is in your classroom for each class session. Please ensure that the student is given preferential seating next to the device (if it is only needed part of the time such as for working on a handout) or in front of the device (if it is needed throughout the class period).
- Please make sure the student using it turns it off after the class session is over.
- If you choose to hold class in an alternative location, please notify our office 48 hours in advance so that we can ensure that a CCTV will be available in the new location.
- Many students prefer using a portable video magnifier and they will carry these with them to class.

One of my students has “use of a spellchecker” as an accommodation. What are my responsibilities concerning this technology, and is using the spellchecker capability in MS Word good enough?

- Students with this accommodation will check out a “speaking dictionary” from disability services for the semester. The device assists them in spelling words, looking up

definitions and also hearing how words are pronounced. If needed in the classroom, the student should wear headphones or ear buds with the device so as not to disturb other students.

One of my students has “testing in an alternative format” as an accommodation. What does that mean, and what are my responsibilities in regard to this accommodation?

- Alternative format for testing simply means the student needs to take the test in a format that allows him or her equal access to the exam. This might mean simply enlarging the font sizes of the original, converting the test into an audio format, simply converting an online computer test to a pen and paper test, or giving an oral exam.
- The Disability Support Specialist is your resource for accomplishing this. In order for these various conversions to be done in a timely manner, tests requiring alternative formatting need to be provided to the DSS at least 2 school days prior to the date of test administration. If at all possible, please provide these in Microsoft Word.
- The original test will not be modified or changed in any way other than the format itself. Audio tests are generated by converting them to PDFs and then using software to read the PDF and record it onto a CD. Tests with lots of figures, graphs, or technical language which the software cannot read will be read manually by the DSS into a recorder and converted to CDs or cassettes.
- Once formatting is completed, the tests are taken directly to the test center and placed in your specific class folders with instructions to return completed exams to your folder there and any adaptive technology (such as a tape recorder and headphones) to disability services. Recordings are then either destroyed (CDs) or recorded over (cassettes).
- In some cases, the test may be read to the student directly and/or we will scribe for the student.

One of my students has “receives textbooks in alternative format” as an accommodation. What does that mean, and what are my responsibilities in regard to this accommodation?

- Alternative format texts simply mean either that the student requires his/her textbooks to be converted into PDF files so that s/he can manipulate the size of the text or that s/he requires audio versions of textbooks.
- Disability services will handle converting all texts purchased from the bookstore by students. However, they do still need to purchase the text in order to receive an alternative format from our office in order for us to comply with copyright law.
- The conversion process takes time, because we have to request a pdf from the publisher or from a clearinghouse, provide proof of purchase, and have students sign a copyright and use agreement. Students are expected to submit their request to the office several weeks before the beginning of each semester.

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- We understand that students may not have the funds to purchase books before they receive their financial aid. However, it still takes the same amount of time to produce the books. Sometimes students are asked whether they would like us to cut up and scan their books in order to provide them in a more timely fashion. This allows us to proceed without waiting for a response from the publisher.
 - If you have reserve readings in the library, we will assist these students on a case-by-case basis depending on their needs and the type of reserve materials.

What other types of assistive technologies are available to students with disabilities, even if they are not necessarily used in the classroom?

- There are several technology options that we have available on campus for disabled students, including screen readers like Jaws, screen magnifiers, speech-to-text software like Dragon Naturally Speaking, and literacy software like Read and Write Gold.
- We also may offer students strategy options which may not involve technology, such as colored overlays, graph paper, tactile paper, etc. We have some specialized equipment that may be useful in science and math classes.

I am teaching an on-line or hybrid course and have a student requiring accommodations. What are my responsibilities in these types of course deliveries?

- According to Oklahoma law, materials that are placed on the Web by an institution of higher education must be equally accessible to persons with and without disabilities.
- First and foremost, make sure you are following OCCC guidelines for setting up your course on Moodle. Many of the accessibility issues which arise in on-line course delivery have been proactively addressed in these guidelines for setting up your course. Keep in mind that students who require a screen magnifier never see the entire screen at once, and so consistent placement of links and activities from screen to screen is vital for their speed in navigating your course online. Also keep in mind that blind students navigate with screen readers and the arrow and enter keys and do not use a mouse (so when setting up your course, try navigating it yourself without a mouse).
- If you need assistance with course construction, please contact the Center for Learning and Teaching at x7838.
- Extra time can be adjusted for online tests and quizzes for individual students in your classes. We will provide you a name and phone # on the accommodation letter of whom to call in the CLT for assistance with this process. Please keep in mind that changing the time for all students is not an acceptable method of accommodating a student in your class who qualifies for extra time. Extra time (1.5x or 2x) is based upon on the amount of time given to the rest of the class for the same test, quiz or exam. For example, even if you think the test will take about 45 minutes but allow the class an

hour to complete the exam, the student with an accommodation of 1.5x needs to be given an hour and a half, or 1.5x the hour given to the rest of the class.

- Please keep in mind that even optional activities for your class need to be made accessible for students with disabilities. All students have a right to the same opportunities.

ADDITIONAL RESOURCES

**Available on the following pages
and on our website:**

<http://www.occc.edu/support/Faculty.html>

Appendix A:

Seizure Disorders: What to Do

If a student experiences a seizure, the faculty member should notify campus emergency responders at 7747 or at any call box near stairwells and entries.

Seizures differ from person to person. Some people may simply appear to “go blank” or lose time for a few minutes, while others may fall to the floor and/or experience involuntary muscle movements.

Keep calm and reassure other people. This is an important step.

Remove any close objects or furniture that is easily moveable.

Stay with the person until the seizure ends naturally or emergency responders arrive.

When the seizure is over the student may be very tired and need to leave the class. Sometimes students with seizures may need to postpone assignments or exams until they have fully recovered from the seizure.

Appendix B:

Universal Design: Teaching to All Students

“Universal Design 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.” (McGuire, Scott & Shaw, 2007)

Each student learns differently. Most people tend to teach to their own preferred style, but all students benefit if instructors teach to a variety of learning styles. The following suggestions include things that many students find useful; however, it is best to ask a student what s/he finds most helpful.

Disability Awareness

- Remember to include the disability statement on your syllabus and read it to the class at the beginning of each semester. Remind students to provide you with and discuss their accommodation letters at the beginning of the semester.
- Keep all disability related information confidential.

Study Skills, Comprehension, Expression and Time Management

- Stress the importance of good study habits and effective time management. Give concrete examples. Students who exhibit technical, factual and conceptual errors need to have these corrected as soon as possible.
- Using a variety of teaching styles enhances the many ways students learn. Understanding can be strengthened by using sounds, the chalkboard, handouts, videos, group discussions, role playing, overhead projectors, demonstrations and other sensory experiences.
- Use PowerPoint presentations when possible. Break down difficult concepts into steps or parts. It is helpful to post Power Point presentations on Moodle so that students can print them out before class and use them as a basis for note-taking
- Prepare handouts and review technical terms used in your class. Use large font when requested. Some students may have accommodations that require electronic copies of forms.
- Point out the organizational items in textbooks, e.g., chapter summaries, sub-headings, graphic design, charts, maps, and indexes.
- Give students a clear syllabus, listing tests and assignments with clear due dates.
- Give all assignments and course expectations in written and oral form.
- Incorporate "hands on" and lab experiences when they are appropriate.

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- Outline the day's lecture on the chalkboard, overhead, or Power Point.
 - Alert students to key points using phrases such as "This is important, so listen carefully." Give a brief review of the material presented.
 - Include a time for questions and answers. Encourage students to jot down questions as you move through material so that they remember to ask them as soon as it is appropriate.
 - Allow wait-time for processing verbal requests. If participation is important, it may be helpful to let students know ahead of time that you expect to call on them in class that day.
 - Avoid calling on students at random to read passages or material out loud. Allow students to volunteer unless such participation is an essential requirement of the class.

Attention, Focus, and Distractibility

- Provide opportunities for movement during long class periods. Some students may need to get up and move occasionally. Please allow this when appropriate.
- There are students who need something to manipulate with their hands in order to be able to concentrate. Just because a student is fiddling with something or not looking at you does not mean that s/he is not listening. The opposite may be true for the student who needs to avoid visual distractions or who needs tactile stimulation to be able to attend. Students who doodle are not necessarily off task.

Sensitivity to Hard of Hearing Students

- If you have a hard of hearing student in your class, be sure that you are facing the student at all times. Many students need to see your face so that they can read lips. Try to repeat comments made by class members so that the student can understand the interactions.
- Speak clearly and naturally without exaggerating lip movements or volume.
- Avoid standing in front of a light source like a window -- the glare from behind makes it difficult to read lips.
- Avoid chewing gum or otherwise obstructing the area around your mouth with your hands or other objects that interfere with speech reading.
- Seat hard of hearing students where there is an unobstructed view of the instructor.

Sensitivity to Blind or Low Vision Students

- If you have a blind or visually impaired student in class, clearly describe any visual images that you are using (such as reading the equation out loud as you write it on the board or giving a detailed description of a cell as you point to the image). If you are posting images on your class web site, find out how to insert

alt text tags so that a student with a visual impairment can hear a description of that image.

- Be sensitive to the fact that there may be students who need larger text to be able to see. Try to use larger font and spacing in presentations and write in larger letters on the board. Provide handouts in larger font or electronic format as needed.
- If you are helping a blind person get from one place to another, offer your arm.
- Blind and low vision students often benefit from hands-on and manipulative learning opportunities.

Sensitivity to Students with Mobility Differences

- Students with mobility limitations will ask for assistance when they need it. Do not assume that assistance is needed.
- When conversing with someone in a wheelchair, sit so that you are at that person's eye level whenever possible. Leaning on a wheelchair is tantamount to leaning on a person's shoulder- it is an invasion of personal space.
- When discussing a student's disability and accommodation and adaptation needs, talk only about needs that are relevant to the successful completion of course work.
- Refer to a person in a wheelchair a "wheelchair user," and not as "confined" to a wheelchair. Most people using wheelchairs transfer to furniture, automobiles, etc., using wheelchairs only as means of movement from one point to another.
- If a student's speech is affected by the disability and is difficult to understand, do not hesitate to ask the student to repeat.
- Restructure laboratory experiences to include the use of a partner for students with hand and arm dexterity problems. The partner can perform the active parts of the assignment at the direction of the disabled student.

McGuire, J.M., Scott, S.S. & Shaw, S.F. (2007) Universal design for instruction: the paradigm, its principles, and products for enhancing instructional access. *Journal of Postsecondary Education and Disability*, 17(1), 10-20

Feel free to consult our office with any concerns or questions!



Office of Student Disability Services

The Office of Student Disability Services at OCCC serves as a resource for prospective and current students, staff, faculty members, administration, and the larger community regarding issues and concerns related to students with disabilities in a higher education setting. We provide a number of services to staff, faculty and administration, including:

- Provision of accommodation letters in as timely a way as possible each semester
- Consultation regarding the implementation of accommodations in the classroom or testing settings
- Consultation regarding individual student performance, behavioral concerns, or strategies to promote student learning
- Provision of and referral to emergency services for students in distress
- Provision of referral sources for individuals seeking resources for students
- Meeting with the Faculty Advisory Committee once each semester or more often as needed to address concerns, share information, and provide updates
- Providing resource materials at Info fest each semester to ensure that adjunct faculty members receive timely training and information regarding Student Disability Services.
- Providing faculty orientation for full-time faculty
- Monitoring current information related to laws and practices related to the provision of services to students with disabilities through professional memberships, journals, and list serves.
- Providing interpreting services in the classroom, in the larger college community, and for special events and activities as requested in advance
- Captioning videos for use on Moodle and in the classroom
- Seeking continuing education and professional development
- Providing group, department, or faculty trainings as requested
- Maintaining a website related to Student Disability Services that contains links and resources for staff and faculty members.

Please feel free to contact the following individual staff members in the Office of Student Disability Services as needed and their areas of focus or expertise:

- Sarah French, Assistant Director, x7388, sfrench@occc.edu:
(Intakes, staff supervision, consultation with faculty, students and staff, problem solving, crisis management, students with psychiatric disabilities, traumatic brain injuries, autism spectrum disorders, multiple disabilities, and all other students when other staff not available)
- Cheri Lee, Disability Support Assistant, x7716, clee@occc.edu . (electronic textbook conversion services.)
- Kathy McCall, Receptionist, x7770, kmccall@occc.edu (Greeting, public service, clerical and administrative assistance)
- Marian Rother, Captioning Services Specialist: x7769, mrother@occc.edu. (captioning in the classroom, for special events, and the captioning of videos for use in the classroom and on Moodle.)
- Todd Rudat, Disability Support Specialist, x7698, todd.a.rudat@occc.edu.
(Intakes, consultation with students, faculty and staff, Assistive technology, test conversion, students with learning disabilities, ADHD, physical and medical disabilities, low-vision and blind students)
- Tammy Steward, Coordinator of Services to the Deaf and Hard of Hearing, x7798, tsteward@occc.edu.
(Intakes, consultation and community education regarding deaf and hard of hearing students, American sign language interpreting for the deaf, supervision of part-time captioners and interpreters)
- Pat Stowe, Director of Student Support Services, x7471, pstowe@occc.edu
(Executive administrator for Student Disability Services, Learning Support, Counseling, and TRIO/Upward Bound.)