

ADA ACCOMMODATIONS HANDBOOK FOR FACULTY & STAFF

Jefferson State Community College



Compiled by:
ADA Accommodations Office
Jefferson State Community College
2601 Carson Road
Birmingham, AL 35215-3098
Tel: 205-856-6077
Fax: 205-856-7993

INTRODUCTION

The purpose of this handbook is to help you become more comfortable and effective in working with students with disabilities. It presents information on various disabilities, definitions and procedures, and suggests classroom accommodations that can be made to fit your teaching environment or in your teaching style.

Jefferson State Community College is committed to making its academic programs and services accessible to qualified students who have disabilities. It is a goal of Jefferson State Community College to provide students who have disabilities equal opportunities to develop and demonstrate their academic skills, while maintaining the academic integrity of the College programs. Consistent with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADA-AA) of 2009, it is the policy of Jefferson State Community College that no qualified person with a disability shall be subjected to discrimination because of that disability under any program or activity conducted or sponsored by the College.

The Law

Post secondary institutions must take steps to ensure that students with disabilities are not excluded from programs because of the absence of educational auxiliary aids. Section 504 of The Rehabilitation Act of 1973 states that “No otherwise qualified handicapped individual in the United States...shall, solely, by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Title II of The Americans with Disabilities Act of 1990 (ADA) extend federal civil rights protection. It prohibits public entities from excluding people from jobs, services, activities or benefits based on disability. The more recent ADA Amendments Act of 2009 (ADA-AA) broadened the definition of a person with a disability to include individuals who were unintentionally not covered by the ADA of 1990.

Colleges are not required to alter essential academic requirements. Requirements, which can be demonstrated as essential to a course or program of study or to any directly related licensing requirement, are not regarded as discriminatory. Specifically, the law says that a college “shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student...Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.” 34 CFR Section 1-04.44 (a).

Expect the student with a disability to meet the same standards of academic performance as all students. They are here because of their abilities, not their disabilities.

PROCEDURES FOR ACCOMMODATING STUDENTS WITH DOCUMENTED DISABILITIES

The college will provide reasonable accommodations for students with documented disabilities. The procedures for provision of these accommodations are as follows.

1. The college will inform all students and prospective students through statements in the catalog and class schedule that, in order to initiate a request for accommodations, the student must obtain and complete a Student Accommodations Request (Form 1). These forms are available at the Jefferson Campus in the ADA Office (FSC 300) and on the Shelby Campus in the Learning Resource Center (Library).
2. Upon completion of Form 1, students must contact the ADA Accommodations Office for an appointment and further instructions relative to requesting accommodations.
3. The ADA Accommodations Office staff will accept the completed forms, interview all students requesting accommodations, and review all documentation provided by students to support their requests. At the time of their interview, students will be asked to complete a Student Intake Interview Form (Form 2) and a Student Responsibility Form (Form 3).
4. The ADA Accommodations Office staff will make a decision on the validity of the request for accommodations and maintain a file on each student. If the student needs placement testing accommodations, the ADA Accommodations Office will notify the Testing Office Coordinator of the accommodations. The ADA Accommodations Office staff will provide accommodations that cannot be provided by the Testing Office.
5. The ADA Accommodations Office will provide students who have completed Forms 1, 2, and 3 with a Classroom Accommodations Form (Form 4) which outline the proposed allowable accommodations. Form 4 is to be taken by the student to each instructor when requesting classroom accommodations. A sample of Form 4 is located in the back of this handbook marked "EXHIBIT A".
6. The instructor will indicate his/her agreement with the proposed accommodations by signing Form 4 or will negotiate with the student about what accommodations can be reasonably provided. If changes are negotiated, they will be described on the form and both student and instructor will sign the form. In either case, the student will return the signed Form 4 to the ADA Office and a copy is kept by the instructor.
7. If the student and instructor can not agree upon the accommodations to be provided, the student will submit his request to the appropriate Department Chair or Program Coordinator.
8. If the appropriate Department Chair or Program Coordinator is not able to resolve the problem, the student will contact the ADA Director to begin the Steps in Conflict Resolution.

The appropriate educational accommodations to ensure equal access will vary from one student to the next because each student with a disability will have a different level and style of functioning—even within the same disability category. The information in this handbook is intended to facilitate interaction between you and your student. The ADA Office staff will be happy to work with you and the student. We invite your input and ideas.

FACULTY HAVE THE RIGHT TO:

1. Request verification of a student’s eligibility for any requested accommodations. The verification will be the Form 4 which is delivered by the student directly to you. A sample of Form 4 is located in the back of this handbook marked “EXHIBIT A”. The ADA office is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.
2. To expect the student to initiate accommodation requests.
3. If the student is taking his/her tests in the ADA Office, expect ADA staff to administer the exams in a secure and monitored environment.

FACULTY HAVE THE RESPONSIBILITY TO:

1. Expect students with disabilities to meet the same course expectations as their peers
2. Provide accommodations only to students who are registered with the ADA Office. It is NOT your responsibility to provide accommodations to students who are NOT registered with the ADA Office
3. Use a syllabus statement and class announcements to invite students to disclose their needs
4. Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the VCR equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided)
5. To treat all disability-related information as confidential medical information. For example, keep printed items, such as a Form 4, or any emails regarding student disability-related information in a protected location
6. Clearly communicate your testing procedures with the student and with the ADA Office if the test will be taken in the ADA Office or approved testing site
7. If the student is to take the test in the ADA Office, arrangements must be made to deliver the test. The student should be responsible to set up times to take the test. The ADA Office will return the test to the instructor or department secretary

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Testing accommodations are not giving the student an advantage but are assuring an equal opportunity to show content mastery.

The ADA Office acts as an extension of the academic area by accommodating test administration when neither the instructor nor the department is able to provide the accommodations.

The ADA staff views the instructor's test as "sacred." The test belongs to you. You have determined what information is on the test and we as a service provider provide the appropriate environment and /or accommodation(s) that enable the student to demonstrate his/her mastery of the information. Our goal is to minimize or eliminate the impact of the disability on the student.

The ADA Director determines whether a student is eligible for accommodation(s) and what type of accommodation(s). The student provides the instructor with a Form 4 listing appropriate accommodations. The student's right to be accommodated can not be negotiated; however, if one type of accommodation can be substituted for another without losing the impact and effectiveness for the student, the change can be negotiated. On the Form 4, there is a space to list the accommodations which you and the student have agreed to forego. Once the student has conferred with you and then signs the Form 4, the student gives up the right of that accommodation.

Test Security: It is the instructor's responsibility to send the test to the ADA Office or approved test site at least 24 hours prior to testing date/time.

- a) You or your representative can deliver the test to the appropriate test site.
- b) E-mail the test to the appropriate test site
- c) Call and request someone from the test site to pick up the test from you or your department's office manager.
- d) The student delivers a sealed copy of the test to the test site.

The ADA Office prefers that tests are not sent through the campus mail.

The ADA Office will return the test in a sealed envelope to you or your department's office manager per your instructions.

When the test arrives at the ADA Office, it is logged. The log shows the date, time, and the name of person who delivered the test. The test is then placed in a locked cabinet until the time of administration. The beginning and ending test time is recorded, and the name of the person who returned the test and who received the test along with the date returned is also logged.

Only the test, pens/pencils, and approved electronic aids can be taken into the test room. No back packs, books, notebooks, purses, or cell phones are allowed in testing room. **Please indicate in writing with each test if student is allowed to use specific books, calculators and/or charts/graphs/tables/formulas during test.**

Types of Test Accommodations

Extended Time

Extended time can be time-and-a-half, double-time, triple-time or more. Any time a student uses the accommodations of a reader or scribe, adaptive equipment or is slowed down because of reading speed, writing speed etc. more time should be allowed. Sometimes the disability has such an impact on the student that a request is made to administer the test into two parts with a break between presentations of the two segments.

Reader Services:

One option to having a reader available during the test process is to have the test on CD and let the student listen and listen again to the test. Whether a student has a reader/recorded test or a scribe is not negotiable, but an oral exam vs. a written exam is negotiable. If an oral exam would be the most equitable way of measuring mastery of course content, then an oral exam may be an option instead of a written exam. If the student has a disability that does not allow him/her to write, recording answers may be an option rather than using a scribe.

Adaptive Equipment:

Adaptive Equipment is an option available for use in test accommodation. Closed-circuit TV system, ZoomText, talking computers or calculators and Braille printers may be used to produce a copy for a visually impaired student.

Test Clarification:

There may be times when a student taking a test in the ADA Office asks for a definition or explanation of a word in a test question. The professional staff member who is proctoring the test must make a decision as to whether the question being asked is crucial to the purpose of the exam (i.e. is the word something that should have been learned as part of the course). Sometimes due to a typographical error or unusual wording of a question, the best procedure may be to attempt to reach the faculty member by telephone.

Modification of Test Response Format:

Sometimes all that is needed is a copy machine with enlarging capabilities. Computer score sheets (Scantrons) may be difficult or impossible to complete. Scribes are often used to transfer answers to the computer score sheet.

Environmental Control

Earphones that block out extraneous noises, a private testing area, and the time of day for testing are examples of accommodations. If the student is tested within the classroom or department, he/she should remind the instructor/proctor before the test of the agreed upon accommodations. The student is told to not take a test unless the appropriate accommodations are in place because he/she will not be allowed to retake a test. If the student agrees to take the test with less than full accommodation in place, he/she will essentially have waived his/her right to the missing accommodation.

Confidentiality

Confidentiality is an extremely important issue when interacting with any student. **Instructors may not ask the student the nature of his/her disability.** Students with disabilities may be very guarded in the information that they may want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of individual disabilities. Students are under the protection of confidentiality laws and need not disclose the specific nature of the disability.

Note takers

The ADA Office relies as much as possible on in-class volunteers to provide note taking services for qualified students. Special NCR (no-carbon required) note taking paper is available in the ADA Office. Some students find their own note takers, but generally the ADA Office asks the instructor to announce the need for a note taker by means of a letter sent the first week of classes. A sample of this letter is located in the back of this booklet marked "EXHIBIT B".

Textbooks in Alternative Format

Recorded textbooks can be obtained through Recordings for the Blind and the ADA Office can help students apply for this service. Making arrangements to provide audio books on CD's or E-Text from a publisher can be a timely process. Instructors can assist by making required book lists available well in advance of the first day of class.

Technology

The ADA Office at JSCC is committed to keeping pace with technological advances that can improve educational access to students with disabilities. Listed below are some technological accommodations that this office currently can offer to students.

Accessible Internet course for the Deaf and Visually Impaired (LIFT Assist)
Adaptive computer software (Kurzweil, Dragon's Naturally Speaking, JAWS)
Portable CD Players for books on audio CD

REQUIRED QUIZ: Jefferson State Community College requires all faculty and staff members to complete the ADA Orientation each year. This orientation and quiz is accessible through JeffNet and also on jeffstateonline.com From the web site: click on Students then Student Services, ADA Office and ADA Training for Instructors. Complete the quiz and the results will be forwarded to the ADA Office.

Working Together

While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

Using terms such as “students with disabilities” rather than “disabled students” puts the emphasis on the person rather than the disability.

An ideal way to encourage students with disabilities to discuss needed accommodations is to include the following statement on the course syllabus and to repeat it during the first class meetings. **“If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to meet with me”.**

COURTESY RULES OF BLINDNESS

When you meet me, don't be ill at ease:

If I am walking with you, don't grab my arm; let me take yours. I will keep a half-step behind, to anticipate curbs and steps.

I want to know who is in the room with me. Speak when you enter. Introduce me to the others. Include children, and tell me if there is a cat or a dog. Guide my hand to a chair.

The door to a room, a cabinet, or a car, left partially open, is a hazard to me.

At dinner I will not have trouble with ordinary table skills.

Don't avoid words like “see”. I use them too. I am always glad to see you.

I do not want pity. But do not talk about the “wonderful compensations” of blindness. My sense of smell, touch, or hearing did not improve when I became blind. I rely on them more, and therefore, may get more information through those senses than you do—that's all.

I will discuss blindness with you if you if you would like; however, I have many interests other than blindness that I can discuss.

SPEAKING WITH PEOPLE WHO ARE DEAF

DO face the deaf person when you speak and speak directly to him/her

DO use normal mouth movements and speak in a normal tone of voice

DO remember to include the person who is deaf in everything—even minor details, especially when plans are changed

DO write as much as possible. Many words look exactly the same on the mouth

DO demonstrate how things are done

DO demonstrate how things are done

DO take turns speaking—one person at a time

DO be aware that there is a time lag between the time a hearing person says something and the time when the person who is deaf gets the information from the Interpreter

DO remember the Interpreter is supposed to be “invisible. He/She is there to only help with communication

DO make sure the lighting in the room is appropriate

DO talk to a person who is deaf in a room with little or no noise. Many people who are deaf have some hearing

DO talk to a person who is deaf in a room free of visual distractions

DON'T turn your face away while you are still speaking, *or* tell the Interpreter to “Tell him/her”

DON'T use exaggerated mouth movements and do not YELL

DON'T decide what the person who is deaf needs or does not need to know

DON'T be impatient—the communication process will be slower with or without an Interpreter

DON'T assume that the person who is deaf understands a particular process just because he/she is watching you

DON'T let more than one person talk at a time and let the person who is deaf know who is speaking

DON'T think the person who is deaf is not smart or the Interpreter is not skilled because of the time lag. It takes time to translate from one language to another

DON'T try to include the Interpreter in the discussion. He/She is NOT part of the group

DON'T talk loudly to others, or sing, bang the table, or make other distracting

noises when the person who is deaf is
trying to watch the speaker

DON'T talk in a room full of activity; it
makes it difficult for the deaf person to
concentrate on the speaker

Differences Between High School and College Disability Services

HIGH SCHOOL

COLLEGE/UNIVERSITY

Applicable Laws

I.D.E.A.
(Individuals with Disabilities Education Act)
Section 504, Rehabilitation Act of 1973

ADA. (Americans with Disabilities Act of
1990, Title 11)
Section 504, Rehabilitation Act of 1973

Required Documentation

I.E.P. (Individual Education Plan) 504 Plan

Varies depending on the disability; high school I.E.P. and 504 are not sufficient; must include the testing on which the accommodations are based

School provides evaluation at no cost to student

Student must get evaluation at own expense

School conducts evaluations at prescribed intervals

Student must provide approved documentation, no more than three (3) years old

Identification of Disability

Student is identified by the school and is supported by parents and teachers

Student **must self-identify** to the office responsible for Disability Services

Primary responsibility for arranging accommodations belongs to the school

Primary responsibility for self advocacy and arranging accommodations belongs to the student

Parental Role

Parent has access to student records and can participate in the accommodation process

Parent does not have access to student records without student's written consent; student must initiate and complete accommodation process

Parent advocates for student

Student advocates for self and must have frequent contact with their counselor

Instruction

Teachers may modify curriculum and/or alter pace of assignments

Frequent use of multi-sensory tools

Weekly testing, mid-term, final, and graded assignments

Attendance taken and reported

Professors are not required to modify curriculum design

Tends to be lecture style; mayor may not use multi-sensory approach; labs required for some courses

Testing and assignment frequency varies

Attendance is taken and absences are limited to a specific number of hours; if you exceed this number of hours, you may receive a lower grade

Grades and Tests

Grades may be modified based on curriculum

Grades reflect the quality of work submitted; student must request testing accommodations at the beginning of the semester

Transportation

School provides transportation at no cost

Student must arrange transportation; Special transportation service is available through the City of Birmingham.

Conduct

Disruptive conduct may be accepted

Disruptive behavior and inability to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed

Most Important Differences in Summary

I.D.E.A is about *Success*

ADA. is about *Access*

High School is mandatory and free

Postsecondary is voluntary and the student is responsible for the cost

ACADEMIC ACCOMMODATION LETTER

STUDENT: <STUDENT NAME>

STUDENT ID:

SEMESTER: FALL 2008

COURSE:

Dear Instructor,

This is to inform you that student listed above is a student in your class and is registered in the ADA Office as a student with a disability. Based on the student’s documentation on file, the following academic accommodations are recommended:

- Extended time (1.5x) for all in-class tests, quizzes and essays**
- Testing in a distraction-reduced environment**
- Use of tape recorder for lectures**
- Use of calculator (Math 098 and above)**
- Reader for tests/quizzes***
- Books in alternative format (CD)***

***Provided by the ADA Office if needed.**

Listed below are the accommodation(s) the student and instructor agreed upon if different from those proposed above:

Alisha LeMaster

Alisha LeMaster, ADA Director

Date

Instructor’s Signature

Date

Student Signature

Date

After completion, the student returns this documentation to the ADA Office for filing.

ADA Office
 Jefferson Campus
 Fitzgerald Student Center 300
 Tel: 856-6077
 Fax: 856-7993

ADA Office
 Shelby Campus
 Learning Resource Center (Library)
 Tel: 520-5936
 Fax: 520-5937

EXHIBIT B

August 17, 2008

Dear Instructor,

In your class is a student who needs the accommodation of a note taker. I need help in securing a person to take notes for this student. Would you please announce at the beginning of the first class that a note taker is needed and ask for a volunteer.

NOTE TAKING ACCOMMODATION PROCEDURE

1. The Note taker takes his/her notes on the paper and tears off the back (yellow) copy.
2. The Note taker will give the yellow copy to the instructor at the end of each class.
3. It is the responsibility of the student receiving this accommodation to pick up the notes from the instructor at the end of each class.
4. Any notes not picked up on the day of class should be forwarded to the ADA Office, FSC #300, via Campus Mail.
5. Students do not receive copies of notes for a class in which they did not attend.
6. The NCR note taking paper is furnished by the ADA Accommodations Office.
Please advise when you require additional paper and please return any unused paper.

I am giving you the name of the student who receives the accommodation, but keep the student's name confidential. The student in your class who has been given an accommodation of a note taker is Student's Name.

Please call my office as soon as possible if no one volunteers to take notes. My extension is 6077. The note paper is provided in the attached manila envelope. I will send more paper as needed upon your request. Please advise if you have any questions. Thank you.

Sincerely,

Alisha LeMaster, Director
ADA Office