WISCONSIN
TECHNICAL COLLEGE
SYSTEM

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES GUIDELINES

2013

INSTRUCTIONAL ACCOMMODATIONS FOR CLASSROOM ACTIVITIES & STUDENT LEARNING

PLEASE SEE YOUR TECHNICAL COLLEGE DISABILITY/ACCOMMODATION SERVICES STAFF FOR ADDITIONAL INFORMATION AND ASSISTANCE.

This guide may be downloaded & printed at the following link:
http://systemattic.wtcsystem.edu/Studentserv/virtualresource/2013-Disability-Accommodations-Guide-Final.pdf
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ACKNOWLEDGMENT

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WTCS ACCOMMODATIONS GUIDELINES

I.   Introduction

The principal intent of this guide is to ensure that individuals with a documented disability have equal access to postsecondary education, specifically within the Wisconsin Technical College System (WTCS).

This guide is to assist technical college staff and faculty in providing accommodations in instructional activities and various service areas **without fundamentally altering the essential criteria/functions** of a program, course, or activity. The use of this Guide can lead to student success if students and staff/faculty are offered assistance that promotes understanding of our laws and identifies the roles and responsibilities of college staff, students and others.

There are various federal and state laws that help ensure equal access for individuals with disabilities. These laws include, but not limited to,

- The Americans with Disabilities Act (ADA) of 1990 & Amended Act of 2008
- Individuals with Disabilities Education Act (IDEA)
- Section 504 Rehabilitation Act of 1973
- Section 508-Federal IT Accessibility Initiative
- Wisconsin Act 124 Access Text Law
- Wisconsin Laws related to High School Transition option.

WTCS provides guidelines, and each district has policies and procedures that staff/faculty need to become familiar with, for the provision of accommodations for equal access. Faculty/staff who place themselves directly at odds with institutional policies may risk being held personally liable for any discriminating acts resulting in violations of federal statutes and regulations. Program and/or class accommodations for students with disabilities have been typically regarded by educators as good educational practices for **all** students. The Guide has also included Universal Design of Instruction (UDI) for that purpose. The disability service/special services staff is only one component of the case-by-case accommodation process. Equal access requires all educators to be partners with students with disabilities and support staff and be knowledgeable in the use of strategies and techniques available in providing and enhancing educational opportunities. **The student also has a major responsibility in the success of the accommodation process**. A collaborative approach is vital for the technical college districts to succeed in this process.

Based on the WTCS Client Reporting System, over 17,000 students with disabilities seeking postsecondary training are served annually. However, many WTCS staff have limited training in providing educational accommodations.
As the number and severity of students with disabilities continues to increase, it becomes critical that the responsibility for meeting student needs be shared by all WTCS staff/faculty. This guide will assist WTCS staff/faculty and students in attaining the goal of equal access in an atmosphere of cooperation.

II. Legislation and Definitions

Federal Legislation:
There are several Federal and State laws that affect persons with disabilities in the postsecondary setting.

Americans With Disabilities Amendments Act Amended (ADAAA)

Perhaps the most widely known legislation regarding disabilities, this act passed in 2008, updated and reestablished the intent of the original ADA of 1990. More comprehensive than Section 504, both the original ADA and ADAAA prohibit discrimination against persons with disabilities in most areas of public life including employment, government facilities, schools, transportation, stores, restaurants, hotels, and telecommunications. The ADAAA provides a well – established definition of disability:
- An impairment that substantially limits one or more major life activities
- A person with a record of such an impairment
- Or a person being regarded as having such an impairment.

The ADAAA also defines major life activities as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include bodily functions relating to the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproduction.
This list in not exhaustive; individuals may have impairments in other areas of their lives not stated in this list.
Case law and court rulings between 1990 and 2008 had significantly restricted those who could qualify under the original ADA and prompted Congress to amend the original ADA to ensure the law's original intent. Defining disability in a broad sense without requiring individuals to go to exhaustive measures to document their disability was specifically addressed in the ADAAA. Temporary impairments as well as those that might have mitigating measures were now also specifically included as eligible.
In practice, a significant philosophical shift was made to focus more on how to accommodate persons with disabilities rather than determining if they qualified as having a disability.

Section 504
Section 504 was passed in 1973. It is Federal legislation that prohibited any organization receiving federal funding from discriminating among people based solely upon disability. It is still applicable some 40 years later and was the basis for subsequent legislation. Several prohibitions were established under Section 504. Specifically, postsecondary institutions could not:
- Limit the number of students with disabilities admitted
- Ask a student if they had a disability before admitting them
- Use inaccessible admissions procedures
- Exclude a student from a course of study based solely upon their disability
- Counsel students with disabilities toward more restrictive careers
- Use inaccessible means to measure student achievement

- Use policies making achievement even more difficult for students with disabilities

Individuals With Disabilities Education Act (IDEA)

IDEA is a federal law and is more commonly known as the Special Education law. It covers students in the K-12 system and is meant to ensure that all children receive a free and appropriate public education. Specific programming and services for students with disabilities, at no cost to the student or parent, must be provided by each school district under IDEA that includes:

- The identification and evaluation of students suspected of having a disability
- The least restrictive environment in which services can be provided
- An Individualized Education Plan (IEP)
- Due Process
- Summary of Progress (SOP)
- Under WI law transition starts at age 14

Special Education under IDEA is characterized as an entitlement program for individuals that meet eligibility requirements. Eligibility under IDEA remains as long as a person is eligible to receive a free and appropriate public education, typically through an individual's 21st year or upon graduation or completion of high school.

Section 508/Rehabilitation Act

This piece of federal legislation addressed accessibility of electronic devices and software including web page use and web applications, technologies unknown at the time of the original passage of Section 504 in 1973. As with Section 504, it encompasses federal agencies and those who receive funding from the federal government. Section 508 applies to technologies used by employees in these organizations as well as members of the public who interact with them.

Specific technical standards are included in Section 508 that outline compliance.

State Legislation:

Wisconsin Act 124

Act 124 is a Wisconsin law that requires publishers to provide alternate and accessible textbook materials to students with disabilities attending any public postsecondary institution within the state. (Wisconsin Technical College System, University of Wisconsin and Wisconsin Association Independent College University.)The Act covers printed course materials that are deemed required or essential to success in the course. Application procedures, timelines, and clarification of alternate formats were also included.

Apprenticeship

Apprenticeship is a structured system of training designed to prepare individuals for skilled occupations. It combines on-the-job training under the supervision of experienced journey

workers with related classroom instruction. Apprentices who successfully complete the prescribed number of hours of training in an apprenticeship program become certified skilled workers.

A written agreement between the apprentice and the apprenticeship program is registered with the Bureau of Apprenticeship Standards, Department of Workforce Development. See link below for more information.

http://www.witechcolleges.org/explore_careers/apprenticeship/index.

GED/HSED

Age: Provide proof that you are at least 18.5 years old or that your 9th grade class has graduated. Students' age 17 to 18.5 years may only be served through a school district or special program. Residency: Provide proof that you have resided in Wisconsin for at least 10 days.

The first option is to take and pass the tests of General Educational Development (GED) and career awareness; the student will then be issued a Certificate of General Educational Development, or they may expand their options by choosing a High School Equivalency Diploma (HSED). There are five different options to earn an HSED. These options include:
• Pass the GED tests; complete the health, citizenship, and employability skills and career awareness counseling requirements
• Document 22 high school or college credits
• Finish 24 semester credits or 32 quarter credits at a university or technical college, including instruction in any area of study you didn't cover in high school
• Complete a foreign degree or diploma program
• Complete a competency program offered by a technical college or community based group that has been approved by the state superintendent of public instruction as a high school completion program

GED Option 2

Wisconsin school districts can now apply for permission to prepare students for the HSED through their alternative education programs provided the student will be awarded the traditional high school diploma. The school district will be using the HSED to measure proficiency in lieu of credits and students are required to meet other graduation requirements in school policy such as community service, high school graduation test, teacher recommendation, and academic preparedness.

This new opportunity, GED Option #2 (GEDO #2), requires interested districts to submit an application (PI 8201) provide a narrative, and send signed assurances to DPI.

More information is available on the website, linked below.

http://dpi.state.wi.us/alternativeed/gedo2.html

GED Testing Accommodations

A student may ask for testing accommodations for physical or mental issues that may affect their ability to take the test, including learning disabilities, ADHD, psychiatric or psychological conditions, and physical/chronic health conditions. They will need relevant medical or academic records and a current evaluation of their condition by a doctor or psychologist, plus a detailed letter or report from the evaluator. The student will also need to fill out an Accommodations

Request Form for either ADHD, Emotional/Mental Health, Learning Disabilities, Intellectual Disability, or Health Disabilities, which has sections for the student, the GED Chief Examiner, and their evaluator or advocate. Read the testing accommodations guidelines for more information.
www.gedtestingservice.com
As of January 1st, 2014 the new GED testing changes will be taken place. The testing will go to computer based testing. All testing will be done on the computer. As of this update, the accommodation portion has yet to be clearly defined.

118-15 At Risk

Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in 118.153 (1)(a), may attend, in lieu of high school or on a part-time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child. Every technical college district board shall offer day class programs satisfactory to meet the requirements of this paragraph and 118.33 (3m) as a condition to the receipt of any state aid. High School should contact the disability specialist at the technical school the student will be attending.

Youth Options

Attendance at a technical college.
A student may request with the written approval of parents to apply and attend a technical college for the purpose of taking one or more courses. Following are the requirements that need to be met:
Pupil has completed the 10th grade, in good academic standing.
Pupil notifies the school board of his or her intent to attend a technical college by March 1st for the fall semester and October 1st for the spring semester.
The pupil is not a child at risk as defined in state statue.
The pupil is not ineligible to participate in the program because of failing a previous class in the technical school.
School boards may refuse to permit a pupil to attend a technical college if the pupil is "child with a disability" meaning a child who, by reason of any of the following, needs special education and related services:
* Intellectual Disability.
* Hearing impairments.
* Speech or language impairments.
* Visual impairments.
* Emotional behavioral disability.
* Orthopedic impairments.
* Autism.
* Traumatic brain injury.
* Other health impairments.
* Learning disabilities.

The technical college district board shall admit the pupil to the technical college if he or she meets the requirements and prerequisites of the course or courses for which he or she applied. Space does have to be available for the student. The technical college district board can reject an applicant who has a record of disciplinary problems. Also, accommodations are contracted and paid for by the student's high school.

Transcripted Credit
Transcripted credit may also be referred to as: "dual credit courses" as high school also give credit. More information is available at the website below:
http://dpi.wi.gov/bit/pdf/articulatedcredit.pdf

Definitions: Based on ADAAA:

A Person With A Disability is an individual with a physical or mental impairment that substantially limits one or more major life activities; an individual with a record of such an impairment; or an individual who is regarded as having such an impairment.

Major Life Activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

A Qualified Person With A Disability means an individual who, with or without reasonable accommodation, can perform the essential functions of a course or academic program.

A Reasonable Accommodation could be an adaptation, device, or piece of technology that allows access to a learning activity for a student with a disability. They are outcome neutral and are not intended to provide any advantage over a nondisabled student or to provide any guarantee of success in a class or program. Reasonable accommodations include, but are not limited to, having exams read to a student, the use of adaptive software, and preferential seating. Postsecondary institutions providing individually prescribed devices modified grading scales, personally fitted equipment, and personal attendants would not be examples of reasonable accommodations.

III. POLICIES AND PROCEDURES FOR DISABILITY-RELATED ACCOMMODATIONS

Each WTCS district has developed policies and procedures that establish guidelines for individuals to obtain disability-related accommodations. Check with your local technical college district for specific policies and/or procedures that have been implemented. Due to differences in laws, the role and responsibilities of students with a disability shifts as they transition into post-secondary institutions. Students have a greater responsibility for disclosing their disability, providing documentation, communicating with disability service personnel, and advocating for their need.

The following items summarize key features or components of ADAAA/504 requirements of postsecondary institutions.

1. **Scope of Responsibility—** ADAAA and Section 504 of the Rehabilitation Act are civil rights laws that prohibit discrimination in college recruitment, admission, or treatment of students with disabilities. Programs, courses, field trips, internships, practicum sites, as well as services, activities, and facilities must be accessible to people with disabilities.

2. **Coordination of Services—** Each college must designate a person/department responsible for the coordination and provision of disability-related services.

3. **Interactive Process—** The institution and the student have shared responsibility for the provision of accommodations. The college and its staff must provide accommodations in a timely, effective manner at no cost to the student. The student must notify the appropriate college staff of a disability if accommodations are needed. An interactive, coordinated approach between the student and college staff is vital.

4. **Confidentiality—** The college cannot make pre-admission inquiries regarding an applicant's disability status. Students have privacy and confidentiality protections. Disability-related information should be maintained separate from the student's official file. In accordance with FERPA (Family Educational Rights and Privacy Act) regulations, disability information is protected and access should be limited. Additional information about confidentiality of student records is available in this reference guide: **2003 WTCS Guide for Student Records Confidentiality.**

5. **Documentation of Disability—** The college can require appropriate documentation of a disability if a student requests disability-related accommodations. The student has responsibility for disclosing and providing documentation of the disability. There are no federal standards on documentation of a disability; documentation requirements and practices are determined by individual postsecondary institutions. For Wisconsin, additional guidelines regarding documentation of a disability are available in this reference: **Wisconsin Disability Documentation Guide 2011**.

6. **Implementation of Accommodations—** Determination of appropriate accommodations (type and level) for a qualified person with a disability is a primary responsibility of a "Disability Services Office" at the local college. Students might request accommodations directly from an instructor. In this case, the student should be given the contact information or directly referred to the Disability Services office for eligibility. Individualized accommodation plans are shared with appropriate faculty and staff for facilitating equal access; specific disability information is not shared without expressed permission. Instructors are encouraged, when in doubt, to contact the "Disability Services Office" to clarify any concerns related to the student's accommodation requests. We encourage open communication among instructor, student, and disability services staff.

7. **Appeal Process—** A student who disagrees with a decision regarding a requested or ineffective accommodation can file a complaint. A procedure for filing complaints must be published and accessible to students. Check your local technical college for the complaint/grievance procedures that have been developed. An individual instructor can be held liable for not providing the designated accommodations.

IV. STRATEGIES & ACCOMMODATIONS FOR INSTRUCTORS AND FACULTY

Frequently, when faculty members meet the students in their classes, they are unaware of the learning needs, abilities, or hidden disabilities of all of those students. Students who present accommodation documents during the first week of class are usually easy to accommodate with the assistance of the disability services office. However, college classes are comprised of many students with a wide variety of learning strengths and weaknesses, including students with disabilities. The first priority of instruction should be to maximize the learning of all students by building strategies, opportunities, and alternatives into the instructional design of the class. Accommodations can be added later, if needed. Therefore, Section IV is divided into 2 parts:

A. Universal Design of Instruction (UDI) – Instructional Strategies for the Classroom That Benefit All Students

This section includes typical classroom activities, possible instructional strategies, and technology enhancements to maximize learning for all students to be chosen by the faculty member.

B. Program and/or Class Accommodations for Students with Disabilities.

Educational skills and tasks are listed along with possible accommodations and examples of assistive technology that can be used to compensate for the effects of a disability. The specific accommodations and assistive technology for a particular student are determined by the disability services office. Instructors with concerns should discuss these accommodations with the disability services office.

A. Universal Design of Instruction (UDI) - Instructional Strategies for the Classroom That Benefit All Students

Students want to learn and instructors share this goal. How can instructors design instruction to maximize the learning of **all** students? The field of universal design can provide a starting point for developing an inclusive model for instruction.

In terms of learning, universal design means the design of instructional materials and activities that make the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials; they are not added on after-the-fact.

Universal design principles can apply to lectures, classroom discussions, group work, handouts, web-based instruction, labs, fieldwork, visual aids, videotapes, and other academic activities and materials. These principles give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression and engagement. Listed below are examples of instructional strategies that make course content and activities accessible to people with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles. Instructors should consider those strategies which best

enhance the learning of all students. Since new educational technology is rapidly developing, these technology enhancements should not be considered as all-inclusive.

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Beginning the Class	• Provide syllabus in advance • Include statement of accommodation in syllabus: *REASONABLE ACCOMMODATIONS AND AUXILIARY AIDS WILL BE AVAILABLE FOR A QUALIFIED STUDENT WITH A DISABILITY IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA). AS EARLY IN THE SEMESTER AS POSSIBLE, YOU ARE ENCOURAGED TO NOTIFY THE INSTRUCTOR AND THE OFFICE FOR DISABILITY SUPPORT SERVICES AT _____.* **(See more examples in Appendix B.)** • Read syllabus the first days of class • Detail the syllabus week-by-week/allow plenty of spacing • Offer written and oral clarification of class expectations and grading • Conference with students/discuss learning needs • Select text early for acquiring in alternate formats and for review/taping • Consider the use of an academic contract or syllabus quiz. **(Examples in Appendix C.)** • Suggest use of peer tutor/mentor • Review & clarify class attendance policy	• Offer syllabus in alternate formats upon request (PDF, Word, MP3, Braille, enlarged print, etc.) • Use Blackboard or similar online program (list examples) to post class information; syllabi, PowerPoint's, handouts and Smart Pen Pencasts. • Check availability of assistive technology
Assignments	• Offer and communicate assignments in a variety of ways: in lecture, through examples, on handouts, online, written on board • Provide alternatives to written work: oral, visual project, tape • Announce reading assignments well in advance • Modify/extend due dates • Assignment re-do's?	• Use of computer with screen reading software, voice input software spell/grammar check for in-class writing and homework • Use of CCTV and/or portable magnifiers

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
	• Consider extra credit options • Ask student to repeat back instruction • Encourage cooperative groups • Be available for questions • Consider alternatives to group assignments if group-based work is not an <u>essential function</u> of the class • Vocabulary lists • Study guides	
Lecture/Lab	• Speak distinctly and at a relaxed rate, pausing to allow students time for note-taking • Be familiar with and sensitive to cultural diversity regarding verbal and nonverbal communication • Provide outline of daily lecture on overhead or handout • Review attendance policies • Provide written summaries of labs and demos • Provide notes/note-taker • Lecture for a short period, then check for understanding • Explain technical language/terminology • Limit "off the topic" tangents • Signal clearly and frequently when making transition • Provide notes/supplemental material in library or on website • Use visual aids such as diagrams, charts and graphs; use color to enhance the message • Begin class with a review of the previous lecture and an overview of topics to cover that day	• Allow video and/or tape recording • Use of microphone to enhance volume and clarity • Use of "Smartpen" for individual note-taking • Use a Smart Pen and a Document Camera to project notes on a screen. A "Pencast" of the lecture notes from the Smart Pen may be posted to the web for students to see and hear. • Utilize captioned videos and websites • Use of smart phones, iPads, iTouch, and laptops (Mac and PC) for capturing lecture notes

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
	- Create a website and use it to post daily notes - Provide copies of overheads and/or PowerPoint slides - Avoid handouts that are not clearly typed, have fonts less than 12 point, have been photocopied multiple times, or are in "gray scale". - Selectively pair students for lab/group work - Talk to class, not to the board - Avoid standing in front of a window or other light sources which creates a shadow - Allow time to read presentation/lecture materials before class starts	

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Classroom Organization	• Provide adjustable tables/workstations • Vary seating arrangements, allow preferential seating • Ensure physical accessibility for all classroom/lab activities as well as for field trips and other course-related activities. Allow adequate lead time. • Display "good" work as models in classroom • Help students prioritize • Identify daily objectives, verbally and in writing • Remind students of due dates • Provide timelines for long-range assignments; outline sequential steps • Give feedback on early drafts of papers for rewriting • Become familiar with students' preferred learning styles • Encourage the formation of study groups • Provide frequent feedback of student progress • Check written material for readability: amount of white space, columns, print size, quality of print, color • Consider alternate formats of delivery: ITV, Internet, Adobe Connect • Recommend online tutorials (Khan's Academy) • Follow "10 and 2" rule; for lectures provide 2 minutes of reflection for every 10 minutes of activity. • Breaks to allow students to change position, use restroom, or re-focus. • Vocabulary lists/study Guides	• Ergonomic Chairs/furniture • Adjustable tables/workstations

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Assessment	- Announce testing dates and expectations both orally and in writing - Without lowering standards, be flexible/creative in evaluation - Vary testing formats; announce testing format in advance - Provide sample/practice tests - Create study guides - Assess frequently, in manageable units to provide feedback for students - Allow last minutes questions and review before exams/quizzes or other assessments - Allow credit for corrected exams - Space out matching questions; no more than seven (7) at a time - Assess knowledge of material rather than test-taking ability; phrase questions clearly, avoid double negatives, state in the form of a question - Allow extended or alternative testing time - Give immediate feedback of results - Assess knowledge of current material before moving on to new material - Allow breaks during long tests/quizzes - When assessing practical/practicum skills, frame educational experiences and assessments around the essential functions of the profession and course competency. - Agreement/contract for practical/practicum experiences	

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Distance Learning /Online Classes	• Distribute material well in advance for review • Plan ahead to consider how and where accommodations will be provided • Recognize the barriers some students may have to the technology • Consider the readability and projection of material being presented on the screen • Make sure web-based instruction is accessible (see Disability Services or Information Technology Services Departments) • Refer to EASI "TEN TIPS FOR ONLINE TEACHERS" 2011 by Norman Coombs in **Appendix D.** • Provide contact information for computer-related/online troubleshooting.	

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Off Campus Activities	- All off-campus activities, including internships, practicums, field trips, conferences, and competitions must be accessible - Take into consideration student needs regarding - Transportation - Parking - Site Facilities - Housing - Service animals **PLAN AHEAD** - Provide flexibility for required off campus activity due to student time constraints (work, childcare, etc.) - Consider alternatives for participation for required off campus activities due to student time constraints (work, childcare, etc.), if possible.	
Learning/Study Skills	- Group/Peer Study Sessions - Individual professional tutor/peer tutor - Controlled/Distraction-Free environment when studying, as well as when testing - Compensations, accommodations, modification, strategies used for testing should be used for study purposes - Supplemental websites - Interpreter services	

ACTIVITY	INSTRUCTIONAL STRATEGIES	TECHNOLOGY ENHANCEMENTS
Peer Tutoring	• Interpreter services • In-class study partners	

B. Program and/or Class Accommodations for Students with Disabilities

When serving students with documented disabilities, faculty must comply with Section 504/ADAAA to ensure equal access to education. A student requesting accommodations, auxiliary aids, and/or support services, needs to provide documentation of disability verifying eligibility for services to the Disability Services Office in a timely manner. Some students choose to keep their disability confidential and do not request accommodations or support services from the educational institution. **It is the student's responsibility to advocate for accommodations and utilize them.**

The following is a list of possible learning and instructional accommodations compiled from national, state, and WTCS resources. This list is not intended to be prescriptive or all-inclusive. However, when based on individual student needs, these accommodations have been found to be effective for postsecondary students-with disabilities, especially when used in conjunction with Universal Design of Instruction strategies.

Accommodations are determined by the Disability Services Office in collaboration with the student with a disability. Instructors/faculty should receive written notification of approved accommodations before any accommodations are provided. We encourage open communication between instructor, student, and disability services staff during this process. Instructors/faculty with concerns about approved accommodations should contact the Disability Services Department. **Appendix A** contains examples of Instructor Notification forms and letters.

Additional information about accommodations can be found in:

- Wisconsin Postsecondary Closed-Captioning and Captioned Media Guide
  http://systemattic.wtcsystem.edu/Studentserv/virtualresource/Wisconsin-Captioning-Policy.pdf

- Wisconsin Access Text Guide (to be completed December 2012)

- Service Animal Guide http://www.ada.gov/service_animals_2010.htm

- Autism Spectrum Disorders (ASD) Guide for Wisconsin Technical College System (WTCS) Staff 2009 http://systemattic.wtcsystem.edu/Studentserv/virtualresource/AutismSpectrumDisordersGuide.pdf

- Appendix E – Helpful Tips for Instructors/Faculty about Sign Language Interpreting Services

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
Reading: Textbooks & Handouts	• Enlarged print/type/font • *Braille* • Handheld magnifiers • Non-glare computer screen • Irlen color overlays • Pastel, colored paper • Interpreter services • Do not ask student to read out loud in front of class • Alternative format for textbooks/handouts.	• Electronic texts, CD's, e-books • Daisy book players or software • Reading/scanning computers • Screen reader software (WindowEyes, Jaws) • Scan and Read software (Kurzweil, Magic, Wynn, etc.) • Talking electronic dictionary • CCTV (Closed Circuit television) • Handheld electronic magnifiers • Scan & read pens • Larger, LCD computer screens • Varied mouse styles • Digitized Braille • Text to speech Apps for iPad, iTouch and Android devices

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
Writing: Assignments & Essays	- Braille - Outline of key words, concepts - Partial outlines, Speech Recognition-Word Processing - Graphic outline of pre-writing ideas - Scribe for in-class assignments - Interpreter services	- Voice input software (Naturally Speaking) - Recorder to record oral presentation of answers & ideas - Laptop computer - Word Prediction Software - Digitized Braille - Speech to Text Apps for iPad, iTouch and Android devices - Writing tools imbedded in Kurzweil 3000
Math	- Braille - One problem per page - Use of black felt tip pen to write problems larger and bolder - Abacus - Graph paper - Pastel colored paper - Math vocabulary lists - Photocopied assignments from text to paper - Calculator that will do fractions - Formula sheets - Procedural steps for solving formulas and equations - Interpreter services - Raised Line Drawing Kit - Tactile Representations	- Talking calculator - Digitized Braille - Special software

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
Organization	• Braille • Daily written study plan • Time management tools: calendars, timelines, prioritized task lists, electronic organizer, etc. • Color-coded tabs, binders, notebooks, etc. • Interpreter services	• Use of laptop calendars • Use of cell phone calendars • Inspiration/Mind mapping software
Listening: Lecture & Small Group	• Highlights of lecture in written form • Interpreter services • Breaks to allow students to change position, use restroom, or re-focus.	• FM Amplification System • Tape recorder or digital recorder • Collaborate with interpreter, notetaker • Screen Reader Software • Closed captioned videos • C-print and other captioning services • Clear, concise speech software utilized by knowledgeable staff/interpreter that changes speech to American Sign Language • Audio recording apps for iPad, iTouch, Android devices and laptops (Mac and PC).
Verbal/Oral Communication:	• Interpreter services • Captioning services • Communication boards	• Ubiduo • Electronic communication boards • Text messaging using cell phone

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
Personal, In-class participation, Speeches, & Presentations	• Paper and pencil • Alternatives to speeches and presentations	• Use of email • Use of personal voice enhancement technology • Use of video relay telephones
Notetaking	• Peer notetaker • Copies of overheads and PowerPoints	• Tape recording, digital recording, and/or video recording • Use of "Smartpen" such as the "Echo" by Livescribe • Note-taking apps for iPad, iTouch, Android devices and laptops (Mac and PC).
Classroom/lab Facility	• Adjustable height tables (manual) • Diffused lighting • Adjustable chairs w/w/o arms, padded or supportive • Stool in labs • Sound absorption materials • Book stands • Alternatives to latex or other allergens • Lighting alternatives • Service Animals • Specialized labeling of chemicals and equipment	• Electronic adjustable height tables • Electronic door openers • Specialized equipment, such as an electronic microscope connected to a large display

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
Test/quiz-taking	• Braille • Extended time on MS Word so voice reply could be attached for instructor to listen ? • Reader: live staff reader • Rewording of questions for clarity only • Proofreader • Distraction-free room • Segmented testing time • Scribe or alternative to scantron answer sheets • Extra credit options • Alternative to written test (oral presentations) and mutually agreed-upon oral testing, student responds by voice • Outlines/summaries of material • Interpreter services •	• Alternative to live Reader: scanned & read by computer, or taped version • Computer-assisted: spell checker, grammar check • Use of computer for essays and short answer questions
Clinicals & Internships	• Meet with cooperative staff and student to explain disability and accommodation needs • Make sure instructions are accessible • Service Animals • Make sure meetings are accessible • Evaluate need for Orientation & Mobility training • Review absence policy and discuss with student • Interpreter services	• Computer software • Enlarged computer screen • Specialized mouse • Scanner • Amplified Stethoscope • Portable electronic magnifiers • Electronic blood pressure and heart rate monitors

TASK	POSSIBLE ACCOMMODATIONS	Examples of ASSISTIVE TECHNOLOGY
STUDENT RESPONSIBILITIES THAT MAY REQUIRE APPROVAL FROM DISABILITY SERVICES		
Personal Care	• Student finds, hires, and pays for a personal care attendant to attend class with student. • Student has a Service Animal	
Mobility	• Student provides his/her own wheelchair, scooter, crutches, canes, or Segway Transporter Charging, parking, repairing, storing, and maintenance are responsibilities of student • Orientation & Mobility services for the Blind • Service Animals	

ADMISSIONS ACCOMMODATIONS

Accommodations may also be available for the admissions process. Check with the Disability Services Office for availability and assistance processing applications for accommodations.

TASK	POSSIBLE ACCOMMODATIONS
Placement Tests (TABE) Admission Tests (Accuplacer) Special Qualifying Tests (NLN, HESI A2) Apprenticeship Tests	Audio Enlarged print Computerized Extended time Private room Use of a calculator
Registration	Priority registration Special advising Transition specialists to facilitate process

GED Testing Accommodations

Accommodations for the GED Tests are available to qualified applicants. Prospective testers with disabilities should contact the Disability Services Office to obtain the application forms, documentation of disability requirements, and application process information. Approval for GED test accommodations is effective for 1 year. Extension applications are available for testers who need additional time. Additional information about GED Test accommodations and documentation of disability requirements can be found at www.GEDtestingservice.com/accommodation. Changes in the accommodation process may occur January 1, 2014, when the new GED Test is available.

V. FREQUENTLY ASKED QUESTIONS ABOUT ACCOMMODATIONS

The purpose of this section of the Accommodations for Students with Disabilities Guidelines is to share frequently asked questions regarding accommodations. Both general and specific questions have been assembled in regards to accommodations. If you have further questions, please contact your institutions Disability Services to discuss questions or needs that you may have in regards to accommodations.

General Questions

1. **Does a student have to provide documentation of a disability to request accommodations? If so what documentation needs to be provided?**

   Yes. It is reasonable and appropriate for a school to request documentation of a disability when a student requests accommodations. Individual institutions may have specific guidelines for disability documentation.
   Please refer to the Disability Documentation Guide (link below) for information on the type of documentation that is needed for a disability. Please also note that, individual institutions may have specific guidelines for disability documentation.
   http://systemattic.wtcsystem.edu/Studentserv/virtualresource/disability-guide-w-coverletter.pdf

2. **Besides providing documentation of a disability what is the students' responsibility?**

   It is the students responsibility for contacting their schools Disability Services office to request accommodations and work with disability services to set up an accommodation plan. Once accommodations are set up, it is also the students' responsibility to share their accommodation plan with their instructors (preferably in the beginning of the semester or right after the plan is written).
   It is the students' responsibility to contact the Disability Services office, if there is a problem or concern regarding accommodations.

3. **What is the cost of receiving accommodations?**

   There is no cost for services but there may be a cost for consumables such as supplies that are utilized: notebooks, batteries or tapes. Please check with Disability Services for any costs that may be involved.

4. **What accommodations are post-secondary institutions required to provide?**

   Each student is looked at individually and accommodations are put in place depending on the disability. For example, accommodations for a student with Attention Deficit Hyperactivity Disorder (ADHD) will differ from a student with a learning disability. Some commonly requested accommodations include: recording a class, a note taker, use of a calculator, assistive technology, extended time for tests and testing in a reduced distraction environment. There are also other accommodations available for students in addition to the ones listed.
   Both the type and level of accommodations are determined by each institution.

5. **If a student receives accommodations, does that mean they are exempt from completing all course work or courses in a program?**

   No. Post-secondary institutions are not required to waive any course or program requirements. Students with disabilities are responsible for meeting the academic requirements of the class/program enrolled and abiding by the policies outlined in their class syllabi.

Specific Questions

6. **I have a learning disability and I feel that I should be exempt from taking any type of placement tests/assessments because of my disability. Can I receive an exemption or a waiver of these tests?**

   If a college requires a certain assessment as part of their admissions process, all students need to take that assessment regardless of their disability. It is important for students to know that any placement tests/assessments may not be administered in a way that tests the disability rather than the achievement of the individual. Federal law does require changes (accommodations) be made to the testing conditions to allow a student with a disability to participate as long as the changes _do not_ fundamentally alter the test or create financial burdens to the institution.
   If you would like to discuss what accommodations may be made available to you for these assessments, please contact the Disability Services office. Some examples of accommodations include:

   - Braille
   - Extended testing time
   - Sign language interpreter for spoken directions

   - Large Print
   - Testing over different days
   - Paper/pencil test

   - Frequent breaks
   - Private room
   - Calculator

7. **I have diabetes and need to check my blood sugar during class time; may I leave to do that?**

   Yes. This can be written as part of an accommodation plan as long as there is documentation supporting this request.

8. **Can I request a paper/pencil copy of a test instead of a test that is on the computer?**

   Yes. This can also be written as part of an accommodation plan with supporting documentation for this request.

9. **I graduated 15 years ago and received Special Education services in High School. I no longer have any of the paperwork and don't have money for an evaluation. What can I do to receive accommodations?**

   Post-secondary institutions are not required to diagnose a disability or conduct testing for a disability. Students can contact their schools Disability Services office and they may

have resources to refer to students. One place you may be able to contact is your local Division of Vocational Rehabilitation (DVR) office and meet with a DVR counselor. This is a free service and available to an individual with a disability.

10. **My son or daughter has had a personal aide with them in their classes in high school. Will one be provided at the post-secondary level?**

    Personal aides assist students with bathing, dressing or other personal care. While elementary and secondary schools are required to provide these services to ensure that students with disabilities are provided a free appropriate education, post-secondary institutions are *not* required to provide students with personal aides. Students must provide or hire these services at their own cost. Disability Services will assess the function of the aide and determine if it is appropriate.
    Please refer to the Auxiliary Aids and Services for Postsecondary Students with Disabilities link below for more information.
    http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html

11. **I have been allowed to use notes/books on all my tests in high school. I would like also like this accommodation in college. Is it one that can be available to me?**

    Open book or open note tests are at the discretion of the instructor of the course. This would not be considered a reasonable accommodation at the post-secondary level.

12. **Will I be able to receive accommodations at a clinical/fieldwork site?**

    Accommodations can be provided at a clinical/fieldwork site. However, it should be noted that the accommodations may differ from those that are received in the classroom setting. Accommodations received at a clinical/fieldwork site will be determined by a staffing (if necessary) involving the student, Disability Services, representatives from the clinical site and possibly the Department of Health Services.

13. **I have a disability that may prevent me from attending class. Can I receive an accommodation to miss class?**

    A student working with Disability Services may also qualify for consideration of class absences. This accommodation is typically granted to a student who has a documented chronic health problem which causes them to be absent from class.

    It should be noted that both instructors and programs set their own attendance policies. The accommodation would be a simple request for flexibility in this policy. The nature of the class/ program and whether class participation is figured in the final grade should be considered.

    If a student is eligible for this accommodation, students need to be aware they are responsible for completing all coursework. The accommodation request is not a free pass for students to miss a large number of classes for any particular course.

If a student continues to have excessive absences, they should consult with Disability Services as well as their instructor to discuss the option of dropping the course or receiving an incomplete in the course.

14. As an instructor, I see that a student has a disability/or the student has requested accommodations stating they have a disability. What is my next step?

As an instructor, please include a statement on your syllabus referring students to Disability Services if they are in need of accommodations for their disability. If a student approaches you stating they have a disability, direct them to Disability Services or offer to take them to that office so that they may set up an appointment with Disability Services personnel to discuss accommodations that may be available to them.

15. Will I receive the same accommodations at the post-secondary level that I received in high school?

Please refer to the chart below comparing accommodations in high school and college.
*Each accommodation plan is individual and based on the students need and disability. This chart is generally the rule followed by post-secondary institutions but there may be exceptions and special circumstances that arise. Please contact Disability Services to discuss your needs further.

Supplemental Aids and Services	K-12 approved	Reasonable/Allowable in Post-secondary	Comments
Adapted Grading Scale	Yes	No	
Advance warning of assignments	Yes	No	Encourage regular review of syllabus
Extended due dates on assignments and exams	Yes	No, but	This could be negotiable based on the instructors approval due to special circumstances
Modify length of written assignments	Yes	No	
Notes for lectures	Yes	Yes, but	Notes may not always be from the instructor, they may be obtained from a note taker
Test given to students in sections	Yes	Yes	This is typically worked out with the instructor and Disability Services
No penalty for incorrect spelling	Yes	Could be negotiable	If spelling is an essential skill of course, it is not negotiable
Tutor assigned	Yes	No	General Tutoring must be accessible

Orally read course material	Yes	Yes, but	Could be shown how to use software that reads material to student
Different test area	Yes	Yes	
Test read to individual	Yes	Yes	Either through software or a Disability Services representative
Adapted tests and quizzes such as: word bank, no short answer questions, reduced questions	Yes	No	
Able to use notes and books on tests	Yes	No, but	Students are allowed to use notes and books when the instructor allows for the class to use these items on a test
Use of calculator on tests measuring math skills	Yes	Yes	Need must be related to disability

VI.   RESOURCE WEBSITES

Association On Higher Education And Disability
www.ahead.org

Council for Exceptional Children-The Voice and Vision for Special Education

http://www.cec.sped.org/Special-Ed-Topics

Disability Resources for Professionals
Program Development Associates
www.disabilitytraining.com

Disability.gov
https://www.disability.gov/

Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Faculty Room
http://www.washington.edu/doit/Faculty/

Equal Employment Opportunity Commission (EEOC)
http://eeoc.gov

Great Lakes ADA & IT Center
http://www.adagreatlakes.org

HEATH Resource Center
At The National Youth Transitions Center
http://www.heath.gwu.edu/

International Center for Disability Resources On The Internet
http://www.icdri.org/

Job Accommodation Network (JAN)
http://askjan.org/

National Braille Association
www.nationalbraille.org

National Federation of the Blind
www.nfb.org

National Organization on Disabilities (NOD)
www.nod.org

National Organization of Nurses With Disabilities
www.nond.org

O*NET Online
http://www.onetonline.org/

Pepnet 2
Resources for Deaf and Hard of Hearing
http://www.pepnet.org/resources

WI Statewide Transition Initiative-WSTI
www.wsti.org

U.S. Access Board
www.access-board.gov

Universal Design for Learning: Course Design Resources for Post-Secondary Faculty
http://www.universalcoursedesign.org/
http://enact.sonoma.edu/udl

Wisconsin ADA Resources
www.adawipartnership.org

WI Association On Higher Education and Disability
http://www.wiahead.org/

WI Department of Health Services
Blind/Visually Impaired Information and Services
http://www.dhs.wisconsin.gov/blind/

Deaf/Hard of Hearing Information and Services
http://www.dhs.wisconsin.gov/sensory

Disabilities and Impairments
http://www.dhs.wisconsin.gov/disabilities/

WI Department of Public Instruction
Special Education Topics
http://www.dpi.state.wi.us/sped/tm-specedtopics.html

Transition Planning
http://www.dpi.state.wi.us/sped/transition.html

WI Division of Vocational Rehabilitation (DVR)
www.dwd.wisconsin.gov/dvr

WI Department of Veterans Affairs
www.dva.state.wi.us

WI Technical College System (WTCS)
http://systemattic.wtcsystem.edu/

Disability Resources
http://systemattic.wtcsystem.edu/Studentserv/virtualresource/disabilitiesR.htm

VII. APPENDICES

Appendix A: **Examples of Instructor/Faculty Notification Forms**

Appendix B: **Examples of Statement of Accommodation for Class Syllabus**

Appendix C: **Examples of Educational Contract or Syllabus Quiz**

Appendix D: **EASI: "Ten Tips for Online Teachers" 2011 by Norman Coombs**

Appendix E: **Helpful Tips for Instructors/Faculty about Sign Language Interpreting Services compiled by Kristin Hoppe, BA, CI/CT, and Leslie De Meyer, CI/CT, BS, Milwaukee Area Technical College**

APPENDIX A

Examples of Instructor/Faculty Notification Forms

FOX VALLEY TECHNCIAL COLLEGE
EDUCATIONAL SUPPORT SERVICES
DISABILITY RELATED ACCOMMODATIONS FORM

Student Name _____ ID# _____ Date _____

Program _____ Fall term _____ Spring term _____ Summer term _____

I, _____, have provided required documentation regarding my disability to Educational Support Services. Based on my documentation, I am eligible for the following accommodations:

_____ Support/Advisement from an Educational Support Instructor

___ Jan Case ___ Karen Glad ___ Alice Heiden ___ Bruce Rathe ___ Rita Van Groll
    Ext. 2497   Ext. 5679   Ext. 6155   Ext. 5702   Ext. 2423

___ Physical Modification/ Explain: _____
___ Adaptive Equipment/Explain: _____

___ Note Gathering Services (Notes available for lecture based courses only)
___ Preferential seating in class
___ Sign language interpreting service
___ Tape recorder in class

___ Testing Accommodations (PTA must be signed-Instructors will bring tests/exams to ESS, Room E122)
    ___ Time and Half ___ Reduced Distraction ___ Calculator ___ Enlarge Text – CCTV ___ Reader/Scribe
    ___ Textbook/ Materials Scan and Read ___ Alternative Site
___ ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓
___ Progress monitored – Student contact information: _____
        Specific Course (s)_____
        Frequency: _____

___ Other _____

Explanations and procedures for services, as well as the Appeal Process, please refer to the FVTC Student Handbook.

FACULTY: If necessary, please refer to the FVTC Resource Handbook on Disability & Support Services or call Debra Wendt, ESS Administrative Assistant at (920) 735-2569 for assistance.

STUDENTS: Present this form to the instructor(s) during their office hours/before or after class.
I agree with the proposed accommodations and understand the process to receive these accommodations.

_____   _____
Student Signature and date   Educational Support Services staff signature and date

GATEWAY
TECHNICAL COLLEGE
Serving Southeastern Wisconsin since 1911

Accommodation Services/Plan
Disability Support Services
Elkhorn (262-741-8420)   Kenosha (262-564-2500)   Racine (262-619-6500)   Burlington (262-767-5342)

Student Name_____ ID#_____

Instructor(s):   _____   _____   _____   _____

Class(es):   _____   _____   _____   _____

The following accommodations have been identified as viable support strategies for the current semester to be provided by Disability Support Instructors:

General Accommodations:

☐ E - Textbook _____

☐ Note takers _____

☐ Taped Lectures _____

☐ Academic Support Center _____

☐ Enlarged Print _____

☐ Interpreter(s) _____

☐ Other_____

Physical Accommodations:

☐ Preferential Seating_____

☐ Standing Breaks_____

Alternative Testing Accommodations:

☐ Extended Time _____

☐ Scribing _____

☐ Enlarged Print _____

☐ Clarify Directions/Instructions _____

☐ Distraction Reduced Area _____

☐ Sign Interpreted Testing _____

☐ Alternative Test Format_____

☐ Adaptive Equipment_____

☐ Other_____

Course Instructor, please assist in the following:

☐ Locating a note taker in this class, please send to Disability Support Services for contract and payment information.

☐ Send copies of handouts, tests for enlarging, or other materials to Disability Support Services.

Comments: _____
_____
_____
_____

If you have any questions, suggestions, or concerns, please call us at (X_____), we look forward to meeting with you. Thank you for your concern and support.

I agree with the above accommodations and student guidelines .

_____   _____
Student Signature   Disability Support Instructors

Date_____   Date _____

Gateway is an equal opportunity/access educator/employer   Revised November 2012

STUDENT ACCOMMODATION PLAN

MADISON AREA | TECHNICAL COLLEGE DISABILITY RESOURCE SERVICES

ACADEMIC YEAR _____

EXPIRES _____

STUDENT ID #_____ STUDENT NAME:_____

DRS Specialist: Debbie 259-2950   Kevin 243-4612   Jamie 243-4720   Marilyn 246-6191   Scott 246- 6217   Todd 246-6365
                 Dave 745-3117   Jennifer 920-206-8023

The Madison Area Technical College Disability Resource Services (DRS) Office approves the accommodations initialed below for the above student. Accommodation approval is based upon documentation of disability and an evaluation of the student's needs. Revisions may occur with additional information, changes in disability status, or periodic review. Faculty may contact the DRS Office with questions or concerns regarding the provision of accommodations and services, or if you would like a file copy of this card. The student is advised to schedule an appointment with faculty to review the accommodation card.   *Email: drs@madisoncollege.edu*

TESTING ACCOMMODATIONS

_____ Computer/standard or adaptive

_____ Large Print/Braille

_____ Scribe

_____ Test alone

_____ Low Distraction

_____ Text to Speech

_____ Test reader

_____ Double time

_____ Time and a half

TEXT IN ALTERNATIVE FORMAT

_____ E-text

_____ Brailled Textbooks

_____ Audio Text

_____ Large Print

_____ Kurzweil

_____ **NOTE-TAKER**

_____ **PREFERENTIAL SEATING**

_____ **TAPE RECORDER IN CLASS**

_____ **SIGN LANGUAGE/ORAL INTERPRETER**

_____ **VIDEO CAPTIONING**

_____ **SPEECH TO TEXT CAPTIONING**

_____ **SPECIAL NEEDS INSTRUCTION** _____

_____ **ADAPTIVE TECHNOLOGY**(See below)

_____ **ADAPTIVE FURNITURE** (See Below)

_____

_____

_____

_____ **CALCULATOR**. "Students who are allowed to use calculators as part of reasonable accommodations must show work and intermediate results using only a standard scientific, non-graphing calculator unless discussed with the instructor."

Other special considerations:

I understand that provision of these services may involve DRS staff disclosing disability record information provided by me with appropriate Madison Area Technical College personnel participating in the accommodation process.

Student Signature: _____   Date: _____
DRS Staff Signature: _____   Date: _____

Mid-State TECHNICAL COLLEGE
Learning For Life

DISABILITY ACCOMMODATION FORM

Student name_____ID#_____Phone #_____

Course_____Instructor_____Program_____

Accommodations are recommended after review of the student's documentation and history of using accommodations.

ACCOMMODATION	COMMENTS

_____Schedule modifications

_____Preferential seating

_____Physical accommodations

_____Adaptive equipment/assistive technology

    _____Tape recorder   _____Computer software
    _____Calculator   _____Spellchecker
    _____FM system   _____Other

_____Note taker   _____Taped Lecture

_____Scribe

_____Textbooks on tape (identify texts)

_____Modified course materials

_____Alternate Testing
    _____Taped testing   _____Reader
    _____Separate site   _____Extended time
    _____Breaks   _____Scribe
    _____Taped responses _____Other
    _____Distraction-reduced site
    _____Small Group Testing

_____Interpreter

_____Other

Copy to:	Delivery:
— Testing Center	— by student
— Office/Library	— in mailbox or intercampus mail

Student Signature_____ Date_____

Disability Services Staff_____ Date_____

Instructor_____ Date_____

The student may not need all of these accommodations in each class. You are encouraged to discuss with the student how the class is organized and conducted in order to come to an understanding of how best to implement accommodations in your class. Please contact Disability Services Staff with any concerns.

Please sign and date: Instructor – please make a copy to retain and return one copy to the Disability Office

Milwaukee Area Technical College

C O N F I D E N T I A L   M E M O R A N D U M

   The following is **CONFIDENTIAL** and **SENSITIVE** information that **cannot** be shared with anyone, except the student named and the Student Accommodation Services staff. If you have concerns and/or questions about the student or accommodations/services required, please feel free to contact this student's Disability Specialist or Cathy Bohte.

TO:	_____

FROM:	_____

Disability Specialist's Name	**Cathy Bohte, Coordinator/Instructor**
Disability Specialist	**Student Accommodation Services**
Milwaukee Campus - Room: C219 Ext. 76750	**Milwaukee Campus - C219 76750 or 76245**

RE: STUDENT: _____ _____Student ID#_____ **DATE:** _____

Course Number/Section/Title:	_____

The following initialed CLASSROOM ACCOMMODATIONS AND/OR SERVICES are approved:

_____**Preferential seating in the classroom   Location:** _____
_____**Notetaker (Student's responsibility to apply in C219 or _____)**
_____**Tape recording of lecture (Student is responsible for equipment and taping)**
_____**Adaptive equipment/software:** _____
_____**Extended time _____   and use of a computer for in-class essays (can be done in C219)**
_____**Calculator**
_____**Audio versions of textbooks**
_____**Closed Captioned Videos - ALL videos shown in class MUST be closed-captioned.**
_____**Sign Language Interpreter**
_____**Physical Accommodation:** _____
_____**Enlargements of handouts (Please send to _____ 2 days before they are needed.)**
_____**Other**_____

The following initialed written TEST/QUIZ ACCOMMODATIONS are approved.
Test Proctoring forms are attached. Please deliver tests/quizzes to C219 two days before they are needed.

_____**Reader/audio version**	_____**Scribe**
_____**Extended Time _____**	_____**Special Environment**
_____**Rewording of questions for clarity only**	_____**Calculator**
_____**Brief breaks**	_____**CCTV**
_____**Enlargements**	_____**Sign Language Interpreter**
_____**Use of a computer for essays**
_____**Other:**_____

For **PERFORMANCE/LAB** tests (such as bandaging a wound in a nursing class, etc.) students receive extended time ONLY for reading the directions/questions, NOT for doing the actual task.

For **ONLINE** tests, students can NOT receive a grade penalty for using their extended time accommodation.

_____ **Delivered by this student**   _____ **Sent Intercampus Mail**

Student Accommodation Services provides a variety of support services which are designed to make classes fully accessible while maintaining high academic standards of student learning and performance. Provision of these services is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans with Disabilities Act (cab 1.12.12)

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Student Accommodation Plan

Date   January 1, 2013

Student Name   John Doe

Student ID Number   N00012345

Address   222 S. Main St.
West Bend, WI 53095

Date of Birth   10/30/1993

Program   Nursing

Home Phone

Cell Phone   262-900-0001

E-Mail   jdoe@student.morainepark.edu

The above-named student has provided to the Learning Specialist the required documentation regarding their disability. Based upon documentation, the student is eligible for the following accommodations*:

☒ Disabled Student Specialist
☐ Notetaker
☐ Sign language interpreter
☒ Adaptive equipment: spell checker

☒ Textbook/material on tape or electronically
☐ Braille/large print
☒ Testing accommodations: extended time, separate room and test reader
☒ Other: Kurzweil 3000

Plan/Strategies

Academic support is available for assistance in assignment clarification, tutoring, editing/proofreading written work, test preparation and test accommodations. The Disability Resource Center (DRC) is located in room W-145. You can call 262-335-5301 to schedule appointments.

1)   John should see Student Specialist, Rachel Weber, 262-306-5300, for testing accommodations, assignment review or assistance as needed, and Kurzweil 3000 training and account set up

2)   John must be allowed the following accommodations for course exams:
        -1.5X extended time
        -separate room
        -test reader

3)   John will notify his instructors and the Student Specialist, one week in advance, when testing accommodations are desired

Contact The Learning Specialist, to address any concerns or revisions to the accommodation plan.

*This is not an inclusive list of possible accommodations; others may be recommended based on individual student needs. These services are designed to make classes fully accessible while maintaining high standards of student learning and performance. These accommodations may not be provided at other post-secondary institutions as outlined in the Accommodation Plan. **Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act mandate provision of these services.**

The student is responsible for requesting accommodations as needed from the instructor and from the Support Services staff. If you have questions, please contact Support Services.

_____
Student Signature

_____
Learning Specialist Signature

Southwest Wisconsin Technical College
Accommodation Request Form

FEDERAL LAW REQUIRES THAT <u>ALL</u> STUDENTS WHO APPLY TO SWTC PROGRAMS/COURSES RECEIVE THIS NOTIFICATION OF AVAILABLE ACCOMMODATIONS. **IF YOU DO NOT HAVE A DISABILITY, PLEASE DISREGARD THIS FORM.**

Attention: Prospective Students with Disabilities
Before a student can be accepted into a program, the Test of Adult Basic Education (TABE) or similar testing must be completed. If a student needs an accommodation, one may be provided by completing and submitting this Accommodation Request Form, along with documentation of his/her disability to the Support Services/Intake Specialist.

Attention: Prospective & Current SWTC Student

Return To: Lori Garvey, Support Services Specialist
                   (608) 822-3262/1-800-362-3322, Ext. 2631/ (608) 822-2631
                   TDD: (608) 822-2072, e-mail: lgarvey@swtc.edu

Please complete the following:

Date: _____   Student Name: _____

Street Address: _____

City/State/Zip: _____Telephone/Cell: _____

Email: _____   Program: _____

School year for which accommodations are being requested:
☐ 2012-13   ☐ 2013-14

The following list identifies some of the accommodations/services available through the Support Services Center. Please check those that you need to assist you at Southwest Tech. Please note that this is not a complete list of possible accommodations.

☐ Extended time on tests   ☐ Reduced distraction testing site   ☐ Tests read aloud
☐ Note-taking assistance   ☐ Interpreter   ☐ Enlarged print material
☐ Scribe   ☐ Braille materials   ☐ Adaptive computer/equipment
☐ Electronic textbook (may take up to 3 weeks or more to obtain)
☐ Other: _____

Qualified individuals are entitled to accommodations under the Americans with Disabilities Act (ADA) regulations. To access services, individuals must initiate this request in writing for specific accommodations/services. Accommodations are determined on a case-by-case basis. All information will be considered confidential and only released to appropriate personnel on a need-to-know basis. Accommodations prescribed only apply to Southwest Wisconsin Technical College and may not be valid elsewhere. The individual takes full responsibility for ongoing assistance.

Student Signature: _____   Date: _____

OFFICE USE ONLY
* *
Approval Status: ☐ Yes ☐ No, please see attachment   Student ID#_____

Specialist Signature: _____   Date: _____

APPENDIX B

Examples of Statement of Accommodation for Class Syllabus

- I wish to fully include students with disabilities in the activities of this class. If you are seeking accommodations for disability reasons, please contact the Disability Services Office at _____ or see me for a referral to the office.

- If you have a disability that impacts your classroom performance and wish to request an accommodation, contact Student Accommodation Services at (414) 297-6750. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in the program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Student Accommodation Services office."

- Students with disabilities, who need accommodations, should contact the office of the Support Services Specialist, Building 100, Room 108, (608) 822-2631, 800-362-3322, ext. 2631, TTY/TDD (608) 822-2072, or e-mail lgarvey@swtc.edu.

- Attention students with disabilities, if you require an accommodation for your disability, please contact the office of the Support Services Specialist, Building 100, Room 108, or call (608) 822-2631, or 800-362-3322, ext. 2631. Hearing impaired may call using the following TTY/TDD number (608) 822-2072, or e-mail lgarvey@swtc.edu.

- Students with disabilities should contact the office of the Support Services Specialist regarding all requests for accommodations for their disability. The Support Service office is located in Building 100, Room 108. An appointment can be scheduled by calling (608) 822-2631, or 800-362-3322, ext. 2631. Students who are hearing impaired may place a TDD call to (608) 822-2072, or e-mail lgarvey@swtc.edu.

- If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) that requires an accommodation by Southwest Tech to meet course requirements, it is recommend that you contact the office of the Support Services Specialist, Bldg 100, Room 108, (608) 822-2631, 800-362-3322, ext. 2631, TTY/TDD (608) 822-2072 or e-mail lgarvey@swtc.edu, as soon as possible. It is then your responsibility to contact and meet with the instructor. The Support Services/Intake Specialist can assist you and the instructor in formulating a reasonable accommodation plan and to provide support in developing appropriate accommodations for your disability. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements.

- If you have any concerns or questions regarding this information, please contact me as soon as possible

- If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Services. Course standards will not be lowered, but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations so contact Disability Services as soon as possible. It is MSTC's goal to assist you in your educational plan.

Example of Advertisement Information for Events

Attention visitors and/or students of Southwest Tech, if you have a disability and need an accommodation to assist you in participating in an event at our campus or if you need information on what types of accommodations are available for your disability, please contact the Superintendent of Buildings and Grounds, at the Maintenance Office in Building 400, telephone number (608) 822-2401, 800-362-3322, ext. 2401, or email accom@swtc.edu. Deaf or hearing-impaired individuals may place a TTY/TDD call to (608) 822-2072. Please leave a message and your call will be forwarded to the Maintenance Office. Request for accommodations may require documentation of the disability before the College can honor your request.

APPENDIX C

Examples of Educational Contract or Syllabus Quiz

Example 1: Test Canvas: Course Orientation Quiz

Example 2: Introduction to Class Assignment

Course Orientation Quiz

1. What is the learning facilitator's e-mail address?

   _____

2. The learning facilitator recommends that you regularly check your WCTC eMail and visit the blackboard site for this course. (True/False)

3. The learning facilitator provides opportunities for learners to make up assignments after deadlines have passed. (True/False)

4. If you final percentage of points earned in this class is 90.9% you will earn a B. (True/False)

5. The syllabus and schedule for this course is subject to change. (True/False)

6. The learning facilitator has a Virtual Office on blackboard for this course. (True/False)

7. A total of _____ points (including both regular and extra credit points) may be earned in this course.

8. How many of the textbook's 16 chapters will we read, study and complete a quiz for this semester? _____

9. In addition to chapter learning-quizzes, there are three exams in this course. (True/False)

10. How many points can you earn during the course by all of the private journal entries? _____

11. How many points can you earn (maximum) across all of the learning-quizzes for this course? _____

12. The learning facilitator prefers that you submit public questions (i.e. questions relevant to other learners in the class via email). (True/False)

13. The learning facilitator has posted Study Tips and Online Netiquette guidelines on blackboard. (True/False)

14. When are your first chapter learning-quizzes (chapter 1 and chapter 4) due?
    Sunday, January 29   Sunday, February 12
    Sunday, February 24   Friday, March 16

15. What is the WCTC phone number for the blackboard student help desk?
    (262) 691-5161   (262) 691-5209
    (262) 691-WCTC   211

16. The WCTC Student Code of Conduct is available online at http://_____

    _____.

17. What is Professor Bob's twitter username?
    psychoBOBlogy   PofessorBobD
    RealKingBob   rdubois2

18. You should call the instructors when you have computer/technical problems during the semester. (True/False)

19. There is a companion website available for the textbook that includes flashcards and practice tests. (True/False)

20. What is the correct order (from sooner to latest) that we will be covering these topics?
    1. Sleep Disorders   3. Dissociative Disorders
    2. Personality Disorders   4. Clinical Assessment and Diagnosis

21. You can Check your grades by going to My Grades on blackboard (under Other Tools). (True/False)

22. You are <u>required</u> to attend live web conferences during this course. (True/False)

23. You may attempt each learning-quiz up to three times by its due date. (True/False)

24. You may earn up to _____ points of extra credit in this course.

25. If you do not log into this course for two or more weeks, or if you fail to complete the full slate of assignments for any unit of this course, you will automatically earn a failing grade in this course. (True/False)

Introduction to Class Assignment

1. When is my last day of class for Psychology this semester?
   _____

2. How many days can I be absent before being dropped from the
   class?_____

3. Where can you find the discussion posts for the
   class?_____

4. How many quizzes do you have in this class? _____

5. Where can you find the quizzes? _____

6. If you have a question about the class (assignments, projects, policies, etc) who do you
   contact?_____

7. How do you contact the person mentioned on #6? _____

8. Is late homework accepted? Yes OR NO_____

9. Name two resources on campus where you can access academic
   help._____

10. What are the hours of the WCTC library?
    _____

APPENDIX D
EASI "Ten Tips For Online Teachers" 2011 by Norman Coombs

TEN TIPS FOR ONLINE TEACHERS

Norman Coombs, CEO EASI

Introduction:

For decades if not centuries, teaching involved the instructor lecturing and sometimes becoming involved in discussion in a face-to-face setting. If the class was large enough, the instructor might need a microphone and amplifier. One of the next technologies to find its way into the class was the overhead projector. In fact, the projector had been used for years in bowling alleys as the way to keep a running tally of everyone's scores. Sometimes, the instructor prepared a transparency for the overhead in advance. Often, the instructor just used a special pencil to write on the transparency as the lecture or discussion progressed. The technologies were rather simple and unobtrusive.

Today's "smart classroom" has one or more computers, projectors, wireless connections to the Internet and sometimes a local network linking the teacher's computer with those of the students. While the interfaces are becoming more user-friendly, they are also continuing to expand their features and becoming increasingly complex. The same is true for online learning courses. Besides being a discipline expert, the teacher has to learn how to "drive" these technologies. Not only is it more to learn, but it is more to keep track of during a presentation. While many students are far more savvy about these technologies than are the teachers, some students have to struggle to master the technology while trying to grasp the presentation's content.

 Teaching is communication. These technologies are intended to enhance the communication. Clear communication requires the presenter to exercise judgment in organizing the content and in its delivery. Everything should be selected with an eye to whether or not it helps move the presentation content forward and rejected

if it becomes an external distraction. Humor and stories are good devices, but be sure to make clear how they relate to the point being made. The rich array of features provided by these technologies is also helpful additions if and when they tie into the presentation. An occasional aside may add relief from the content, but keep it short and help transition the audience back into the content. There is a real temptation with technology to use it to add sparkle to the presentation which is good as long as it doesn't become a distraction.

A couple years ago, I heard about an army commander whose officers routinely submitted field reports as PowerPoint presentations. In frustration, he issued an order not to include any audio of bombs dropping, planes buzzing overhead and other battlefield backgrounds and just focus on the report content. Used in moderation, they may have served a purpose, but he became overwhelmed by his officers' using these features to impress him rather than focusing on the actual report.

The tips listed below are items that I found helped me to focus on using technology to facilitate communication while making it as transparent as possible. Your experience may be different than mine, and you need to pick and choose tips if and when they fit your situation.

1. Do NOT Replicate The Classroom

Find out how best the technology works and use it for your advantage. Don't force it to do what it is not good at. I began trying to do via the computer just the same thing I did in class and did surprisingly well at it. I was lucky because my first attempt at distance learning was to transpose an interactive class to distance learning. Coincidentally, it was well suited and took little modification. I soon learned that there were some things that worked better over the Internet than in class, and other things worked better in class. Already, we behave differently in different classrooms. I have one style for a giant lecture hall; another for a room full of 35-40 students; and still another with 6-8 students in a cozy seminar space. Take that experience and create a style and format that suits both your content and the technology you can use. Video is good for large classes with little interaction. Computer conferencing is better for small, interactive situations. Be thoughtful about designing your content and selecting the technology that supports your content and with which you are comfortable

2. Be A Virtual Host

Your students won't see you or at least not "in the flesh". You need to work to show you are present and work to convey some sense of personhood. When I first began teaching over the computer, I thought long and hard about how to convey

myself to the students. On our system, my username was nrcgsh and that is certainly impersonal and even meaningless. I discovered, besides that computerized label, that I could attach a personal name to my email and online postings. I thought briefly about "cyber prof" and almost threw up! I thought about Dr. Coombs and Professor Coombs both of which sounded both impersonal and stuffy. Then, I asked myself, "Who am I?" Right or wrong, I concluded I am a bit stuffy and a bit informal. Hence, I am "Prof Norm Coombs".

Intentionally or not, our physical rooms convey an atmosphere to our guests and this is part of projecting a welcoming image. One colleague of mine has his office desk facing the wall. When you enter the room, there is a comfortable chair for you, and my friend swivels around facing you. You sit almost knee to knee with nothing between you. Another colleague has his desk facing the door. He is on the other side with the desk between you. Besides putting space between you and him, his sitting behind the desk signals authority and creates a status gulf besides the physical gap created by the desk.

Look for ways to be a virtual online host and create an online atmosphere. Find ways to be warm and welcoming. In a face-to-face class, I do not stand at the door to welcome students as they arrive. On the computer, I try to recognize students personally once they have become virtually connected.

3. Model The Behavior You Want From Your Students

Obviously, you will use the syllabus or other introductory materials to describe the course structure and explain how it will function. Especially for students new to online learning, they may not be sure how to interact in this setting. There is nothing like modeling the behavior you want from your students to provide them with clues to how they should behave. For example, if you want a relaxed, spontaneous and sharing kind of class, make your personal introduction to the class in a relaxed and informal style. Talk about your family, your hobbies and show your non-professional side along with providing your academic qualifications. If you want a class that is highly structured; one where all the work turned in to you has been proof read and spell checked, use an introduction that is formal and academic. In one case when you make online responses, you will carefully use proper grammar, no slang and even spell check spontaneous interaction. If you want spontaneity from your students, make your interactions relaxed and informal.

Different courses have different demands. Remember, the class will not see your body language. You can put the same kind of message into the format of written communication, a kind of verbal body language. Most students will reflect back to you the kind of behavior that you model for them.

4. Be Interactive

The uniqueness of the Internet is its potential for interaction. Make the most of it. Many studies of the impact of the Internet and the personal computer is that both tend to flatten power relations. This has also been shown true for distance learning. While some teachers find the lessening of power to be threatening, others find it liberating. It is now an old and hackneyed saying to say that the difference between classroom learning and distance learning is "The sage on the stage" versus "the guide on the side." Instead of being an authority figure, beyond challenge, the instructor becomes a resource. the teacher's role changes from that of being an instructor to becoming a mentor, and students do more than learn a disciplines content; they learn how to learn.

5. Modularize Your Material

Sitting in class through an hour-long lecture stretches most students' attention span. Listening to an hour-long audio or watching an hour-long video requires more concentration when there may be interruptions from family or even the phone. Instructional designers, whether talking of a face-to-face class or a virtual class strongly recommend that the content be broken into smaller, logical segments of 2-3 pages in length or 4-5 minutes long. If you build in opportunities for interaction at those breaks, it will help students engage both with the content and with each other.

In live presentations, teachers frequently go over material 2-3 times from different angles to help students understand and remember it. If the online content is asynchronous, and modularized, the repetition can be omitted because students can readily proceed at their individual pace and repeat a module 2 or 3 times. If the student has been interrupted because he or she does not have a controlled environment, the student doesn't lose the material as it can be repeated.

6. Use of Multimedia and Images

Different learners learn differently. Some are visual learners; some understand auditory information well; some benefit from text. By providing a variety of experiences, all learners benefit. Even if you can find ways to present the same or similar content in different modes, you will benefit a wider audience. Similarly, some content is better adapted to text; some to pictures; some to audio or video. The point is to select the communication mode for its usefulness in communication content rather than selecting it to impress the students with your technical skills.

While people do have different preferred learning and interacting modes, some have disabilities which necessitates their learning by one mode or another. Besides accommodating different learning styles, you may be making the course content

available to someone who, otherwise, would have been prevented from receiving an education. Some merely prefer a communication mode; others require it!

7. Design, Simple, Clear Display For Your Content

Online teachers, besides having to organize the course content, have to organize the content's display or layout. This is true whether that content is being delivered as a document or in a multimedia format.

Help the student to focus on your message by avoiding needless visual or auditory clutter and distractions. If the content being displayed contains text, be sure that the text is large enough that the reader won't have to strain to read it. Remember the average age of online learners is older than that of face-to-face students and those students may already be using glasses. Use a moderate font size and easy-to-read font types. The sans serif fonts are crisper and clearer for most readers. Be sure the contrast between background and foreground is adequate and avoid using highly patterned background. If you do not pack the text and/or images too densely, the student will be able to understand the content better. If the content is in an image or a video, try to remove needless items in the student's view that will distract. If it is an audio, do your best to avoid having annoying ambient noises.

While these comments may sound as if you are being urged to minimize your descriptions and explanations, please do not come to that conclusion. Each point you are making needs an adequate context to give it clear meaning. Use good transitions as you move from point to point. Build in transitions between the modules. When including images or tables or multimedia, do not conclude that the item speaks for itself. You know what you mean by including it, but the student may not know what you mean. Keep what you are saying simple but don't skimp on the necessary context to give those items their meaning in the bigger picture.

8. Create your Content Using Universal Design Principles

Design your materials to meet a wide variety of learning styles, socio-economic backgrounds and different user interfaces.   Strive to achieve clear communication rather than trying to impress your students with glitz. The teacher and/or the instructional technology staff will frequently have a relatively new computer with a high-speed Internet connection. While this will let you use the latest technologies and upload even large files quickly to the server, remember your students are probably not so richly blessed with such state-of-the-art applications. While it can be fun using cutting edge tools, your content may not be useable by all of your students. It is better to work with technologies that are a couple years old and are being widely used. Even when students are on the cutting edge, they may be using mobile applications which, while being state-of-the-art, won't readily handle large graphics or multimedia. Because the content looks slick on your computer, that may not be true for all of your students. Besides designing for different student

learning styles, you need to accommodate a growing number of different applications that may be downloading and displaying your content. Envision someone accessing your course on a cell phone, on a netbook, on a powerful desktop computer and also using special screen magnification or screen reader software.

Most of us never were given formal training in using the authoring tools we use to create our courses. Because we taught ourselves or got some help from someone else with little training, we fail to make use of some of the features in our applications that provide real help in designing content that takes advantage of their universal design principles. You can actually embed important information about your document into that document making it a powerful ally in conveying your meaning to the document user. This is called document markup. In creating print books, the process includes putting markup into the information being sent to the printer influencing its page layout. Markup is everywhere. Your word processor has always been including markup into its output. In old applications or simple ones like notepad, it could be as simple as a markup for starting a new line. In typewriter days, we called it a carriage return. Markup controls line length, centering or left justified and dozens of other things. What is important for our purposes is that some markup conveys information about the function of an item in a page. For example, there is markup for title, header levels, tables, columns lists and more.

Perhaps you are wondering why is it important to make a header with header markup instead of merely using font type, and size. Your eyes have been trained to recognize headers from its appearance. However when the functional markup is in the document, the application displaying the document can understand that. The Opera browser can jump from header to header helping you navigate a long document. Screen reader software can do the same thing for users who are blind using any browser. Here is an analogy to help you grasp the significance of header navigation. Remember cassette tapes and how frustrating it was using fast forward and back to try to locate an item? A blind user has to scan line by line down screen after screen to locate something in an electronic document. With markup, the user can jump to a specific page, to the next header 1 or header 2.

I want to come back to the concept of universal design and not just accessibility. Ebook readers are using similar navigation tools. The Markup in a document can be used by future applications meaning the document will not become functionally outdated. If you are writing for a journal or publisher, they usually demand specific markup be used. Last, if you use document markup, you will be more consistent, and the universal design feature will be exported to other file types when you save a document in PDF, HTML etc. The fact is that by the software designers putting markup features into their software, this has always been their preferred way for you to use their application.

9. Tips to Make Content More Accessible for Students With Disabilities

Besides using style markup properly in authoring your content, there are a couple other important tips that go beyond that. The most important is adding a text description to any image. I do not mean adding the description above or below the image although that can be done. You can put the text description into the markup so to speak. In Microsoft products, right click on the image and depending on the version you will locate a text box where you can input a short description which the screen reader will speak to someone using a screen reader. That also exports into different document types when you export to those. Plain text, 'txt' documents however lose almost all markup information.

Probably none of you would dream of making 2 columns on a page in your word processor by using the tab and space keys. You would use the column feature. Similarly, you would not make a table of date using tab and space either. If you did, a screen reader would see the information left to right all as one line and read it that way. When you use column and table markup features, the screen reader reads the information properly. Two columns are turned into one long column for the user who is blind. Tables are separate cells and the reader can tab or arrow from cell to cell, and the application will identify the row and column before speaking the cell. You can even use markup to tell the document which row and column contains headers. Then when the user moves from cell to cell, the screen reader will speak the appropriate header. Like saying Tom had lunch on Monday and paid $7.99. Perhaps not speaking it exactly like that but would inform that information to the user. Tables only make sense when the contents of a cell is associated with its headers. Forms and combo boxes and radio buttons are other items where markup is crucial. This goes far beyond what these tips can cover.

The bottom line is that for most simple course content, proper markup for navigation, text for images and markup for columns, tables and lists are all important to use for anyone. Most of the more complicated accessibility issues deal with advanced Web features that teachers will rarely need or use.

To come back to basics, I want to stress that the most important thing you can do to facilitate the learning of special needs students is to be the best teacher you can and to communicate as simply and clearly as possible. Clear communication is the most important first step towards making an online course accessible for students with disabilities.

10. It's About People And Not Technology

You are using technology to teach, to communicate. Keep your focus on the student and the content not on the technology. I remember a bakery truck in my hometown with a sign on the back with this poem:

As you travel through this life,
Whatever be your goal;
Keep your eye upon the doughnut,
And not upon the hole!

When you begin using technology in teaching, there is the natural temptation to focus on it; how it works; what it does; and how it seems to come between you and the student. Think of it like a blackboard, just a tool. Try to forget about it as much as possible and focus on the student. Technology is the means to an end and not the end itself!

Recommended Resources:

Making Online Teaching Accessible
By Norman Coombs and published by Jossey-Bass in 2010.

Universal design in higher education: from principles to practice
Edited by Sheryl E. Burgstahler and Rebecca C. Cory published by Harvard Education Press in 2008

THE ONLINE TEACHING SURVIVAL GUIDE: SIMPLE AND PRACTICAL PEDAGOGICAL TIPS
By Judith V. Boettcher and Rita-Marie Conrad published by Jossey-Bass in 2009

Engaging the Online Learner
Rita-Marie Conrad and J. Ana Donaldson published by Jossey-Bass in 2004

EASI (Equal Access to Software and Information provides regular Webinars and several month-long online courses covering these and related topics:
www.easi.cc

EASI: EQUAL ACCESS TO SOFTWARE AND INFORMATION

PEOPLE NOT TECHNOLOGY

EASI is a non-profit organization, committed to the belief that students and professionals with disabilities have the same right to access information technology as everyone else. To accomplish this commitment, EASI is producing Interactive Webinars and online courses on accessibility-related topics. EASI materials strive to be jargon-free and to have all of its material fully accessible.

EASI Webinars

EASI Webinars include both free Webinars providing an overview of accessibility subjects and a more detailed, fee-based series providing up-to-date know-how on information technology.

EASI courses

EASI courses can be taken independently or those completing 5 courses may earn the Certificate in Accessible Information Technology. The courses include:
- Barrier-free Information Technology
- Barrier-free Web Design
- Barrier-free E-learning
- Accessible Multimedia, Podcasts and Vodcasts
- Train the Trainer
- Special Topics.

EASI Annual membership

EASI Annual membership program provides free access to the fee-based Webinars and a discount on all courses. With the cut-backs in staffing and with the simultaneous speeding-up of technological change, keeping up with the state-of-the-art in adaptive technology becomes overwhelming for adaptive technology staff. The EASI annual membership program can fill this gap for staff and for colleges and universities. There are both individual and institutional Webinar Memberships.
Membership details are available at: http://easi.cc/sub.htm
EASI course details are available at: http://easi.cc/workshop.htm
EASI Webinar details are available at: http://easi.cc/clinic.htm
Email EASI at info@easi.cc
EASI Corp.
PO Box 818
Lake Forest Ca. 92609

APPENDIX E

Helpful Tips for Instructors/Faculty about Sign Language Interpreting Services compiled by Kristin Hoppe, BA, CI/CT, and Leslie De Meyer, CI/CT, BS, Milwaukee Area Technical College

Helpful Tips for Instructors/Faculty about
Sign Language Interpreting Services

Compiled by Staff Interpreters,
Kristin Hoppe, BA CI/CT, and Leslie De Meyer, CI CT BS
Milwaukee Area Technical College – Student Accommodation Services

A sign language interpreter is a trained professional whose role is to facilitate communication and convey all auditory and signed information so that both hearing and deaf individuals may fully interact.

The common types of services provided by interpreters are:

- ❖ ASL Interpreting
- ❖ Sign Language/English Interpreting
- ❖ Oral Transliteration
- ❖ Cued Speech Transliteration
- ❖ Tactile interpreting

With all these service types, when deaf individuals do not use their own voice, interpreters may also provide spoken voice interpretation.

Regardless of what type of interpreting is used at your educational institution, interpreters associated with the Registry of Interpreters for the Deaf (RID) are bound by a Code of Professional Conduct (CPC). Some principles guiding the professional behaviors of interpreters are:

- ❖ Interpreters must be licensed by the State of Wisconsin Department of Safety and Professional Services (DSPS).
- ❖ Interpreters adhere to standards of confidential communication.
- ❖ Interpreters possess the professional skills and knowledge required for specific interpreting situation.
- ❖ Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- ❖ Interpreters demonstrate respect for consumers.
- ❖ Interpreters maintain ethical business practices.

(For an in depth explanation of the CPC, refer to http://www.rid.org/ethics/code /index.cfm)

Things to remember when working with an interpreter:

- ❖ The interpreter's job is to faithfully transmit the spirit and content of the communicator, allowing the student and instructor full access to the communication interaction.
  - Instructors should refrain from asking the interpreter to function as a teacher's aide, run errands, or proctor exams.
  - Interpreters should not be expected to participate in class activities or group work.
  - Interpreters are not in the classroom to evaluate the instructor's performance.
- ❖ If possible, meet with interpreters before the first class:
  - To share course syllabus and textbooks
  - To share any other pertinent information
  - To add interpreter/s to electronic roster if using electronic media

- ❖ Keep lines of sight free for deaf individuals to have visual access to information. In class, the interpreter will position himself or herself in direct line with you, the student, and any visual aids.
- ❖ Speak naturally at a reasonable pace to help facilitate an effective interpretive process.
- ❖ The interpreter may request clarification from you or the student to insure accuracy of the communication conveyed.
- ❖ Encourage all students to wait until the teacher recognizes them before speaking or signing. The interpreter can only convey one message at a time. Repeat or paraphrase questions and comments made during class.
- ❖ Look directly at the person with whom you are communicating, not the interpreter. Use of third-party phrases such as, "Ask her" or "Tell him" can compromise the relationship between the instructor and student(s).
- ❖ Avoid talking while students are focused on written class work. Students who are deaf require time to process visual aids and materials before returning their attention to the interpreter.
- ❖ Students cannot read and watch the interpreter at the same time. Avoid talking while students are focused on written work or overhead projections/multimedia presentations.
- ❖ Receiving information visually without breaks can be tiring and cause eye fatigue. Plan strategic breaks so both students and interpreters can get a rest from the rigors of interpreting.
- ❖ Classes longer than one hour often require a team of interpreters.
  - Typically any class over one hour will require a team of two interpreters who will take turns interpreting usually 20-30 minute intervals.
  - Interpreter in the support position is still processing and monitoring the information being presented.
  - Captioned films and videotapes allow the students direct visual access to the information. The student cannot attend to both the interpreter and the constant stream of visual media at the same time.
  - As mentioned under Title II of the Americans with Disabilities Act (ADA), publicly funded institutions must give "primary consideration" to the communication preferences of individuals with disabilities.
  - Information regarding captioned classroom media can be found at http://www.pepnet.org/sites/default/files/61PEPNet%20Tipsheet%20-%20Captioning.pdf
- ❖ It is difficult to take notes while watching a sign language interpreter; therefore, a notetaker would be a reasonable accommodation in these instances. The interpreter should not be utilized as a notetaker as they are focused on the interpreting process.
- ❖ If the test has either an oral or written format (essay, multiple choice, or in the blank), the student may prefer to have the interpreter interpret questions into sign language.

http://www.pepnet.org/sites/default/files/75PEPNet%20Tipsheet%20-%20Interpreting.pdf