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**Faculty and Staff Accessibility Services**

**Resource Handbook**

Accessibility Services offers a wide range of support services and accommodations to Sinclair Community College students with documented disabilities. The Accessibility Services office exists to provide accommodations for students with disabilities as mandated by:

* *The Americans with Disabilities Act (ADA)*
* *The Rehabilitation Act of 1973*

**The Americans with Disabilities Act (ADA)** law ensures that people with disabilities have equal access to public services and programs. At Sinclair Community College this means that we are required to make the college accessible for all students.

**The Rehabilitation Act of 1973** is generally viewed as the first civil rights legislation for people with disabilities at the national level. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal fun.

**Definition of a Disability**

Section 504 defines a person with a disability as a person:

* with a physical or mental impairment that substantially limits one or more major life activities,
* who has a record of a disability, or
* Who is regarded as having a disability?

**Major Life Activity**

A major life activity is defined as any function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Admittance to Sinclair Community College qualified disabled applicants will not be denied admission solely on the basis of disability. Once admitted to the college, students with disabilities requiring accommodation(s) must contact the office to request the specific accommodation(s) desired and provide necessary documentation.

**promotes the concept of Universal Design**

Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design has the unique quality that, when done well, is invisible.” Ron Mace

**Accessible vs Inclusive Design**

Accessible Design means: Instruction and products/ buildings that are accessible and usable by people with disabilities.

Inclusive Design means: Instruction and products/buildings that are accessible and usable by everyone, including people with disabilities.

**Instructor Obligations:**

* Adhere to the Laws
* Students can request accommodations at any point during the semester as long as their request is reasonable and in a timely manner.
* Please provide accommodations as necessary.
* Design materials and class interactions to be accessible.
* Students have a right to accessible class content.
* Content and activities should be in a format students can utilize to complete all required work and enable them to participate with their peers as required.
* Design materials and class interactions that are accessible to all students without the need for accommodation. One example is: provide videos with captioning/subtitling so they can be utilized by anyone at any time, and there is no delay in providing the content (for post captioning production).
* Utilize the office for insight on how to make classes accessible, inclusive, and useable by all students.

**Eligibility**

To become eligible for services, students need to provide the office with verification of their disability (i.e. documentation) that includes: The disability history/ diagnosis, including restrictions and limitations. How the disability affects the student in an academic setting. Strategies and recommendations to lessen the impact of the disability

**Disability is defined as:**

* Having a mental or physical condition.
* Having a substantial limitation: Significantly restricted as to the condition, manner or duration compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.
* Having a major life activity which is impaired. A “major life activity” includes everyday types of activities like walking, sitting, standing, seeing, hearing, eating, and sleeping. It also includes difficulties in major body systems, such as: neurological impairment, problems with circulatory, respiratory, immune and digestive functions. This is not an inclusive list, but gives a general idea of the types of conditions covered by the ADA.
* A documented impairment in any of these activities can qualify an individual for services under the Americans with Disabilities act.

**Examples of types of disabilities we serve:**

* Deaf or Hard of hearing
* Autism Spectrum Disorders
* Learning Disabilities
* Attention Deficit Disorders (ADD and ADHD)
* Psychiatric Conditions
* Blind or Low Vision Medical Disabilities
* Mobility Limitations.

As the Instructor, you may encounter students with a noticeable disability, and some with invisible disabilities. Students will provide you with a Self-Identification Letter as verification of a documented disability. Instructors are not required to provide accommodations unless it is specifically listed on the student’s letter, even if a student reports needing it.

Instructors can address other student requests, but will not be asked by Accessibility Services to alter the design of the course or change the goals of the class.

**Becoming eligible for and receiving services.**

The process is as follows:

* The student submits verification of a documented disability to
* Submitted information is reviewed by Counselors
* The student meets with the Counselor at an Intake appointment
* The student is officially registered and approved for services and accommodations
* The student receives a Self-Identification Letter
* The student requests services and accommodations from Instructor

**Student are responsible for:**

* registering with the office to become approved for services and accommodations
* speaking with instructors, to request accommodations for his/her classes
* requesting accommodations is a timely manner

**Accommodations**

Any accommodation the student has been approved for is justified by the information presented in their disability documentation.

Services and accommodations can include, but are not limited to:

* Testing Accommodations
* Sign Language Interpreting
* Alternate Media
* Note-taking Assistance
* Assistive Technology and Equipment

**Testing Accommodations**

**Accessibility Services provides testing accommodations including, but not limited to:**

* Extended Testing Time
* Reduced Distraction Exam Space
* Tests in Enlarged Print
* Tests in Audio Format
* Assistive Technology Software/ Hardware

As an Instructor, you will need to complete the Test Administration Form for all tests/quizzes you submit to the Testing Center. It should be submitted with the exam or quiz to the Testing Center at least 2 business days in advance of the test date. You may email, fax, or hand deliver the materials, depending on your level of comfort and/or direction from your department.

**Interpreting**

Accessibility Services provides Interpreting services for SCC classes and events.

Instructors should be aware that Interpreters are in the class to ensure the student’s access to class information.

The Interpreters should be positioned in the front of the classroom where the student will have direct access to the instructor, interpreter and board.

At the start of the semester, other students in the classroom may be curious about these professionals or their method of providing the accommodation. However, it has been shown that these services are not a long-term distraction to the other students.

Also, you might want to consider other aspects of universal design, such as the subtitling, captioning, or providing of a transcript for any video, audio or other forms of media to be used in the classroom or online. This ensures that every student is able to access your class information.

**Alternate Media**

Alternate Media is the conversion of textbooks and class materials into a more accessible format such as:

* Audio
* Enlarged Print: A student approved for this service will need to have classroom materials converted into their desired format.
* Classroom materials include: course texts (required and supplemental) syllabus journal articles and handouts.

**Assistive Technology**

Assistive Technology consists of computer software, equipment and other devices that allow students to independently access materials and information.

**Available software programs include:**

* Zoomtext Screen Magnification Software
* JAWS Screen Reader Software
* Read and Write Gold Text to Speech
* Dragon Naturally Speaking Voice to Text

**Accessibility Services Advocacy**

Accessibility Services Counselors are available to speak with you regarding the delivery of services and accommodations to your students, and to answer any questions you may have about the Accessibility Services process. Students can visit during regular hours to ask general questions, to seek information about available campus and community resources, and to gather information on Accessibility Services office procedures, including eligibility.

**What are My Responsibilities as an Instructor?**

* **Syllabus statement-** make sure that there is an Accessibility Services statement in all course syllabi. We can help you with this statement if you need a model or assistance.
* **Student Self-Identification Letter-** When a student gives you his/her Self-Identification Letter, read it and discuss with the student which accommodations are needed. This helps the student to feel comfortable talking about his/her disability, and helps you to know what you need to do throughout the semester.
* **Testing-** submit tests and the completed test form to the Testing Center at least 2 business days in advanced. This enables the Testing Center to process student’s requests and to convert materials as needed.
* **Privacy-** please honor the student’s desire for privacy and maintain confidentiality, especially in front of other students and staff at all times.
* **Help-** contact Accessibility Services at any time if you have questions or concerns about the accommodation process.

**Department Information**

Mission

*The primary goal of the Department of Accessibility Services is to help students reach their academic goals.*

Location: 10424

Office Phone: 937-512-5113 (voice) or 937-512-3096 (TTY)

Office Fax: 937-512-4521

Hours of Operation:

8 A.M. - 5 P.M. Monday-Friday

**Accessibility Services Instructor Training Module *Adapted from Accessibility Services Instructor Training Module 2014 PowerPoint***