



DISABILITY SERVICES FACULTY MANUAL 2024-2025

The Disability Services Office has put together this manual of information that will be useful and informative. The Disability Services Office goal is to assist faculty when working with students with disabilities by providing information that will help faculty be ADA compliant in the classroom, as well as helping the College maintain compliance with federal disability guidelines.

SPC's Disability Services Office coordinates all academic accommodations for student with documented disabilities. The Disability Services Office is the official office to review and house disability documentation for students, and to provide students with an official Letter of Accommodation.

- DSO at SPC exists to provide academic accommodations for students with documented disabilities as mandated by:
 - The Americans with Disabilities Act (ADA) (ADAAA)
 - The Rehabilitation Act of 1973, Section 504

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Disability Services
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Introduction

This Manual is designed to assist faculty by providing recognized procedures for assuring students with disabilities equal access at South Plains College. The purpose of this manual is to provide guidelines that assure qualified students' effective participation in a college environment. These guidelines are in accordance with federally mandated laws and legal precedents. The policies are designed for use by faculty to ensure equal access for students with disabilities at South Plains College.

Legal Mandates

Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act (ADA) of 1990 (Title II) and the Amendment Act of 2008 (ADAAA) protect students with disabilities from discrimination that may occur as a result of misconceptions, attitudinal barriers, and/or failure of the institution to provide appropriate accommodations, auxiliary aids, or services. Examples of accommodations and auxiliary aids include, but are not limited to: qualified interpreters, note takers, extra time for exams, distraction reduced exam environment, real time captioning, and educational materials in alternate format (i.e. Braille, electronic format, enlarged print).

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Breaking it down...

- Section 504 of the Rehabilitation Act was designed to ensure that any program or activity receiving federal financial assistance does not discriminate on the basis of disability for otherwise qualified persons.

Where is it stated that SPC must give test accommodations and other academic accommodations to students with disabilities?

Section 504 of the Rehabilitation Act of 1973 states that colleges "make such accommodations to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of handicap." Program modifications, provision of auxiliary aids and services, designation of a responsible person to handle grievances, an established grievance procedure, nondiscrimination statements on college publications, and accommodations of course examination are among those things, which are specifically required. In exam administration colleges are directed to "provide such methods for evaluating the achievement of students who have a handicap...as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure.)"

Does the institution have to provide accommodations such as auxiliary aids and services for a non-degree student?

Yes. Students who are auditing classes, certificate seeking or who are otherwise not working toward a degree must be offered accommodations to the same extent as students who are enrolled in degree-granting programs. This includes students enrolled in any Continuing Education program, Workforce Development or Dual Credit Program. Other areas that accommodations would need to be provided by SPC could include, but not limited to: Program Workshops, Internships, Clinical settings, Field Trips, or any SPC sponsored off campus activity required by the course or program.

American with Disabilities Act (ADA) of 1990:

The Americans with Disabilities Act of 1990 requires that people with disabilities be provided equal access to public programs and services. According to this law, no otherwise qualified individuals with disabilities shall, solely by reason of their disabilities, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in these programs. The ADA upholds and extends the standards set forth in Section 504 of the Rehabilitation Act to employment practices, communications, and all policies, procedures, and practices that impact the treatment of students with disabilities.

Making a service or program accessible is the responsibility of the service or program. For example, a video/film shown in class must be closed-captioned. Any audio clip must also include a transcript. Access extends past the classroom to all programs and services made available to the public, such as athletic programs and extracurricular offerings.

Reasonable accommodations may include, but are not limited to redesigning equipment, providing written communication in alternative formats, extending exam time, relocating services to accessible locations, and altering existing facilities. For example, a student who is blind might speak test answers into a tape recorder, or a scribe might write them down. Reasonable accommodations do not include personal devices such as hearing aids, wheelchairs, and glasses or personal attendants.

Definition of Terms

Alternative Media

Print material that has been converted to a format that enables a print impaired person to read the materials. This includes but is not limited to: taped materials, Braille, electronic text (E-books), PDF format and enlarged print.

Auxiliary aids

Services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include but are not limited to: sign language interpreters, real time captioning services, adaptive technology, alternative media (closed captioning/transcripts, transcripts for audio clips), exam accommodations, etc.

Exam accommodations

Legally mandated services that allow students with disabilities to exhibit their knowledge on exams by using auxiliary aids which include but are not limited to: extra time, a reader/scribe, computers, large print, CCTV, distraction reduced environment, etc.

When Do These Laws Apply? EVERY Program Service and Activity SPC Offers

- Course Materials (Syllabus statement, Textbooks, Labs, Clinicals, Internships, Homework, Other materials (Visual Descriptions, Captions)
- Websites / Online – Hardware/Software/Web/Blackboard
- Testing
- Practicum / Internships
- Tutoring
- Admissions
- Financial Aid
- Athletics
- Library
- Alumni Affairs
- Transportation (Academic Field Trips, Special Events – when provided to all students)
- Physical Access to Facilities (Guides and maps, weather, maintenance of accessible features)
- Emergency Preparedness
- Food Services
- Housing / Parking
- Community Events / Entertainment

Who has the “Duty to Comply?”

- All faculty
- Adjunct Faculty
- Police & other Security Services
- Work Study students/any PAID student employee

DISABILITY SPECIFIC CONSIDERATIONS

How Accessible are your Programs, Courses, Services and Activities to Individuals in EACH CATEGORY:

- Without Vision
- With Low Vision
- Without Color Perception
- With no or limited Hearing
- With no or limited Speech
- With no or limited Manipulation, Reach or Grasp
- With limited Mobility
- With Learning Disabilities
- With other Disabilities

FACULTY SHOULD:

<p>Adhere to Applicable Laws by Providing Classroom Accommodations.</p>	<p>Faculty should be aware that students could present their Letters of Accommodation (LOA) at any point during the semester. Faculty have one week to implement the requested accommodation.</p> <p>Faculty should act immediately upon getting a student’s request for accommodations (LOA) by meeting individually with the student and providing accommodations.</p> <p>Faculty should discuss with the students which approved accommodation the student has requested and how that accommodation will be fulfilled in their classroom.</p>
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Do faculty have the right to know the nature of a student's disability?

The information regarding a student's disability should be shared only when there is a compelling reason for disclosure. The U.S. Department of Justice has indicated that a faculty member generally does not have a need to know this information, only that it has been appropriately verified by the office assigned this responsibility on behalf of the institution. At South Plains College, that office is the Disability Services Office.

Syllabus Statement

While it is the faculty's responsibility to ensure that the learning environment is accessible, students must request accommodations. Faculty must include the following statements on their syllabus, which directs students with disabilities to the Disability Services Office.

SPC Standard Disability Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, religion (creed), gender, gender expression, marital status, sexual orientation, military status, national origin, sex, disability or age in its programs and activities. All SPC courses meet federal regulations under Title II of the ADA, Sections 504 of the Rehabilitation Act of 1973. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College -1401 College Avenue, Box 5, Levelland, TX 79336, 806-716-2360.

Updated January 2025

Generally, it is faculty responsibility to ensure that the learning environment is accessible. Academic accommodations are intended to provide equal access to educational opportunity, but they do not guarantee success in the classroom. Faculty members are never expected to make fundamental alterations to their programs of instruction to accommodate students with disabilities. Faculty members should hold the student to the same academic standards as every other student in their class.

Confidentiality

All parties must maintain confidentiality in the accommodation process. Letters of accommodation should be filed in a safe place, and faculty should refrain from discussing students' disabilities and necessary accommodations in the hearing of fellow students or others who do not have an "educational need to know."

ENFORCEMENT

People who feel they have been discriminated against can approach the campus ADA compliance officer, file a complaint with the relevant federal agency, and/or file a lawsuit. For example, people with disabilities have filed complaints with the U.S. Department of Education, Office of Civil Rights and/or sued postsecondary programs because they were denied the opportunity to take a course, to participate in a co-op activity, or to submit an assignment in an alternative form. In some settlement agreements, postsecondary institutions have agreed to make a broad range of programs and facilities more accessible to people with disabilities, including academic programs, dining and living facilities, and social aspects of campus life. Professional testing programs have also been required by the Department of Justice to provide sign language interpreters, assistive listening devices, and alternative formats to students taking these exams as well as preparation courses for the examinations. Enforcement agencies encourage informal mediation and voluntary compliance.

Failure to Comply can Result in the following (but not limited to):

- Investigation by designated agency
- Compliance Review
- Agency referral to DOJ or Withholding funds
- Office of Civil Rights (OCR) of the U.S. Department of Education
- DOJ litigation
- Suits by individuals

Accessibility Checklist

This checklist is designed to help faculty meet accessibility standards as required by the ADA (American with Disabilities Act) and Section 504 of the Rehabilitation Act, to ensure that course materials are compatible with assistive technologies and other accommodations.

SYLLABUS

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- Is the syllabus in an electronic and accessible format (pdf or Microsoft word), preferable prior to the start of the semester?

COURSE MATERIALS

- Are course materials created in Microsoft Word, PowerPoint or Adobe Acrobat PDF so that they are accessible and can be accessed by users of assistive technology (screen reader)?
- Established a plan to provide an equal alternate format of access if a handout is not accessible to a student with a disability enrolled.

TEXTBOOKS

- When adopting a textbook, if possible, request from the publisher an extra copy of the textbook (or even better the digital files, e-book) to make it available to the Disability Services Office.

VIDEO RESOURCES

- Are the video presentations (DVDs, video tapes, you tube, other video formats) closed-captioned?

AUDIO RESOURCES

- Are the audio presentations (CD, audio podcasts, audio clips, other audio formats) transcribed?

WEB-BASED CONTENT & TEXTBOOK WEB-PORTALS

- Ensure that all images have descriptive ALT text, including charts and graphs.
- Ensure that scientific notations are accessible to users of screen readers.
- Ensure that any animations present are necessary and that the flicker rate is lower than 2Hz or greater than 5Hz. (Animations within these frequencies may trigger epileptic seizures).
- Ensure that the content can be zoomed to 200% without severely distorting the formatting, requiring excessive scrolling, or otherwise losing functionality.

EMERGENCY PROCEDURES

- Cover Emergency Procedures for classroom. Can be found at MySPC under Safety and Health Tab.
- Please consider deaf, blind and mobility impaired students' during emergency procedures.

The following is a handout given by the Disability Services Office to registered students. It is designed to facilitate a conversation between the student and faculty member when Letters of Accommodation are presented by the student to the faculty member.

STUDENT ACCOMMODATION DISCUSSION WITH INSTRUCTORS:

Set up a meeting with your faculty member. After the first day of class, request a private meeting with each faculty member to discuss your academic accommodations. Given the confidential nature of this conversation, your meetings should take place in a private setting, such as your faculty member's office. It is NOT advisable to simply hand over a copy of your accommodation letter to your faculty member in the classroom without any discussion.

Be clear and factual. Let each faculty member know that you have been approved to receive the accommodations listed in your letter. **Important:** You are not required to disclose your disability! It is strictly your decision whether or not to discuss the specifics of your disability diagnosis. However, we have found that the more information your faculty member has regarding your abilities and functional limitations, the better. You may wish to share your academic strengths and challenges with your faculty member at this time.

Address the specific arrangements your accommodations will entail. For example:

- If extended time on quizzes and exams is an accommodation, discuss how the scheduling should be handled. Will you take the exam in the Testing Center or classroom? If you are going to test in the Testing Center, please give notice at least 3-days prior to your exam (not counting weekends or holidays).
- If you will be taking classroom quizzes and exams in the Testing Center, discuss the process that should be followed for scheduling your exam. (3-day prior notice).
- If you will be tape recording classroom lectures, let your faculty member know this information.
- If preferential seating is an accommodation, where would you prefer to be seated? How will the seat be reserved?
- Are there any other changes in classroom set-up or arrangement that need to be addressed?

STUDENT INSTRUCTIONS FOR SCHEDULING EXAMS IN THE TESTING CENTER:

Discuss with your faculty member prior to your exams where you will be testing (Classroom or Testing Center)

- Email or call the appropriate Campus personnel – See Below
- Give a 3-day notice prior to your exam date (weekends and holidays are not included)

- Request a READER/SCRIBE in your email if you have been approved for this accommodation.
- You will need your School ID or Driver's License on your exam date in order to take your exam.
- Remind your faculty member about sending your exam to the appropriate Testing Center.

Levelland Campus – Juli Wood (806) 716-2367 - jwood@southplainscollege.edu

Miranda Flores (806) 716-2368 mflores@southplainscollege.edu

Reese/Lubbock Center: Jennifer Trusty (806)716-4689 jtrusty@southplainscollege.edu

Latha Tucker (806)716-4606 ltucker@southplainscollege.edu

If you are not getting your approved accommodations,
please let the Disability Services Office know as soon as possible.

The following is a handout available to faculty by the Disability Services Office. It is designed to explain Letters of Accommodation and faculty involvement in the accommodation process.

Faculty Instructions for Understanding the Letter of Accommodation (LOA)

Letters of Accommodation are created by the Disability Services Office for students with documented disability requesting services that require faculty involvement.

Students are advised to make an appointment with their faculty member during office hours to discuss their LOA's. Letters are strictly CONFIDENTIAL in nature.

Please read the LOA carefully. It is a formal notice, signifying that the student has furnished the college with appropriate documentation of a disability, which he or she feels will impact their learning situation.

The student and faculty member should then discuss the approved academic accommodations outlined in the LOA, to ensure a mutual understanding. This is an opportunity for faculty members to discuss how the student learns.

The accommodations listed on the LOA are unique to each student. It is up to the student to decide (based on the student's discussion with the faculty member on which approved accommodation listed on the LOA they wish to use in that classroom). Faculty members and the student are to discuss how to implement accommodations. Under the law, the student is under no obligation to discuss the nature of the disability only the in-class implications and needed accommodations. By law, faculty cannot inquire/ask the student to disclose their disability.

After the faculty member and the student have discussed the approved accommodations and how it applies in the classroom. Please login to the Faculty AIM Portal to acknowledge the meeting with the student regarding accommodations.

Disability Services Office is here to assist with any difficulties that may be encountered with student accommodations. Please contact the Disability Services Office if you have any questions.

Note-taking part of the Classroom Experience

Taking notes is often part of the classroom experience. Many times, students with disabilities have difficulty taking notes during class. Sometimes those difficulties are due to undeveloped study strategies/habits. Other times difficulty taking notes is a result of a particular disability. The note taker accommodation is protected under the Americans with Disabilities Act (ADA) and requires that SPC provide a set of class notes (or other note taking

support, depending on the student's needs) in a timely manner (within 24 hours after the class ends). The note taker accommodation must be fulfilled for any student who asks for the accommodation and who provides the instructor with an accommodation letter from the Disability Services Office listing the note taker accommodation.

Soliciting a Volunteer Note-Taker

To obtain a note taker, please read the announcement below for at least the first week of class or until a note taker is found. In the case that it is later in the semester, please read until a note taker is found.

Students who are willing to volunteer for this service will gain valuable experience in working with a student with a disability. We have carbonless paper pads available in the Disability Services Office, which allows the volunteer student, simply take his or her own notes and the pads ensure that a double copy is automatically made.

The following is a statement a faculty member can read in any course to help solicit a Peer Note-taker when note-taking accommodations are requested.

There is a student with a disability in this class who requires the service of a note taker. If you are willing to provide a copy of your notes to this student for the rest of the semester, you will be provided with a carbonless notepad that will enable you to simply take your own notes, while an automatic double copy is made. If you are a good note taker and are interested, please talk to me after class so that I can arrange to get the carbonless notepads to you. In order to protect his or her confidentiality, please be aware that as note taker, you will not be aware of the student's identity. You will give me the copy of the notes after each class period and I will then share them with the student.

Faculty: When a student fails to attend class or otherwise behaves inappropriately in class because s/he has a note taker (e.g. sleeps in class), the student IS NOT eligible to receive the notes for that day. If you experience any such problems, please call the Disability Services Office immediately. Disabilities staff may be reached at 716-4675 or 716-2577. Please remember that notes must be made available to the student approved for the accommodation within 24 hours of the class period.

If PowerPoint presentations are used on a regular basis, copies may be provided to the student PRIOR to the lecture.

Inclusive Approach for All Students

An approach that reduces the need for note taking as an accommodation is for professors to post notes on an accessible course website or email list. Increasing numbers of

instructors are recognizing that making complete notes available online for each class is a valuable teaching tool for all students.

If audio recordings of lectures are provided, they must be transcribed in order to be ADA compliant.

Agreement for Recording Lecture & Discussions

Students with disabilities might need to use auxiliary aids to access material in the classroom. One such type of auxiliary aid specified in Section 504 of the Rehabilitation Act is a recorder. A student who processes information slowly might have a recorder as an accommodation. Recording the class allows the student to focus on listening during class and not divide her/his concentration while trying to take notes. After class, the student can re-play the lecture as many times as necessary and take notes from the recording. South Plains College allows recording when an "accommodation notification (LOA) from Disability Services Office has been received by the faculty member, which identifies a student that requires use of a recording device." For faculty members that are concerned about potential copyright in lectures and/or other issues, it is acceptable to have the student sign an agreement similar to the one provided below:

Agreement for Recording Lectures & Discussions

I (print student's name) _____ agree that I will not release the recording and/or transcript, profit financially, or allow others to benefit personally from lectures and discussion I will record in _____
(Course Number, Course Title, Faculty Member)

In addition, I will not allow anyone else to listen to or use the audio recording, except for a transcriber who may be required to type it if needed for the accommodation. Further, I will not make copies of the recordings, I understand that a violation of this Agreement may subject me to discipline under the Student Code of Conduct or subject me to legal liability.

Signed by

Date

Service Animals on Campus

Each year service dogs accompany students to college campuses across the nation. Service dogs are trained to help people with visual, hearing or other physical impairments. Many service dogs are also trained to alert their handlers of the onset of a disabling ailment or of the presence of life-threatening allergens.

The Americans with Disabilities Acts of 1990, as amended in 2008, defines a service animal "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." Only Service Animals are allowed in the classroom. Emotional Support Animals are not allowed in campus buildings other than the dorms on the Levelland Campus.

The work or tasks performed by a service animal must be directly related to the handler's disability. Some examples of the tasks service animals are trained to provide include but are not limited to:

- Guiding individuals who are blind;
- Alerting individuals who are deaf or hard of hearing to the presence of people, traffic, alarms or other sounds;
- Pulling a wheelchair
- "Clearing a room" for an individual with anxiety;
- Fetching items or turning on/off light switches;
- Alerting others or standing guard over a person during a seizure; or
- Calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack.

Only two questions can legally be asked about a Service Animal:

- Is your dog a "Service Animal"?
- Does your Service Animal perform a task related to your Disability? (Cannot ask them to demonstrate the task).

Service Animals on Campus
Proper Etiquette When Meeting Someone with a Service Animal

When meeting a person with a service animal, there is etiquette to keep in mind:

Avoid petting, touching, or calling out to the dog. Although it is tempting, please remember that the dog is working and the safety of the handler may rely on the dog's alertness. Do not distract the dog from recognizing signs, symptoms, or warnings that could keep the handler safe. Touching a service dog also increases the risk of transferring specific allergens to the coat of the animal – allergens which could be dangerous for the handler. Remember, a service dog is not a pet but has a responsibility to keep the handler safe.

Do not offer food or treats to the dog. Service animals require a diet that keeps them on a strict schedule.

Always ask the handler for permission to interact with the dog. The handler is in control of limiting contact for the animal in order to maintain the dog's optimum work performance.

Service Animals are not required to wear identifying vests/harness. However, it is recommended.

For more information on Service Animal etiquette, see <http://pleasedontpetme.com/etiquette.php>

Meeting ADA Requirements for Electronic/Digital Media in the classroom

South Plains College's mission is to comply with the federal requirement for accessibility related to video-captioning and audio transcriptions. In adhering to these requirements pursuant to Sections 504 of the Rehabilitation Act of 1973 and the Americans of Disability Act.

Regardless of whether or not a student has requested accommodations, all Academic/Technical departments, administrators, faculty, and staff should:

- Purchase captioned videos.
- Create captions/subtitles/transcription for any college-created video and/or lecture.
- Substitute new media with captioning in the place of any older version without captioning.
- Purchase captioned videos and/or transcribed audio for any media made available to students outside of class.

Preparing Courses for a Hearing Impaired / Deaf Student Introduction / Sign Language Interpreters

Students who are deaf or hard of hearing often require classroom accommodations in order to understand and learn the materials presented. Some individuals who are deaf or hard of hearing prefer communicating through sign language as opposed to writing, lip reading, or if the individual possesses residual hearing, possibly using a device to amplify sounds.

When sign language is the preferred form of communication, the services of a sign language interpreter may be arranged for the student as a reasonable and useful accommodation to help the student learn and understand course content. Therefore, it is important for both students who are deaf or hard of hearing and faculty members who teach these students to know how to utilize the services of an interpreter effectively.

Effective use of interpreting services requires an accurate understanding of the interpreter's role and responsibilities, as well as the role and responsibilities of a faculty member when an interpreter is present in the classroom.

Description

A sign language interpreter is a trained professional who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact.

The interpreter is bound by a code of ethics, which includes keeping all material interpreted strictly confidential. In addition, interpreters are to maintain the integrity of the message, always conveying the content and spirit of the speaker. The interpreter's mission is to facilitate communication; he/she should neither add nor delete any information at any time. Because of the specific nature of the interpreter's role, it is important not to ask the interpreter for his/her opinion or to perform any tasks other than interpreting.

It is also important to keep in mind that sometimes, depending on the length of the class, more than one interpreter will be present. They will take turns interpreting, usually at 15 to 20 minute intervals. It is important to face the class during lecture as much as possible. This would benefit all students with disabilities.

Guidelines

Acknowledge Interpreter's Role

Remember that the interpreter is in the classroom to facilitate communication for both the student and faculty member. As mentioned above, he/she should not be asked to run errands, proctor exams, or discuss the student's personal issues. He/she should not participate in the class in any way independent of the student or express personal opinions.

Use Captioned Materials

Movies and videotapes are designed to be fast paced and the information is often very dense. This means that there are many important facts or complex concepts presented with little time to process materials mentally. Movies or videotapes must be closed-captioned. In addition, if a hand out or worksheet is to be completed during the video or movie, please understand that it is impossible for a student who is deaf to watch the video, the captioning, and take notes or complete a worksheet at the same time.

Establish Interpreter's Location

When a student uses a sign language interpreter, the interpreter and the student will discuss where the interpreter should be located in the classroom to provide the greatest benefit for the student while minimally distracting other class members. Keep lines of sight free for visual access to information. In class, the interpreter will attempt to position himself/herself so the student who is deaf or hard of hearing can see both the faculty member and any visual aids.

Share Lecture Content

Familiarity with the subject matter will enhance the quality of the interpreted message. If possible, meet with the interpreter to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other background information that would be pertinent. It has been incredibly beneficial for the interpreters to have access to the class via blackboard.

Helpful Hints to Remember While Using Interpreting Services

Speak Directly to the Student

Because the interpreter is in the classroom to facilitate communication for both the student and faculty member, speak directly to and maintain communication with the student. The interpreter may request clarification from the faculty member and/or the student to ensure accuracy of the information conveyed. Please remember that even though it may be completely obvious to the rest of the class who the deaf student is, the faculty member should never identify that student directly or point out his/her disability.

Spell Out Technical Words

It is helpful to have technical terms or jargon relating to a particular discipline or concept to be spelled or written out, either on the chalkboard, an overhead projector, a class handout, or with some other visual aid.

Speak at a Reasonable Pace

Interpreters normally interpret with a time lag of one or two sentences after the speaker because interpreters must first process the information before relaying it. Speak naturally at a modest pace, keeping in mind that the interpreter must listen and understand a complete thought before signing it.

Use “I” and “You” References

The interpreter will relay the faculty members exact words. Use personal references such as “I” and “You” when communicating with individuals who are deaf or hard of hearing. Avoid speaking of the individual in the third person; phrases such as “ask her” or “tell him” can be confusing.

Encourage Communicating in Turn

It is important that only one person speak or sign at a time. The interpreting process only allows one person to communicate at a time.

Allow Ample Time for Reading

The student cannot read and watch the interpreter at the same time. Avoid talking while students are focused on written work or overhead projections/multimedia presentations.

Recognize the Need for a Note taker

It is difficult to take good notes while lip reading or watching a sign language interpreter. Therefore, a note taker to assist the student who is deaf or hard of hearing, may be both a helpful and reasonable accommodation in these instances. The student will determine if this is beneficial in the specific class.

Allow Ample Time for Questions

During class discussions or question/answer periods, give the student an opportunity to raise his/her hand, be recognized, and ask questions through the interpreter. Making time for questions allows the interpreter to finish interpreting for the current speaker and enables the student who is deaf or hard of hearing to participate in class.

Repeat or Paraphrase Questions and Responses

When questions are asked, be sure to repeat or paraphrase questions before a response is given. Likewise, responses should also be repeated or paraphrased.

Taken from “Fast Facts for Faculty”, Developed by the Department of Disability Services at Columbus State Community College and Alexa Murray at The Ohio State University.
<https://www.csc.edu/services/disability/guidelines/Sign-Language-Interpreting.pdf>

Preparing Courses for a Visually Impaired/Blind Student

TIPS

<p>Exams</p>	<p>A common area in which blind students need adaptation is testing. A student with a disability takes the same exam as any other student. They may have accommodations such as an Exam Reader and/or Scribe or may use adaptive equipment or require large print.</p> <p>An alternative method is to record the questions in an audio format for the blind/visually impaired student, who in turn records his/her answers in an audio format or types the answers.</p>
<p>Lecture</p>	<p>When a blind/visually impaired student is in the classroom, remember that "this and that" phrases are basically meaningless to the student: for example, "the sum of this plus that equals this." In this example, the faculty member may be writing on the chalkboard and can just as easily say, "The sum of 4 plus 7 equals 11." The blind student in this case is getting the same information as the sighted student.</p> <p>It is important to face the class when lecturing. This will benefit all students with disabilities. Also, remember that faculty members may need to be more descriptive in lectures, especially when describing visual components in the course(s).</p>
<p>Note-taking</p>	<p>Find a note-taker who can type notes on laptop – save in PDF or word format and have them email to you. Then forward onto the student after removing the note-takers email information.</p> <p>Provide faculty member notes or place course notes on Blackboard in an accessible format.</p> <p>The student may record lecture.</p>
<p>Online Learning</p> <ul style="list-style-type: none"> • Websites • Textbook portals (Aplia, Mindtap, Connect, 	<p>Clear Navigation</p> <p>Easy to read text</p> <p>Transcripts and captions for multimedia, video and audio content</p> <p>Understandable hyperlinks</p> <p>Text descriptions of visual elements (e.g. images)</p> <p>Web content operability with assistive technology (e.g. screen readers – JAWS)</p> <p>Sufficient color contrast on screen</p>

<p>SAMS, Cengage)</p> <ul style="list-style-type: none"> • PowerPoints 	<p>Tables include column/row headers Label buttons and forms clearly and appropriately</p>
<p>Printed Materials:</p> <ul style="list-style-type: none"> • Syllabus • Handouts • Exams 	<p>It is essential to provide syllabi and handouts so that they can be made readable by the time the rest of the class receives them. In many cases, this entails creating pdf / word documents and supplying these to the student in advance, either in printed copy, on computer flash-drive, or by email.</p> <ul style="list-style-type: none"> • Electronic format (.pdf /word) • Large print form (enlarged font)
<p>Textbooks</p> <p>Accessible format:</p> <ul style="list-style-type: none"> • E-Book • Audio • Braille 	<p>So that blind or visually impaired students have time to make the necessary arrangement please choose books from publishers that provide E-Books. Collated course packs should be available in electronic format and placed on a thumb drive.</p> <p>To have a textbooks converted to other formats may take 30 business days or longer and is expensive.</p> <p>Blue Leaf Book Scanning.com - http://www.blueleaf-book-scanning.com/index.html</p>
<p>Videos</p>	<p>If videos are shown in the classroom, descriptive videos are required. A copy of the video should be provided to the student in advance.</p>

When the Testing Center is Not Available

As representatives for South Plains College, an institution which receives federal funds, campus compliance with ADA, 504 is a shared responsibility, and each member of the faculty plays a central role in the implementation of accommodations to students with disabilities.

As the “Instructor of Record” for the course, you will need to ensure that your student receives their testing accommodations when the Testing Center is not an option. Providing accommodations is not negotiable; the way the accommodations are provided is negotiable. **(See chart below)**

In order to be truly accessible and to preserve academic integrity within the classroom at SPC, the faculty member is viewed as the most appropriate person to administer their exams.

Approved Accommodation	Option(s)
Distraction-reduced environment	The student may be tested in the faculty member’s office or another classroom. Administrative Assistants can monitor the student in his/her office if it is quiet and not a high traffic area.
Extended Time on Exams	<p>Have the student come in earlier than class time to begin the exam or on a <u>different day</u> with the Testing Center.</p> <p>Have the student come in during office hours.</p> <p>Administer exam to the student on Friday since SPC does not have classes on that day.</p> <p>Change the length of the exam for everyone. Example: for the standard class time of 1:15. Give an exam time limit of 50 minutes. When the extended time is added, it comes to 1:15, the length of a standard class. Adjust exam time for longer class times.</p>
READER	<p>If the faculty member is not available to read the exam to the student, record exam on a voice recorder.</p> <p>Ask another faculty member that is not in class to assist.</p> <p>Ask Administrative Assistant to read the exam.</p>

	Place exam on Blackboard. ReadSpeaker will now read exams (Not for Math Exams).
SCRIBE	Ask another faculty member that is not in class to assist. Ask Administrative Assistant to scribe the exam.

Extending Exams Times
(For Blackboard effective April 1, 2018)

1. Go to exam that needs time extended for one or more users
2. Select the drop-down menu to the right of the exam title
3. Scroll down to Test Availability Exceptions
4. Click Add User or Group
5. Select the user(s) that needs time extended
6. Click Submit and the user will be added to the exceptions list
7. Select the options on the row of that user – this is where you will extend the time for that student in the timer box
8. Scroll down and click submit

Advising Students with Disabilities

Tip Sheet for Advisors provided by the Disability Services Office

A student with a disability may have a variety of issues related to their disability that they should consider when being advised. In order to encourage these students to tell you of their disability-related needs, please tell your advisees, "If you have a disability and believe it will impact the courses you plan to take or your class schedule, please feel free to share it with me. Such information will be kept confidential." If an advisee discloses that s/he has a disability, you should consider the following specific topics:

Course Selection & Load

Students with disabilities should be independently managing their disability and be able to recognize their strengths and limitations. Students with cognitive disorders (e.g., learning disabilities and AD/HD) may have to learn how to effectively study, manage their time, and remember homework assignments and test dates without reminders or assistance from parents or guardians. Students with disabilities should take into consideration the following factors when creating a schedule:

- 1) The number of hours in which they are enrolled;
- 2) The style of course (e.g., lecture, discussion, lab, etc.);
- 3) The exam formats (e.g., essay, multiple choice, Scantron, etc.);
- 4) The size of the class;
- 5) The amount of work required in each class.

Students are encouraged to vary course selection in order to avoid being in multiple classes that focus upon the challenges of their disability (e.g., a student with a reading disorder taking four reading-intensive courses). Students are also encouraged to create a schedule that allows balance between academics and other areas of living so they can be engaged and successful in both.

Timing of Classes

Students with disabilities should consider when courses are scheduled. Encourage students to think about what time of day they perform best, both with alertness for paying attention and participating in class, as well as when they will be most effective completing class readings and assignments. Students should think about any current medications they may be taking and how these might impact their sleep and/or study habits. Students who require routine appointments with a physician will also need to consider the time of day they choose to take their classes, in order to construct a schedule that will allow them to keep their appointments.

The amount of time scheduled between classes should also be taken into consideration by students with certain disabilities. For example, students with mobility impairments should construct a schedule that allows them enough time to get from one class to the next. Additionally, students who use extended time for exams and quizzes should consider avoiding back-to-back classes to try to keep this accommodation from interfering with another class. Some students may also need to schedule breaks to eat because their medication requires it or they need to maintain blood sugar levels.

Additional online resources for advisors include the following:

National Academic Advising Association's Advising Students with Disabilities

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Students-with-Disabilities.aspx>

DO-IT's Equal Access: Universal Design of Advising

http://www.washington.edu/doi/Brochures/Academics/equal_access_adv.html

Please use this handout, provided by the Disability Services Office, to help facilitate communication with any student during the advising process.

Advising Handout for Students

Limit the number of heavy reading courses if you have a learning disability or comprehension problem (History, Government, Science, etc.) You could have the option to order E-Books through SPC's bookstore if available for each of your classes (check with your instructor).

Limit the number of heavy writing courses if you have written expression disabilities or other physical impairments that make writing difficult.

If you have vision problems, discuss your vision issues with the advisor. Some of SPC's classes can be extremely visual in nature (art history, science labs, etc.).

Discuss the distances between classroom buildings for the 10-15 minutes you will have between classes. Students with mobility issues need to know how long it takes to get across campus.

Try to avoid scheduling your class's back-to back. If you are approved for extended testing times, you will need the extra time between classes to take advantage of this accommodation. In addition, for some students, going from class-to-class with no time to process the information can cause problems with retaining information.

Determine your optimum time to attend classes. With some medications and sleep disorders, early morning classes should be avoided. Likewise, if your medications wear off late in the afternoon, try not to schedule late afternoon or evening classes.

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