HANDBOOK FOR FACULTY & STAFF

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http://www.uco.edu/student-affairs/dss/
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INTRODUCTION

Disability Support Services (DSS) is committed to assisting UCO faculty, staff, and administrators in providing legally required accommodations to students with disabilities. These accommodations are designed to provide equitable access to learning environments, technology, and educational opportunities and experiences. Additionally, DSS attempts to provide support to facilitate the independence and academic progress of students with disabilities.

If you need this handbook in alternative format, please contact Disability Support Services located at the Nigh University Center, Room 309 or call (405) 974-2516 (v/TTY).

FREQUENTLY ASKED QUESTIONS

What is a Disability?

The federal legal definition of a disability includes a person who:
- Has a physical or mental impairment that substantially limits one or more major life activity(s);
- Has a record of such impairment; and
- Is regarded as having such impairment.

Students must provide documentation of their disability and their need for accommodation to DSS before receiving accommodations.

Who is Eligible for Accommodations?

Under federal law, any student with impairment due to a disability and who is otherwise qualified to enroll in a UCO class or program is entitled to accommodations.

Why Provide Accommodations for Students with Disabilities?

The American with Disabilities Act (ADA) and related legislation obligates public entities, including UCO, to provide individuals with disabilities access and opportunities equivalent to those granted to non-disabled persons. At UCO, DSS has been charged with the responsibility to determine reasonable accommodations that faculty members must provide to their students. Accommodations are designed to achieve the institutional goal of providing legally required parity between students disabled and non-disabled in access opportunities to learning environments, technology, and experiences.
Do Faculty Members Need to Inform Students about DSS?

Yes - all faculty members should include the following verbiage in their Syllabi:

“The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the professor of special accommodation needs by the end of the first week of class.”

How Does a Student Obtain Services?

Students must complete an Intake and provide appropriate documentation to the DSS office. DSS then determines appropriate accommodations (based on the student’s disability(s) and need(s)).

What Services/Accommodations are Available?

Academic accommodations are determined by individual need on a case-by-case basis. Examples of accommodations include, but are not limited to:

- Notetaking assistance
- Special conditions testing accommodations
- Assistance in obtaining texts in alternative formats
- Interpreter /CART Services
- Classroom accessibility / physical accommodations
- Adaptive Equipment / Assistive Technology

How am I Informed of a Need to Accommodate a Student?

To aid students in securing appropriate accommodations from faculty, the DSS office provides students with an Accommodation Letter, a written verification of registration of a disability and need for reasonable academic accommodations. The student is responsible for making sure that each professor receives a copy of the Accommodation Letter. Students must also identify themselves to their professor(s) for implementation of the recommended classroom accommodations.
IMPORTANT ITEMS

Syllabi Statement

Please ensure the following statement is included in each of your syllabi:

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516 (V/TTY). The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

Public Events Access Policy

Please refer to Disability Support Services’ Accommodation Policy for Access to Public Events for appropriate information.

How Do I Respond to a Critical Classroom Incident?

Medical Emergency

If there is a medical emergency, you should:
- Render immediately whatever aid you know
- Notify UCO Department of Public Safety at (405) 974-2345
- Call 911 for qualified help or have someone call

Seizures

It is in the best interest of the student to disclose information to the professor about their seizures; however, students are not required to disclose this information. There are many kinds of seizure disorders and professors should be informed of the extent of the seizure and what to do in case of a seizure.

First aid for a seizure is basically very simple. Clear the area around the person of anything hard or sharp. Loosen ties or anything around the neck that may make breathing difficult. Put something flat and soft, like a folded jacket, under the head. Turn him/her gently onto his or her side. This will keep the airway clear. DO NOT try to force his or her mouth open with any hard instrument or with fingers. It is not true that a person having a seizure can swallow his tongue. Efforts to hold the tongue down can injure teeth or jaw. Do not hold the person down or try to stop his/her movements. Don’t attempt CPR except in the unlikely event that a person does not start breathing again after the seizure has stopped. Stay with the person until the seizure ends naturally. Be friendly and reassuring as consciousness returns.

In the event of a seizure, please contact UCO Department of Public Safety at (405) 974-2345 and 911 if necessary.
Immediate action is not necessary if a person has brief periods of staring or shaking of the limbs. The best thing to do when someone has a seizure involving a dazed state and automatic behavior is:

1. Watch the person carefully and explain to others what is happening. Many times people who do not recognize this kind of behavior as a seizure will think that the dazed person is drunk or on drugs.
2. Speak quietly and calmly in a friendly way.
3. Guide the person gently away from any danger, such as a steep flight of steps. Don’t grab hold unless some immediate danger threatens.
4. Stay with the person until full consciousness returns, and offer help in returning home by calling a taxi, friend, or relative to help the person get home if he or she seems confused or unable to get home alone.

**Disruptive Students with Disabilities**

Some disruptive students may have emotional or mental disorders. Although such students are considered disabled and protected under the Rehabilitation Act of 1973 and the Americans with Disabilities Act, they are expected to meet the same standards of conduct as any student. It is important that the professor establishes the standards for his or her classroom and enforces them for all students, in conformance with the principles of academic freedom. Some students' behavior may seem bizarre but not threatening. The professor may prefer to discuss the student’s behavior with professionals, such as a member of the counseling staff or Disability Support Services.

UCO is committed to providing equal educational opportunity and full participation in college programs for persons with disabilities in accordance with state and federal laws. The University supports the anti-discrimination policies expressed in state and federal legislation for persons with disabilities. It is UCO's intent that no person is subject to discrimination with regard to any University program or activity.

Colleges and universities are not required to retain or readmit a student with a disability whose behavior poses a direct threat to the safety of others. A student code of conduct which prohibits disruptive or other inappropriate behaviors may be enforced. Several administrative law decisions addressing this issue have held:

- If an individual’s disability cannot be accommodated in a way that assures a safe environment when he or she participates in a program, the program provider is justified in excluding him or her from participation;
- If a student is suspended because of observed behaviors and the opinion of psychiatric professionals is that the student could not abide by the student code of conduct, he/she can seek re-enrollment with appropriate medical documentation regarding emotional stability;
- A college's expulsion of student was upheld when it was not based on perceived mental illness but rather on the student's actions of stalking and harassing a professor -- student posed a threat to the faculty and students; and
• A college suspension decision was not based on traumatic brain injury disability but that the student threatened the professor after being informed of ineligibility to enroll in a specified class because of a deficiency in a prerequisite course.

A fear of disruptive behavior may not be sufficient to deny readmission. For example, a college was found to have improperly denied readmission to a student after receiving medical documentation that the condition - bipolar disorder - had stabilized. However, a college may be able to set conditions for readmission.

If you believe that a student is engaging in misconduct or exhibiting behaviors that are disruptive to the classroom, please contact the Student Conduct Officer at (405) 974-2361 to discuss the situation and determine whether a code of conduct issue is involved.

Again, all students regardless of disability are required to follow the code of conduct set forth by the University of Central Oklahoma Office of the Vice President for Student Affairs. The Code of Student Conduct can be found at [http://www.uco.edu/student-affairs/conduct/](http://www.uco.edu/student-affairs/conduct/).

**Coursework Substitutions/Waivers**

UCO will make every effort to reasonably accommodate students with disabilities in an effort to achieve parity with non-disabled students in teaching and evaluation methods, access to learning environments, and technology. Please note, however, that neither UCO nor an individual faculty member is required to waive an essential or fundamental academic requirement of a course, regardless of the nature of the student’s disability. For further information, please visit [Academic Affairs Policy 1.12: Course Substitutions/Exceptions for Students with Disabilities](http://www.uco.edu/student-affairs/conduct/) which sets forth procedures and guidelines.

**Classroom Accessibility**

If professors find they are assigned to teach their class in a location that is not accessible to one of their students, the professor is invited to notify their building captain and/or Disability Support Services to assist them in obtaining a change in classroom location. If a student with a disability requires alternative seating due to a physical disability, the student should make their request to DSS.

**Snow Removal Plan**

Please visit the University’s [Snow Removal Plan](http://www.uco.edu/student-affairs/conduct/) for information and [campus map](http://www.uco.edu/student-affairs/conduct/) outlining building entrances and parking lots that will be available first during snow and/or ice removal.

Any difficulties, obstacles, or problems that arise for individuals with disabilities due to the snow and ice removal are to be directed to DSS (405) 974-2516 immediately. Although it happens infrequently, it is important to be prepared and address the difficulty that inclement weather brings. This plan is UCO’s piece to help ensure access.
Emergency Evacuation Procedures

Safe and effective evacuation during emergency conditions requires planning. As a professor, you may wish to make a special point to understand the special needs of any students you have in your classroom so that you may assist them during an evacuation. Although evacuations are rare, students with disabilities involved in evacuations often find that others fail to assist them to safety. Please consider their specific needs in light of the guidelines below:

Fire: In the event of a fire, immediate and complete evacuations are preferred if accomplished in a safe manner. If immediate and complete evacuation is not possible, assist the student to a safe area, such as an enclosed stairwell, until emergency personnel arrive and complete evacuation. You should stay with the student until emergency personnel arrive, as conditions allow, and tell someone else to convey your location to emergency personnel. If the situation becomes dire, you may either carry the student out with you, or leave the student in the safest area possible while you locate emergency personnel so that a rescue may be attempted.

Tornado: In the event of a tornado warning, you should assist the student with a disability to the lowest floor of the building. Once you reach the lowest possible floor, remain in the corridors away from windows and exterior doors.

Grievance Procedure in Cases of Alleged Disability Discrimination and/or Harassment

Please visit the University’s Student Grievance Procedure in Cases of Alleged Disability Discrimination and/or Harassment, Section X. This University-wide policy applies to staff, faculty, student, department and visitors.

INFORMATION REGARDING SPECIFIC ACCOMMODATIONS

All professors are responsible for accommodating their students with disabilities. Accommodations are not retroactive. All accommodations become effective when the student delivers their Accommodation Letter from Disability Support Services to the professor via email or hand-delivered and discuss/request academic modifications as needed. Because all matters pertaining to disability issues are to be treated as confidential records, you should not specify or indicate the name of the student during class time. It is also best not to refer to a person’s disability when in front of, or within hearing distance of others.

REMINDER: Never identify your student with a disability to the class in any way.
Alternative Format Textbooks and Materials

Disability Support Services encourages educators to select textbooks only from publishers that make their textbooks available in an alternative format such as PDF or audio. DSS also suggests that faculty members make all required reading and in-class materials available in an alternative format. This will help to accommodate individuals with visual and learning disabilities. The DSS lab in the Nigh University Center, room 305G will provide assistance to professors who have students that require textbooks in alternative formats (i.e. PDF, audio, Braille, etc.). Faculty members are encouraged to identify and post the required texts for their courses as soon as possible so that the DSS lab may assist in making required text available in an alternative format should a request be made. The process of locating alternatively formatted textbooks can take as little time as a day to months depending on several factors.

If a student requires audio textbooks, the DSS office will assist the student in processing application(s) to Learning Ally and/or Oklahoma Library for the Blind if necessary. If neither have the required text available, the DSS lab will assist the student in creating an audio version of the text. It can take numerous weeks to transfer a textbook into an audio format. More technical books, such as foreign languages, science, math, computer science, etc., may take longer. Sometimes only an older, previous edition of a textbook can be obtained from the DSS lab’s vendors in time for class to start. Faculty members are asked to be understanding until the current edition can be obtained. Students with disabilities may request assistance in obtaining text materials in a large-print format if this is determined to be the most effective, reasonable accommodation. The DSS lab will assist students in scanning materials and/or print large copies of the required text materials.

ADA workstations are located in the following buildings: Education, Nigh University Center, Liberal Arts, Math/Science, Business College, Howell Hall, Human Environmental Science, Library, and Commons Club House as well as the main lab at NUC305G. Additionally, there is an ADA workstation located at the ACM. These computers have specialized screen reader/magnifying software as well as adaptive hardware that enhances a student’s ability to access printed class materials independently. Additionally, the DSS lab has a loan program for Assistive Technology (i.e. screen magnifiers, audiobook players and FM devices) to students at no cost.

For questions regarding the Adaptive Technology available on ADA workstations across campus or the AT loan program or training in the use of such technology, please contact the Adaptive Technology Trainer Technician at (405) 974-3479 or dsslab@uco.edu.

Special Conditions Testing

All academic activities associated with a class and reasonable accommodations outlined by DSS are the responsibility of the faculty member to whom the class is assigned. Consequently, decisions on what occurs in class and any arrangements for special condition tests administration for students with disabilities is also the responsibility of the faculty member in charge. The faculty member may choose to administer an exam personally, allow a graduate assistant to administer the exam, or
choose another viable option such as using DSS to proctor any special conditions test for students registered with disabilities.

Faculty members requesting DSS to proctor and administer special conditions tests for students registered with disabilities should complete and return the Exam Administration Form located below.

**Responsibilities for utilizing DSS for Test Proctoring Services**

Disability Support Services will attempt to assist faculty members with accommodations and exams as DSS resources permit. Disability Support Services (DSS) designed a test proctoring service to assist faculty members with providing out-of-classroom testing accommodations for students with disabilities.

DSS schedules examinations for students from 8:30 a.m. to 4:45 p.m., Monday through Friday, and requires that tests begin no later than 3:00 p.m. and end no later than 4:45 p.m. Examinations are proctored and timed according to the specifications of the student’s professor and their accommodations. All tests are timed unless students without disabilities are not timed. DSS also provides scribes, readers, enlarged-print monitors, and computers as deemed reasonable for testing accommodations. The following are procedures which students and faculty members should follow if alternative test administration is necessary:

**Student’s Responsibilities**

The student is responsible for contacting his/her professor regarding alternative testing in advance of scheduled examinations, preferably at the beginning of the semester. The student schedules online at [https://broncho2.uco.edu/disability_support/testsch.aspx](https://broncho2.uco.edu/disability_support/testsch.aspx) a time to take each exam. Exams should be scheduled as far in advance as possible to ensure that scheduling needs can be met. Exams must be scheduled two business days prior to an exam. Failure to notify DSS in advance may cause DSS to refuse any request for testing services.

Exams should be scheduled at the regularly scheduled class time unless the professor has specified that flexibility is allowed or unless a DSS conflict exists.

**Professor’s Responsibilities**

Upon the student scheduling online, the professor will receive an email requesting delivery of the exam and completed DSS Exam Administration Form to DSS at least 24 hours prior to the testing date. If exams are mailed DSS assumes responsibility only upon receipt of the exam and will return tests by mail only if the Professor has requested DSS to do this. Additionally, tests may be hand-delivered to NUC, room 309, faxed to (405) 974-3894, or emailed to DSSstaff@uco.edu.

On the DSS Exam Administration Form, the professor should designate any special provisions for testing (e.g., use of books or other materials during the testing period) and the time limit for exam completion of regular students in the classroom.
If DSS does not receive the exam by the exam time scheduled with DSS, the student will be able to reschedule the test at their convenience.

All exams must be the same exam as the class takes unless it is a make-up exam. When a student cannot take the exam at the same time as the class because of extended time, this does not constitute a make-up exam.

**DSS’ Responsibilities**

A DSS staff member will return exams to professors/departments if requested at their convenience, but within 48 hours of the administration, unless the professor or a staff member makes arrangements to pick up the exam at a designated time.

DSS is responsible for following specific procedures for test administration. Once a student has begun an exam, he/she will not be allowed to leave and return to finish the exam at a later time. Exceptions to this policy can be made only if DSS receives permission from the professor. Any incidence of improper test taking (e.g., use of notes when the professor has not specified this provision, cheating, etc.) will be reported to the professor.

If there are questions regarding appropriate testing modifications, contact the Testing Planner or Coordinator of Disability Support Services at (405) 974-2525.

**Reduced Distraction Environment(s)**

A reduced distraction environment is a place where the student is not constantly bombarded by aural and visual stimuli. This area is one with minimal distractions (e.g., student tests alone, door closed, quiet location). Disability Support Services works hard to provide this service and other testing accommodations for your students; however, if you prefer to provide the accommodation yourself, please keep the following points in mind.

When locating a distraction free environment several factors should be considered:

- What is the amount of traffic flow in the area that may cause visual distractions?
- Will there be others in the same location typing on the computer?
- Are there environmental noises that may distract the student, such as a copy machine, electronic equipment, or telephone(s)?

Testing environments should be well-lit, no flickering lights, adequately ventilated, quiet, be in extremely low traffic areas, not have other students or personnel in the room (except for proctor or camera), and shielded from outside noises such as telephone calls, street traffic, maintenance activities, people walking through or knocking on doors, etc.

Examples of inappropriate testing environments include a lounge area, an open or freely accessible office area, a classroom located next door to or across the hall from a busy office, or ground floor offices or classrooms near a busy street.

Example as to why a reduced distraction environment may be requested.
Students with a hearing loss have the inability to tune out background noise and are easily distracted by visual stimuli. A professor may choose to have a student test in their office which seems relatively quiet. However, the noise from a busy hallway may be a distraction to the student whereas the professor is able to tune it out. A solution may be to turn on an air conditioner, which will add white noise that will drown out the background noise.

Students that are identified with ADD/ADHD have a tendency to be distracted by both visual and aural stimuli. A solution may be to put them in an isolated room with the proctor behind them.

Readers and/or Scribes for Exams

If you choose to have someone in your department be a reader/scribe please have them read this information. If you have any questions please give our Testing Planner a call at (405) 974-2525.

1. The professor and the student should discuss the testing process before the test begins. The opportunity to discuss such question and concerns before the test will help minimize any misunderstandings and misinterpretations during the test administration.

2. Always read everything. The test taker depends on the reader to dictate the test questions accurately, to pronounce words correctly, and to speak in a clear voice throughout the test. If you are unfamiliar with a word in an exam, spell the word to the student. If the student pronounces the word for you then re-read the statement pronouncing the word correctly. You can spell a word for the student to clarify the meaning, such as “to”, “two”, and “too”.

3. Your task is to read only the test questions and answers as plainly and clearly as possible. The expression on your face should remain neutral. Do not look at the test taker, smile, or frown to indicate approval or disapproval. Also make sure to give special emphasis to words printed in boldface, italics, or capitals, and tell the test taker that they are printed that way.

4. On a multiple-choice test you must read the full question along with the answers. When reading the answers be sure and read the A, B, C, D. If the student responds with a letter only, reread the complete answer to make sure the choice is the correct answer the student wanted. If the student chooses an answer before you have read all of the answer choices, ask if you should read the other response options. If the student pauses for a considerable time following your reading of the answer choices, say: “Do you want me to read the question again...or any part of it?”

5. Mathematical expressions must be read precisely and with care to avoid misrepresentation for a student who has no visual reference. Use technically correct yet simple terms, and be consistent in the treatment of similar expressions.

6. As a scribe, you may write down an outline or other plan as directed by the student. The scribe must write down the word of the student exactly as dictated. When the essay is finished, the student may read the essay or response and dictate revisions. The
scribe may read it aloud and allow the test taker to dictate revisions. Cross-outs and insertions are allowed and are not penalized, as for all students. The scribe should ask for the spelling of commonly misspelled words and homonyms, such as “to”, “two”, and “too”. If the student uses a word that is unfamiliar to the scribe or a word that the scribe does not know how to spell, the scribe should ask the student to spell it.

7. As a reader and/or scribe, check the test and make sure EVERY question has an answer. If the student leaves it blank - ASK if they are going to leave it blank or if they happened to miss it. If the student says they don’t know or are not going to answer it, write their response down (as the answer). BE SURE TO NOT LEAVE ANY ANSWER BLANK.

Flexibility in Attendance

The academic department identifies and defines the essential or fundamental academic requirements for its courses, and professors may establish grading policies in light of these requirements. The requirements for each course, sometimes including attendance, are usually stated on the course syllabus. In most cases, class attendance is critical to a student’s mastery of the knowledge and/or skills that are taught in a specific course. As such, many professors elect to base a portion of a student’s grade on attendance. UCO recognizes, however, that modifications to such a policy are required to prevent an unjust grading method when a qualified student with a disability cannot attend class because of disability-related reasons. Each semester, we have several students request that attendance/tardy policies be waived because their particular disability might require significant numbers of absences beyond their control.

As with all disability accommodations, exceptions to the attendance policy will be determined on an individual, case-by-case basis depending on:

1. The extent to which the supporting medical or psychological documentation from a licensed professional qualified to diagnose and treat the disability in question supports the need for an exception to an attendance policy; and

2. The rationale of this accommodation in each requested class as determined by discussions between the Disability Support Services Office and the course professor based upon the above criteria. In questionable cases, the academic department head and/or other appropriate academic administrator will be included in these discussions.

As the professor, DSS will ask the following questions propounded by the Department of Education’s Office for Civil Rights to considering and determining if a policy may legally be applied to a student with a disability who presents appropriate documentation.

1. Is there classroom interaction between the professor and the students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student’s failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What does the course descriptions and syllabus say?
6. What is the method by which the final course grade is calculated?
7. What are classroom practices and policies regarding attendance?
8. What method have you the professor used to evaluate each question listed above in an objective manner?

Students approved for an exception to the attendance policy based on disability are required to provide an Accommodation Letter from Disability Support Services to each professor confirming the accommodation.

An exception to the attendance policy does not mean that unlimited absences will be permitted. The number of additional absences a student may receive as a reasonable accommodation will be determined on a case-by-case basis for each class, depending on the student’s individual disability, the nature of the course, and the degree to which class attendance is an essential requirement of the specific course.

Exception to the attendance policy does not mean exception to any of the other academic requirements of the course. Students are required to fulfill all course requirements and will be held to the same evaluation standards as specified in the course syllabus.

Students who are approved for an exception to the attendance policy are expected to contact professors in advance of an anticipated absence. This is particularly important if the anticipated absence will result in the student missing a quiz or exam or a deadline for turning in an assignment. For emergencies or unexpected disability-related absences, faculty and DSS should be contacted as soon as possible, preferably by email, to verify the reason for the absence and to discuss make-up work. The student and professor should come to a clear agreement about the nature of the make-up work and deadlines for completing it. This agreement should be written and signed by both the student and the professor. The professor should forward a copy of the signed agreement to the Office of Disability Support Services.

It is the individual student’s responsibility to obtain copies of lecture notes and/or materials from missed classes. Students who are likely to be absent from class should plan responsibly ahead of time to get lecture notes from a classmate. Phone numbers should be exchanged in advance. Disability Support Services cannot provide note takers for students who are absent from class.

Students should understand that even though an exception to the attendance policy has been made for them, absences are likely to have a negative impact on their academic performance simply because of the content and experiential learning they may have missed by not being in class. For this reason, they should make every attempt to attend class. Students should make special effort to attend class for quizzes and exams and to meet assignment deadlines.

Students should be aware that exception to the attendance policy will not be possible in all courses because class attendance is an essential, integral part of some courses. Some academic programs or majors may not be amenable. Students aware of an ongoing attendance issue should consult with the academic department regarding the feasibility of attendance exceptions in the specific program of their interest.

All students who request and are approved for an exception to the attendance policy for disability reasons have been made aware of these policies and procedures by a Disability Support Services
provider. Students are required to sign a statement indicating they understand that leniency in the attendance policy does not eliminate their responsibility of doing assignments for classes in a timely manner and that expectation will be the same as their peers and those assignments are to be turned in according to the assigned dates. A copy of this signed agreement will be maintained in his or her Disability Support Services file.

**Eligible for a Note-taker in Class**

Some students may be unable to take effective notes due to their disability and note taking assistance is warranted as an academic accommodation. If this accommodation is indicated on their Accommodation Letter provided by the student from DSS, you may be requested to assist in recruiting a peer as a volunteer note-taker for the student with a disability. DSS offers free note-taking paper to the student with a disability which they will provide to you or their note-taker. If the student does not offer you the paper, please ask the student to provide this directly to you so the accommodation can be met along with the student’s confidentiality. It is up to the student with a disability as to how their notes are obtained so as to maintain confidentiality. They may prefer to get the notes from you after class at a later time or just prefer the note-taker hand them their copy on the way out the door.

If note-taking assistance is requested and you know of a good student in class and feel comfortable in doing so, please ask them if they are willing to share their notes with one of their peers. Alternatively, if you do not know any students at the time of the request, you should read the following statement to the class:

“We have a student in our class who needs assistance with taking notes. Please come up to see me after class to volunteer. You will be provided with note taking paper. Your assistance will be greatly appreciated.”

**REMINDER:** Never identify your student to the class in any way. This breaches confidentiality and can be very embarrassing for the student.

It is the responsibility of the student with a disability to ensure they are in class to receive notes. If a student with a disability misses a class, he/she is not eligible to receive notes for that day from the regular note-taker unless the professor agrees. All students with disabilities must attend class in order to receive notes as an accommodation. If the student with a disability has not received notes, they are encouraged to speak with the professor again to address the problem. Professors are encouraged to call the DSS office for guidance and assistance in these cases.

**Some incentives to share with your students for note-taking recruitment purposes:**

- US Department of Education states there is a correlation between students that are note-takers (for students with disabilities) and grades -- typically increase one letter grade;
- Can indicate as volunteer work on your resume – which always looks good;
- A chance to assist a fellow peer and feel good about yourself; and,
- Free paper all semester!
**Being a note-taker – what does that mean?**

**Why Does He/She Need MY Notes?**

You have been asked to provide a copy of your notes to a student with a disability who is in your class. The nature of the disability makes it difficult for him/her to take comprehensive written notes in class. Sometimes a student will have difficulty in transferring words or thoughts to paper; sometimes the student has difficulty "decoding" what is heard (e.g. he/she may hear "Tuesday" and think it was "two days"; some students may have difficulty dealing with new vocabulary. For whatever reason, the student may be able to listen better and profit more from their own notes if they can supplement them with information from the notes of classmates who do not share their academic challenges. Or it may be that the student has a disability that prevents them from keeping up with the class lecture and note taking or a disability that prevents someone from concentrating fully to take accurate notes.

Your notes will be a valuable study aid for the student with a disability. You may also find by taking careful notes and using the following guidelines, your notes will be better, clearer and more useful to you personally as well.

**Tips to Make Your Notes More Useful for Someone Else (and You!)**

1. Label each set of notes with the lecture title and date, and number the pages.
2. Listen intently from the beginning of the lecture; the instructor may outline the lecture in the first few minutes and often will make sure the important details that have not been explained are covered in the last 5-10 minutes.
3. Write as many meaningful facts and details as you can.
4. Write down everything the instructor writes on the board: he/she must think it is important.
5. Record all technical facts, names, dates, equations, diagrams and examples.
6. Note clues the instructor gives indicating that something is important, such as the repetition of a definition or point of information, change of voice, body language, verbal cues, etc.
7. Circle or star (*) assignments and announcements, such as test dates.
8. Reading the text and reviewing your notes before class will improve your understanding of the lecture.
9. Make the notes easier to read and more effective as a study aid by:
   - Using one side of the paper only;
   - Using dark ball point pen;
   - Writing legibly;
   - Leaving blanks when you are unsure (get clarification from the instructor after class);
   - Using correct spelling (if unsure of a word, write "sp?" above it and correct it later;
   - Using white space effectively (separate main ideas/topics with a line or two);
   - Marking points of emphasis (change the print, circle, underline, use stars, etc.);
   - Underlining definitions and including them verbatim; and
   - Using abbreviations carefully (make a list at the beginning or end of the notes as to any unusual abbreviations you used and what they represent).
You may find that the student who has asked to use your notes asks for notes from one or more others in the class as well. This means that he/she is planning to put additional time and energy into studying by synthesizing several sets of notes to make sure he/she is getting all the information in the most organized fashion. If you and the others whose notes are being used have followed the guidelines including here, the combining of your notes will impose a structure on the information presented that the student with a disability might not be able to develop independently.

With your cooperation in sharing your notes, the student has a chance to concentrate on the content of the information presented in class instead of on the mechanics for getting it down on paper. This shifts the emphasis back to what is to be learned instead of how to learn it, and may make all the difference for that student when it comes to grading and tests and showing what he/she knows.

### Working with an Interpreter in the Postsecondary Classroom

<table>
<thead>
<tr>
<th>Responsibility of the PROFESSOR:</th>
<th>Responsibility of the STUDENT:</th>
<th>Responsibility of the INTERPRETER</th>
</tr>
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<tbody>
<tr>
<td>Interact with the student who is deaf or hard-of-hearing as you would with any other student. It may be necessary to adapt some teaching methods, but maintain the same academic standards.</td>
<td>Be accountable for one’s learning. All students are responsible for their attention in class and the information presented. The interpreter is not responsible for retaining or repeating information the student missed because the student is not paying attention.</td>
<td>Facilitate communication through use of sign language and/or CART, spoken English, cultural mediation and knowledge about accessibility.</td>
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<td>Provide the interpreter with copies of handouts, overheads, lecture notes, and other related materials used in class.</td>
<td>Inform the DSS office of any changes in a regularly scheduled assignment at least 48 hours in advance of the assignment.</td>
<td>Serve the whole class, including the student who is deaf or hard-of-hearing, the professor, and other students.</td>
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<td>Allow the interpreter and student to position themselves appropriately in the classroom.</td>
<td>Make an appointment to see the professor if not understanding the subject matter. The earlier, the better. Procrastinating only lowers your grade.</td>
<td>Render the message faithfully, always conveying the content and spirit of the speaker, using the language most readily understood by the person(s) being served.</td>
</tr>
<tr>
<td>Speak directly to the student, for example, instead of saying to the interpreter “tell her” or “ask him,” address the student personally.</td>
<td>Contact professors as soon as possible to discuss the use of an interpreter and the student’s individual accommodations.</td>
<td>Maintain a non-intrusive presence. Never counsel, advise or interject personal opinions into interpreted situations.</td>
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<tr>
<td>Discuss accommodation needs and course progress with the student and not the interpreter, who should serve as a conduit for those interactions and should not be asked to interject personal thoughts or opinions. The interpreter should not change the dynamics of the professor/student relationship.</td>
<td>Request interpreting services in a timely manner. If wanting to talk briefly with the professor immediately before or after class, ask if the interpreter is available. If needing an interpreter for a meeting outside of class time, contact Disability Support Services for approval and scheduling of interpreting services.</td>
<td>Avoid dependence within the student/interpreter relationship. Direct the student to appropriate resources as necessary. It is the student’s responsibility to request services. Services are student driven and it should never appear that the interpreter is requesting a service.</td>
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<tr>
<td>Speak clearly and in a normal tone. The interpreter or the student may ask the speaker to slow down, pause more frequently, or repeat a word or sentence for clarification.</td>
<td>Communicate needs to the professor, interpreter, other students, and DSS office as necessary.</td>
<td>Maintain confidentiality regarding all aspects of the interpreting assignment, as required by the Registry of Interpreters for the Deaf - Code of Ethics.</td>
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<tr>
<td>Ask students to speak in turn, with only one person talking at a time.</td>
<td>Direct all questions to the professor or fellow students. The interpreter is not a tutor or aide.</td>
<td>Educate consumers about using interpreting services and providing visual access to Deaf and Hard of Hearing students as necessary.</td>
</tr>
<tr>
<td>Allow opportunities for the student who is deaf or hard-of-hearing to interject questions and comments as interpreting requires processing time and can make it difficult for the student to participate.</td>
<td>Remember, you must request an interpreter in a timely fashion in order to serve your needs.</td>
<td>Assist in education of staff and faculty regarding the state law of no-tolerance policy of closed captioning.</td>
</tr>
<tr>
<td>Notify DSS at least 48 hours in advance of a cancelled class session or changes in a regularly scheduled assignment. Interpreters are an expense. The University is responsible for providing interpreters. A 48 hour notice allows DSS to cancel the interpreter at no cost to the university.</td>
<td>Educate consumers about using interpreting services and providing visual access to Deaf and Hard of Hearing students as necessary. Additionally, assist in the education of staff and faculty regarding the state law of no-tolerance policy of closed captioning.</td>
<td>Function in a manner appropriate to each interpreted situation, demonstrating professional appearance, conduct and promptness.</td>
</tr>
</tbody>
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**Captioned Videos for Equal Accessibility**

**ADA Mandate**

Oklahoma’s state agencies, [post-secondary institutions](#) and the CareerTech system are required to develop, procure and maintain electronic and information technology that is accessible to Oklahoma.
citizens with disabilities. This legislative mandate occurred in 2004 with the passage of HB 2197, an Electronic and Information Technology Accessibility (EITA) Law that models a federal law, Section 508 of the Rehabilitation Act.  [http://www.ok.gov/abletech/IT_Access/HB_2197.html](http://www.ok.gov/abletech/IT_Access/HB_2197.html).

Section 4.5 (c) of the Oklahoma EITA standards mandates, “All training and informational video and multimedia productions, excluding television broadcasts, live Webcasts and live video conferencing, which contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.”  [http://www.ok.gov/accessibility](http://www.ok.gov/accessibility).

**FCC Mandate**

On January 12, 2012, the Federal Communications Commission (FCC) adopted rules requiring captioned programs shown on TV to be captioned when re-shown on the Internet. These rules implement provisions of the Twenty-First Century Communications and Video Accessibility Act of 2010 (CVAA).

- **Video Programming:** The new rules cover full-length video programming. Video clips and outtakes are not required to be captioned when shown on the Internet. However, when a captioned TV program is re-shown on the Internet in segments, it must be captioned if substantial portions of the entire program are shown in those segments. Consumer-generated media (e.g., homemade videos) shown on the Internet are not required to be captioned, unless it has been shown on TV with captions. Movies shown on the Internet are not required to be captioned unless they have been shown on TV with captions.

- **Implementation Schedule for Captioning Internet Video Programming:** The following deadlines apply to video programming that a distributor shows for the first time on the Internet (newly added to the distributor’s inventory of Internet video programming):
  
  o  **September 30, 2012:** Pre-recorded video programming that is not "edited for the Internet" must be captioned on the Internet if it is shown on TV with captions on or after September 30, 2012. "Edited for the Internet" means the TV version has been substantially edited. Examples of editing for this purpose are: deleting scenes or altering musical scores. Changing the number or duration of commercials is not considered "editing" for this purpose.
  
  o  **March 30, 2013:** Live and near-live video programming must be captioned on the Internet if it is shown on TV with captions on or after March 30, 2013. Near-live video programming is defined as programming that is performed and recorded less than 24 hours before being shown on TV for the first time.
  
  o  **September 30, 2013:** Pre-recorded video programming that is substantially edited for the Internet must be captioned if it is shown on TV with captions on or after September 30, 2013.

- **Archival Internet Video Programming:** The following deadlines apply to video programming that a distributor already shows on the Internet. Distributors have extra time to add captions to video programming that they already show on the Internet and that is later shown on TV with captions, as follows:
  
  o  Within 45 days after the date it is shown on TV with captions on or after March 30, 2014 and before March 30, 2015;
  
  o  Within 30 days after the date it is shown on TV with captions on or after March 30, 2015 and before March 30, 2016; and,
  
  o  Within 15 days after the date it is shown on TV with captions on or after March 30, 2016.
Institutional Responsibility

On campus, the office of Disability Support Services (DSS) facilitates university-wide compliance with these legal mandates. DSS provides resource information for the academic setting, but every UCO department and organization is responsible for making their programs and curricula barrier-free to students with disabilities.

Determine whether the videos you plan to show are either closed captioned or have subtitles. An emblem like CC should be on the video. Be aware that if a TV program or video is captioned, a recorded copy will retain the captioning.

How can I find videos that are captioned on YouTube and Google?

YouTube:
Type your subject and click on search button, your list of relevant videos will be listed. Drop down boxes (Sort by:, Uploaded:, and Type:) are available at the top/center of your screen (right under search) Click – Type: - Closed Captions to narrow your search to include only captioned videos.

Google:
Click on the Advanced Video Search link at the top right of the screen Type your subject and click the Search only closed captioned videos checkbox

If the video is captioned, then
Check whether or not the TV/computer you plan to use has captioning capabilities. Contact your College Audio Visual Representative for technical assistance or use of captioning equipment.

If the video is not captioned, then

<table>
<thead>
<tr>
<th>Check for a captioned version at</th>
<th>UCO library</th>
<th>public library</th>
<th>local video store</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check into captioning the video or YouTube clip with</td>
<td>Information about captioning your YouTube videos can be found on YouTube’s Editing Videos help pages. UCO Faculty/Staff who wish to utilize the closed captioning service at UCO may submit their request to the UCO Service Desk, <a href="mailto:support@uco.edu">support@uco.edu</a>.</td>
<td>Outsource captioning needs to: Closed Captioning and Subtitling Services. For more information, visit <a href="http://www.cpcweb.com/">http://www.cpcweb.com/</a></td>
<td>Outsource captioning needs to: Automatic Sync Technologies For more information on services and pricing, call 877-278-7962 or go to <a href="http://www.automaticsync.com/caption">http://www.automaticsync.com/caption</a> sync/</td>
</tr>
</tbody>
</table>
If the captioned video is for an online course, faculty should work directly through the CeCE online instructional design team.

For more information about DocSoft, please visit http://www.uco.edu/technology/trc/learningtech/multimedia-center.asp

Seek funding from within the department for the cost of adapting these curricular materials. To be in accordance with EITA requirements, make sure new videos your department purchases or produces in the future are captioned. Please direct questions regarding this responsibility to the chair or dean of your department.

**Why can’t the interpreter just interpret the video while it’s being shown?** Here are some reasons why:

- The lights are turned off in the room making it hard to see the interpreter.
- The density of information is increased vs. lecture style interpreting.
- The student who is deaf or hard-of-hearing has to look at a source other than the TV.
- There can be more speakers at a given time vs. traditional lecture style interpreting.
- The rate of speech is often faster than lecture style interpreting.

Watching an uncaptioned video or film not only can compromise the education of students who are deaf or hard-of-hearing, but it might also infringe upon their right to equal access.

**ASSISTIVE COMPUTER TECHNOLOGY ON CAMPUS**

The labs that maintain assistive technology on a computer are located in the Library 1st floor, Nigh University Center Cyber Café, Nigh University Center Room 305g, Commons Clubhouse, Liberal Arts Building 2nd floor, Education Building Room 110, Business Building Room 129, Human Environmental Science Building Room 206, Howell Hall Building Room 319, Math/Science Building Room 126, and one located in the Computer Lab at the ACM. Following is a list of assistive technology available to students with disabilities in the computer labs on campus:
**Dragon Naturally Speaking Professional:**
Dragon NaturallySpeaking® is accurate, easy-to-use, powerful speech recognition software. In addition to assisting users to operate a computer hands-free. ACCURATELY TURN YOUR VOICE INTO TEXT Dictate continuously and naturally at up to 160 words per minute.

**Zoom Text Magnifier/Reader:**
ZoomText Magnifier/Reader is a fully integrated magnification and screen reading program that enlarges, enhances and reads aloud everything on the computer screen.

**WYNN Wizard:**
WYNN Wizard is scanning and reading software. It includes optical character recognition (OCR), the ability to scan printed pages and convert them into electronic text. Speech synthesis enables this scanned text to be read aloud. Additionally, WYNN Wizard can read word processing documents, Adobe Acrobat PDF files, text files, and the Internet.

**JAWS Professional:**
JAWS for Windows Pro is a screen reader that works with your Windows operating system to provide access to today's popular software applications and the internet.

**Open Book:**
Open Book converts your printed page into electronic text to be read aloud through its included voice synthesizer and shown on a customizable screen display. Simply scan your printed text. This software program, with a choice of scanning engines, converts text that is imbedded in graphics for unbeatable accessibility. There are user-defined settings for magnification, character spacing, color and contrast, as well as exclusive reading enhancement features that are easy to use and flexible for both the novice and advanced user.

**Draft Builder:**
Draft Builder is an organizational tool that gets to the core of the writing process. Draft Builder leads students through the three key steps in creating a first draft: organizing ideas, taking notes and writing the draft.

**Trackball for switch input:**
Trackball reduces hand movement and strain and allows for comfortable and precise navigation with a slow, small movement of the hand.

**Scanner:**
This equipment scans documents and can put them on the computer or works with compatible software to be audibly read.

**Large Screen Monitor:**
A large screen monitor is used with ZoomText software to display larger print on the screen for those with visual disabilities.
Braille Printer:
This printer is capable of printing in Braille for individuals that are blind and is located in the DSS lab.

Check with DSS regarding changes/additions to these lists.

DISCLAIMER

This Handbook for UCO Faculty Members of Students with Disabilities has been prepared for general information purposes only. No statement appearing in this Handbook constitutes a contractual obligation by the Board of Regents of University of Central Oklahoma. If any official policy statements of the Board of Regents or of the University are in contradiction to statements appearing in this Handbook, such official policy statements will be deemed to have control over the statements appearing in this document. The Board of Regents and the University reserve the right to alter the terms of official policy statements and/or this Handbook at any time, without advance notice.