

OFFICES OF TESTING AND ACCESSIBILITY SERVICES (TAS) AND INTERPRETER SERVICES (IS)

POLICY STATEMENT

Vital to the larger mission of East Central University, Testing and Accessibility Services (TAS) works to promote independence and inclusion while pursuing innovation in services for students with disabilities. We are committed to ensuring access to educational programs and activities for all students. We recognize disability as an important facet of diversity that enhances the learning experience for all students at East Central University. We will serve as a resource for the University by providing academic access to students with disabilities.

PROCEDURES FOR STUDENTS REQUESTING REASONABLE ACCOMMODATIONS

Confidentiality and Disclosure of Information

Disability documentation is considered confidential information and does not become part of a student's permanent record. Disability information is housed in the Office of Testing and Accessibility Services unless the student submits the documentation to another campus department. Copies of disability documentation are not provided to anyone. Students can request a copy of the documentation in their file. The request should be made in writing, and a photo ID should be presented.

If a student requests information from their file to be released to another office on campus, or to an individual or group outside of the campus, or to an individual or group outside of campus, he/she must sign a Release of Information Authorization form. This form can be found in the Testing and Accessibility Services Office in Fentem Hall Room 302 or in Interpreter Services Fentem Hall 200.

Evaluating Requests for Reasonable Accommodations

In evaluating requests for accommodation, TAS and IS shall consider the following criteria, as they apply to each request.

1. Whether the disability documentation meets established guidelines.
2. Whether the disability documentation supports the request for a specific accommodation.

3. Whether the accommodation is reasonable and effective as mandated by the ADA and Section 504 of the Rehabilitation Act of 1973.
4. Whether the accommodation is of a personal nature (the University is not required to grant accommodations of a personal nature.)
5. Whether the student will be assured of participation in the particular program without the accommodation.
6. What alternative accommodations are available to provide the student with the same or similar content and/or level of instruction for the particular course.
7. Whether the accommodation will fundamentally alter the particular course, degree requirements, or other academic program as determined by the appropriate faculty member, department chair, Dean and University officials. *
8. Whether a requested accommodation constitutes an undue burden to the University.

* Faculty, department chairs, Deans, and other University officials determine what constitutes adequate curriculum requirements, what courses are necessary to the degree requirements, and whether the nature and objectives of individual courses have been met.

Accommodation Process

Students seeking accommodations have a responsibility to contact TAS or IS to schedule an initial intake appointment. During this initial appointment, the student and the staff member will review documentation (which should be submitted in advance), and discuss the student's expressed needs and requests for accommodations. Students will be given the opportunity to have input regarding the type and extent of any accommodations provided.

After the intake process and a Request for Services form is completed by the student, the TAS Director or the IS Coordinator will make a determination regarding appropriate accommodations. If the request is reasonable, an ADA Accommodation Notification of Faculty and Staff form will be completed for each class in which the student is requesting accommodations. The student has the choice to have the Notification letter emailed to the faculty member, or to hand-deliver the letter, but the student must notify the staff of his/her decision. The student is encouraged to keep their copy in their personal records.

Prior to or at the beginning of each semester, the student will complete a Request for Services form. If the current accommodations need to be adjusted, the student will need to make an appointment with the TAS Director or the IS Coordinator. The student is responsible for obtaining and distributing the ADA Accommodation Notification of Faculty and Staff forms in a timely manner. Untimely requests for and/or distribution of these forms may result in a delay, substitution or denial of an accommodation.

Requests for Modification of Academic Requirements

A request for modification of academic requirements is an interactive process involving the student, TAS Director, faculty, staff, and administration to outline accommodations and define alterations, if any, to academic programs of the University. In providing accommodations,

neither the University nor the teaching faculty is required to *fundamentally* alter its courses, curriculum, degree requirements or program objectives.

Modifications to academic courses and/or requirements are approved only where it is demonstrated that the accommodations will not alter the program objectives or affect academic integrity. Such requests by the student must be submitted in writing to the faculty member or academic departments. TAS will discuss the matter with the student and appropriate University personnel (e.g., Dean, department chair, or faculty), who will issue a decision to the student.

Requests for Non-Academic Accommodations

Students or other individuals with disabilities seeking to obtain accommodations unrelated to academic access from programs departments or other University affiliated organizations, may request accommodations for an upcoming event, activity, or other University sanctioned function. These students or individuals with disabilities may or may not be registered with TAS and IS. Upon request, TAS and IS will serve as a resource for determining whether, if, and how, the accommodation should be provided. Documentation of the individual's disability may be required to support the request for accommodation.

In the case of non-academic accommodations, TAS and IS will not assume the costs. In these cases, it is the financial responsibility of the sponsoring program, department or other University affiliated organization.

Requests for non-academic accommodations must be made to the responsible office, department or other university affiliated organization in a timely manner in order to provide the University sufficient time to evaluate the request and implement accommodations. Untimely requests may result in a delay, substitution or denial of an accommodation.

PERSONAL AIDS AND EQUIPMENT

Students are responsible for providing their own personal devices or services, including, but not limited to the following: wheelchair repair, personal transportation; computers and software for use at home; individually prescribed devices; prescription eyeglasses; hearing aids; readers for personal use; alternate format materials unrelated to academic courses; or services of a personal nature including assistance in eating, using the toilet, bathing, or dressing. As appropriate, TAS or IS will make referrals to agencies or organizations that may be available to assist students in fulfilling needs outside of the jurisdiction of TAS or IS.

Disability Rights

Further information on the Campus Civil Rights Policy can be found here [Civil Rights Policy for the Campus Community | East Central University \(ecok.edu\)](#)

TESTING AND ACCESIBILITY SERVICES AND INTERPRETER SERVICES AND REASONABLE ACCOMODATIONS

All reasonable requests for academic accommodations will be considered. Accommodations may include, but are not limited to:

Exam Accommodations (In-Person and Remote Assessment)

The provision of accommodations for exams is an interactive process involving the student, TAS or IS, and faculty. If exam accommodations are to be provided through TAS or IS, the student should adhere to the following procedures:

1. All exams taken in the testing center should be scheduled by the student.
 - a. Exams can be scheduled in person at Fentem Hall Room 302 or online at <https://www.ecok.edu/current-students/student-services/office-testing-and-accessibility-services/exam-assistance-request>
 - b. To ensure there are no delays, exams should be scheduled 2 business days in advance
2. Students should check email to make sure that he/she has received a confirmation that the exam has been scheduled. If no confirmation has been received, please contact our office at 580-559-5297, tas@ecok.edu, or in Fentem Hall Room 302.
3. Students will arrive at Fentem Hall Room 302 at the scheduled time.
4. Students will abide by the Testing Center rules.

If exam accommodations are to be provided through the testing center, the faculty should adhere to the following procedures:

1. Faculty will receive notification of scheduled exam through email.
2. Faculty needs to approve the exam time and date as soon as possible.
3. All exams, or passwords, should be sent to tas@ecok.edu or Fentem Hall 302 prior to the exam. Please indicate any special instructions, as well as how the exam should be returned upon completion.

If a student misses an exam scheduled through the testing center, he/she needs to immediately contact the faculty member and the TAS Accommodation Specialist. If an exam is missed, it will be returned to the faculty member.

Students may be asked to provide ID before testing.

Any scratch paper or other outside materials used on exams must be left with the proctor. These will be returned to the instructor.

Extended Time

Extended time of 1.5x or 2.0x should be added to the time that the class has to complete the exam. If the class has 1 hour to complete an exam, and the student has an accommodation for 1.5x, the total

exam time should be 1.5 hours. This accommodation applies both to in-person and online exams, quizzes, or other timed assessments. Please note that this accommodation only applies to the amount of time that an exam is open. If an online exam is available for a week, but is open for an hour, the extended time is applied to the hour the exam remains open and not the week that the exam is available.

Reduced Distraction

Reduced distraction is intended for students who require fewer sensory stimuli when taking exams. Although in-person classes are often quiet, these environments further decrease auditory and visual by reducing auditory and visual stimuli, as well as the number of people in a room.

In an online environment that does not require a human proctor, students are responsible for providing their own reduced distraction environment.

Adaptive Equipment

Adaptive equipment may include, but is not limited to, screen readers, screen magnifiers, text-to-speech software, and voice-to-text software. TAS will ensure that the testing center has software and equipment that meets a student's needs.

For online exams, please be aware that proctoring software may interfere with the use of adaptive equipment. If this happens, please contact TAS or IS immediately.

Breaks During Exams

May involve either moving in the testing room, or leaving the room. The amount of extended time a student has for breaks will be included in the amount of extended time for an exam.

If a student utilizes this accommodation in the Testing Center, the proctor will record the amount of time that the student was not in the testing room.

For online exams, please be aware that proctoring software may flag students who use this accommodation. If there is an issue with proctoring software, please contact TAS or IS.

Exams at Alternate Times

Exams should be administered at the regular exam time. With advance notice to the Accommodation Specialist and the approval from the faculty member, the day, time and location of exam may be changed. No early or late exams will be allowed without prior approval from the faculty member. Faculty approval will be needed to administer exams if a student arrives more than 15 minutes later than the originally scheduled time

For online exams that are scheduled at a specific time, students and faculty should work together to schedule an appropriate time. This accommodation may not be appropriate for online exams that are available during a window of time. For example, if an exam is available online for a week, the student is free to take the exam at the time that is most accessible.

Exams in Multiple Sections

This accommodation allows students to schedule large exams into two or more sections. For example, a student has a 3-hour final exam, but also has an accommodation for 2x extended time, making the exam a 6-hour test. This exam could be broken into two sections with half the questions given at each

session. The day and time for each session should be scheduled with and approved by the faculty member.

Calculator

For in-person and online exams, Students are allowed to use a four-function calculator on any exam that requires computation. Even if a calculator is provided on the computer, students with this accommodation are allowed the use of a physical calculator during the exam.

Other Accommodations

Rarely, students may have other testing accommodations. These may include having a reader, a scribe, scratch paper, spell checker, computer, or dictionary for an exam. In the testing center, TAS or IS will provide the required material.

For online exams, students are expected to provide the required materials. Please note that use of these may be flagged by proctoring software.

Classroom/Online Accommodations

Personal Attendants

Attendants are authorized to accompany students with disabilities and to perform both personal and academic tasks for them, such as taking notes, scribing and turning pages. These attendants should not, however, interfere with other students or the teaching faculty members. Problems that relate to personal attendant services should be referred to the Testing and Accessibility Services office.

Breaks During Class

For in-person classes, this accommodation allows students to stand up, or leave the room for short periods of time. Students should leave in a manner that does not interrupt the class, and faculty should not call attention to the student for leaving.

For synchronous online classes, this accommodation allows students to mute their microphone, turn off their cameras, and step out for short periods of time.

Amplification

Students will use an amplification device that consists of two parts. A microphone that is worn by the faculty member, and a receiver which can be a device, headphones, or a hearing aid. Students may have their own device or check out one for TAS. If a student requests that you wear a microphone, please wear it during lectures, and return it to the student at the end of class.

Preferred Seating

Students with this accommodation need to sit in a specific spot in the classroom. Because there are many reasons why a student may need this accommodation, students and faculty should work together to determine the best place. For example, one student with this accommodation may need to sit in the front of the room, while another may need a seat with their back against a wall. If there is a question about how to provide this accommodation, please contact TAS or IS.

Please note, this accommodation does not apply to classes that are completely online.

Adaptive Furniture

Students with this accommodation may need special seating in the classroom. TAS or IS will work with Facilities Management to ensure that appropriate furniture is in the room. Furniture will be marked with signs, for example allergen free. Faculty are asked to make sure that no other student sits in this space.

Please note, this accommodation does not apply to classes that are completely online.

Alternatives to Presentations

For both in-person and online courses, students with this accommodation may request an alternative to presenting in front of a class. Students and faculty should communicate regarding the alternative. Please note, that if presenting is an essential component of the class, students should be held to the same expectations as other students. For example, if the expectation is that students prepare a presentation, an alternative may be to present to only the faculty member. However, in classes where presenting to a group is a learning outcome this accommodation may not be appropriate. Please contact TAS or IS if you have any questions regarding this accommodation.

Call on Only When Hand Raised

For in-person and online classes, this accommodation allows the student to choose when they will participate. This accommodation does not excuse the student from any participation expectations, but it does change how a student participates.

Written Instructions

For in-person and online classes, this accommodation gives the student clarification of both instructions and expectations on all assignments and all assessments. For example, a syllabus states that a paper is due on a specific date. The course instructor decides to include additional references, and extend the due date to reflect this. Both the new due date and the new expectations should be conveyed to the student in writing.

Note Taking Accommodations

Peer Note-Takers

If peer note taking accommodations are to be provided through TAS, the student should adhere to the following procedures:

1. Identify the courses for which notes are being requested, and indicate how notes should be delivered. Notes can be either emailed to the student, or picked up in the TAS office.
2. If the student has not arrived to the class 15 minutes after the beginning of class, the note taker will leave for the day. If the class is not meeting, it is the student's responsibility to notify TAS that the note taker will not be needed that day.
3. If the student has chosen to pick up his/her notes, the student should come to TAS at least once a week to pick up notes. If a student does not pick up notes for two (2) consecutive weeks, the service will be discontinued.
4. Students should notify TAS when there is a problem with note taking services or in the event that services are no longer needed

Recording and Note Taking Software

In-person classes. This allows the student to make a record of lectures or classroom presentations to review later. Recording can be an audio recording, video recording, or photographs of a board or slide.

TAS has a subscription with Glean Note-Taking software, that will be distributed to students who have this accommodation. The app is available for pc or smartphones., and students will need to have access to these electronics in the classroom. Students who decline to use this software may still make audio recordings of lectures, and may do so on a number of recording devices.

Video recordings of a class, when necessary, are provided by TAS. TAS will set up a Swivel robot, and ask the faculty member to wear a microphone allowing the device to capture their voice. After the class, TAS will collect the microphone and robot, and distribute the recording to the student with accommodations (and the faculty member upon request).

Students may also use a smart phone to take pictures of a board or of slides to supplement their own notes.

Using this accommodation should not disrupt the course, but does require the student to use technology in class. It may also require the student to sit in a certain spot, or place a device near the instructor. TAS does have an agreement that students can sign to acknowledge that recorded material cannot be altered, posted, or shared. The agreement also requires the student to destroy the recordings at the end of the semester. For more information on the agreement please contact TAS.

For online classes this accommodation is only appropriate for synchronous course content.

Accommodations to Course Materials

Alternate Format

This accommodation includes access to textbooks, readings, or other course material that are presented in print format. The type of alternate format that is presented to the student may include word documents, the text, or braille.

Students with disabilities, like all University students, are expected to purchase their own textbooks and course materials. Students with disabilities, however, will not be required to pay for the cost of converting books and written materials into alternative format. It is the student's responsibility to initiate requests for alternative format prior to the beginning of each semester. To the extent possible, TAS recommends eight (8) weeks advance notice to ensure that the needed materials are converted.

When written materials (tests, handouts, etc.) from class require conversion to an alternate format, it is the instructor's responsibility to provide TAS with the material as far in advance as possible to ensure materials can be converted in the time needed. In cases where materials are provided at the last minute, TAS cannot guarantee conversion at the time requested.

Students need to complete the following steps before the process of converting materials into alternative format can begin:

1. Upon completion of class registration each semester, submit a Request for Alternative Format Material to the Accommodation Specialist. At this time, alternate format options, procedures, and reasonable expectation for receiving materials will be discussed. A signed agreement is generated at this meeting as to what is requested by the student and the procedures for providing the materials in alternate format.
2. Students are required to provide copies of classroom materials.
3. In the case of extenuating circumstances which prevent a student from following the aforementioned procedures, students should contact the TAS Accommodation Specialist to discuss other arrangements.

Important Information Regarding Alternate Format

Since requests are filled on a first come, first served basis, late requests may result in a delay or substitution of the requested alternate format. **Testing and Accessibility Services reserves the right to deliver optional types of alternate format to students as necessary to provide access. In such cases, TAS will ensure that the format is accessible to the student. Students will be notified and involved in the process of deciding the best types of optional services.**

It is generally recommended that students make arrangements to pick up materials regularly. If alternative format is being provided in installments, TAS will make every effort to notify the student that it is available for pickup.

Students should notify the Accommodation Specialist if there are any changes in the status of a request or if there are any problems with the alternate format materials. **The Accommodation Specialist should be notified immediately if some or all of the readings for a course are no longer needed or if the course is dropped.** In the event a student makes a formal request for texts in an alternate format doesn't pick up the materials requested by mid-term of the semester the request was made, future requests cannot be guaranteed.

Copyright Policy

Copyrighted materials reproduced in an accessible format by TAS for an individual with a disability may not be copied, shared, distributed, or sold, except in accordance with the provisions of the copyright laws.

Colored Paper/Overlays

For in-person classes, students may need to have exams and handouts printed on a specific color of paper. For exams in the Testing Center, TAS or IS will provide the necessary paper. In class, students may use a plastic overlay which tints handouts to the desired color.

For online classes, students may use a colored filter. Please note, proctoring software may interfere with the use of this filter.

Enlargement of Printed Materials

For in person classes, students with this accommodation will need to have a larger font size for all classroom materials. Whenever possible, all classroom materials will need to be provided to students with this accommodation in a digital format. Some students may have a handheld magnifier or an

electronic magnifier in the classroom to take notes. However, faculty should not assume that students have or use this equipment.

For online classes, if all materials in the class are accessible, this accommodation should not be needed.

Classroom Materials Prior to Class

For in-person classes, this accommodation allows students to have the opportunity to examine classroom materials before a class starts. For example, a student with a visual impairment is enrolled in a lab class. The class has a limited amount of time to look over, prepare, and execute an assignment. Because it will take this student longer to read and prepare. This accommodation would allow the student to come into class ready to do the assignment. Please note, if a faculty member makes all power points available to their class, as long as they are released before class, this would fulfill this accommodation.

For synchronous online classes, please refer to the above. For asynchronous online classes, please note that some materials may need to be made available to the student with this accommodation prior to the planned availability.

Videos

In-person or online, it is best practice to make sure that any videos shown in a course are fully accessible. However, letters of accommodation may include accommodations specifically related to videos shown in a course.

Captioning

Please make sure that all videos have captions, and that the captions are meaningful. Please note, that some captioning software does so by listening to phonemes that are spoken, and unlike a human does not differentiate based on meaning. For example, a human would know that the speaker said, "I scream for ice cream." However, because the phonemes are the same the software captions "Ice cream for ice cream." Although captions are present, the student who relies on captioning does not have the same access to the course because the captions are not meaningful.

Descriptive Video

Visually impaired students may not be able to access a video if only visual cues are available. Descriptive video, sometimes called audio description, has a speaker narrate what is shown on the screen. Many commercial videos include descriptive video under accessibility features, but content that was found online or produced by faculty will not have descriptive video. It is the responsibility of the faculty member to ensure that all students have access to course content.

No Flashing or Strobic Lights

Some videos contain sequences that include flashing or strobing lights and may trigger seizures. Please make sure that videos do not have such sequences, or that students have sufficient warning before watching.

Accommodations to Attendance and Deadlines

Flex Attendance

Students with this accommodation have a disability that has unpredictable flairs or is cyclic in nature, and impacts their ability to attend classes. For example, a student with a disability that impacts the

pulmonary system has frequent hospitalizations. This student is unable to attend class during the time they are in the hospital, and for a week after they are released. Having this accommodation would keep the student from incurring any penalties related to an absence policy, and would allow the student additional time to make up any missed work.

This accommodation is not intended to reduce or change essential requirements of a course. Nor is it intended to change the delivery method of a course. Faculty are not required to make an in-person course into an online course. Please note, that this accommodation does not extend deadlines beyond the length of the course. For example, a student who is enrolled in an 8-week course has a flair, and misses the final exam. Although the student has the accommodation, they cannot extend the course beyond the 8-weeks. In this case, the student should contact TAS or IS immediately.

The amount of time a student may be covered under this policy may vary from class to class. For example, a student has an accommodation for flex attendance. One class does not have an attendance policy and is primarily a lecture class. A second class has a strict attendance policy because one of the essential requirements of the course is communication, and the class is structured to include a lot of group work. A student may have the same accommodation but the amount of time the student can miss is decided on a case-by-case basis.

Faculty cannot ask for documentation of the students need for this disability, even if classroom policy requires students to present documentation if they are absent. However, TAS or IS may ask for documentation that an absence is due to the disability.

For in-person classes, when a student is absent due to their disability, they will contact TAS or IS. TAS or IS will send out notifications to faculty stating that the absence is covered under the flex attendance policy. Students should communicate with faculty regarding any coursework or assessments that were missed during the absence.

For online classes, the procedure is the same as for in-person classes. However, depending on the course structure a student may not need to use the accommodation. For example, a student has seizures due to their disability. They miss a day, and request to use their Flex Time accommodation in two online courses. One of these courses is synchronous and has assignments with a short window of availability. The faculty member makes sure that the student has access to the content that was missed and re-opens the assignment for the student. The other course is asynchronous, and all assignments are open for a week or more. In this case the student did not lose access to the content, and the absence did not impact any due dates. Therefore, there was no barrier to accessing the course, and the student did not need to use the accommodation.

[Extensions on In-Class Assignments](#)

For in-person classes, this accommodation is intended for work that is assigned at the beginning of a class-period and is due at the end of the class period. It allows a student a maximum of 1 day to complete the assignment.

For online classes, the determination of whether this accommodation is necessary in an online class will be made on a case-by-case basis.

Reasonable Deadline Extension

This accommodation is intended to allow students to demonstrate mastery of content even when a disability interferes with their ability to complete course work on time. For example, a student has a disability that interferes with dexterity and flexibility of their hands. This student uses text-to-speech software because they have trouble holding a traditional book, and voice-to-text software because they have difficulty typing. These programs give the student the ability to do the coursework, but it takes the student more than twice as long as their peers. By working on them earlier, the student is able to complete large assignments, such as writing a paper or completing a final project, on time. But needs additional time to complete assignments that are due closer to the time they are assigned.

The amount of time that a student receives as an extension is based on the needs of the student, the nature of the assignment, and the essential course requirements. For most assignments this will be 2-3 days. Both faculty and students are responsible for communicating with each other and with TAS or IS, about the appropriateness of this accommodation.

This accommodation is intended to be used only when the disability impacts the student's ability to complete an assignment. It is not intended to cover work that is late because of other problems not related to the disability. This accommodation cannot extend due dates beyond the end of the semester. If the use of this accommodation would result in the removal of an essential aspect of a course, or if it interferes with the learning process of other students, it may not be appropriate.

For in-person and online classes, when faculty receive notification that a student has this accommodation, (and before a student needs to use this accommodation) it is important that both the faculty member and the student communicate about the expectations of this accommodation. TAS or IS can help facilitate this conversation. When a student knows that an assignment will be late, they will send an email to the faculty member *before the deadline*, indicating they need to use the accommodation.

Accommodations to Communication

Sign Language Interpreter

Classroom Procedure

The sign language interpreter is a paid professional employed by East Central University to facilitate communication between Deaf or hard of hearing students, instructors, hearing class members, or other persons requiring communication assistance. The interpreter's role the classroom is defined by a set of ethical standards established by the National Registry of Interpreters for the Deaf and upheld by the Interpreter Services Program. The interpreter will sit or stand where the student can easily see the interpreter, instructor, or board, and will faithfully communicate the lecture, discussion, demonstrations or announcements as accurately as possible. The interpreter will neither add to nor delete from any interaction which takes place in the classroom. She or he will never censor, but will interpret what is said and voice what the student signs. This will be done by using the simultaneous method (the message will be voiced/signed while the speaker/signer is expressing him/herself).

Interpreter's Responsibilities to the Student

1. The Interpreter will exhibit professional behaviors following the RID Code of Ethics.

2. The interpreter will be punctual or early, if possible, for the assigned class.
3. The interpreter will faithfully and accurately communicate the information presented.
4. The interpreter will wait in the hallway for 10 minutes for a 50 minute class, 15 minutes for one hour and 15 minute class, and 30 minutes for a two to three hour class in the event that the student is late or absent.
5. After the designated wait times, the interpreter will return to the Interpreter's Office.

Student's Responsibilities

1. Be an active learner and participate in your education.
2. Be on time to class. As a courtesy, if you will be absent or late, please inform the interpreter or the Program Coordinator. Please email to mmccartney@ecok.edu, or call 580.559.5765 V; or VP 199.181.88.140.
3. Please be respectful of the Interpreters and their professional roles.

Communication Access Real-Time Translation (CART) Services

TAS and IS provide CART Services to both classes and events to students who require this accommodation. CART Services provide real-time captions to students, and require a computer and an internet connection. Faculty members may be asked to wear a microphone. And students may need to have preferred seating to maximize communication.