WAUBONSEE COMMUNITY COLLEGE
ACCESSIBILITY ADVISORY COMMITTEE
STRATEGIC PLAN (FY 2017 – FY 2019)

Background and Project Goal
The Accessibility Advisory Committee (AAC) began meeting in December 2013 as a cross-functional task force made up of staff representatives from the Business Office, Operations, Educational Affairs, Human Resources and Student Development. Our focus during the first two years was identifying and improving physical accessibility needs. ADA automatic door openers were installed at the entrance to the Student Services Suite and the restrooms on the first floor of the Downtown Aurora Campus and the Learning Assessment and Testing Services Center and the South restrooms on the second floor of the Downtown Aurora Campus. The Sugar Grove campus parking maps were analyzed in accordance with student traffic patterns. Some of the ADA-compliant parking spaces were redistributed and restriped to provide closer access to high-volume classroom buildings.

In 2015, the AAC embarked on the development of a strategic plan project with the goal of giving college leadership a tool for reviewing current and emerging needs related to the Americans with Disabilities Act Amendments Act of 2008 (ADA-AA). In fact, the ADA-AA requires that institutions maintain and follow a strategic plan for disability compliance.

The AAC has attended several higher-education webinars focused on the need to have an institutional plan to address any ADA compliance gaps. Sustained institutional compliance is crucial. It is the committee’s hope that this strategic plan will serve both as a budget planning tool and as a risk management resource for the college.

After a review of environmental trends and impacts, this paper will present the recommendations from each of the three AAC subcommittees: the Physical Access Team, the Digital/Tech Team and the Policy/Procedures/Guidelines Team.

Environmental Trends and Impacts

National/General Environment

• In the wake of the national celebration of the 25th anniversary of the ADA, disability awareness and support is heightened. Such attention hasn’t historically been sustained, however, so we expect to see priorities continue to fluctuate over the years.

• There is an atmosphere of fear after recent shootings which adds to social stigma regarding disabilities especially those with mental health diagnoses.

• Accessible technology is improving and there is always cutting edge technology on the horizon. Colleges are challenged to keep current on trends and make new technology available to all students including students with disabilities.
• The disability community is pushing for universal design and inclusion in all aspects of life including education. There are more programs being implemented at both two and four year institutions that focus on people with disabilities and particularly Autism Spectrum Disorder.

Local/State Regional Environment
• Resources continue to be strained due to the State budget crisis. The State of Illinois has not dispersed MAP Grant funding for students, local transportation cuts have impacted students’ ability to attend class (i.e., KAT) and local agency cuts make it more difficult to refer students to much-needed community support. Internal Environment
• WCC has a legacy of inclusion and accessibility originally through the WHIP program and now through the Access Center for Disability Resources. WCC’s recent ADA celebration and related promotions and presentations has helped to renew campus awareness and support.
• Two key identified values of Waubonsee are Innovation and Accessibility. Both of these values are strongly represented in the universal design movement.
• Online course and web design accessibility need our attention. Digital accessibility has generally been neglected; however, progress is noted with some TAACCT Grant components.
• Overall “initiative fatigue” among staff and faculty can make it a challenge to introduce new training needed for new policies, new technology and emerging student needs.
• Adjunct faculty are especially hard to reach via our current communication and training channels.

Sub-team Recommendations
Physical Access Team
The Physical Access Team reviewed areas that had previously been identified as priorities. The team completed several building accessibility assessments on the south side of the Sugar Grove campus. The team focused on entry points and the feel for accessibility to get into a building. The team continued to identify areas that would benefit from accessible door openers including the AC Library, Student Services Suites, tunnel ways between buildings, Dean Suites and Building A. Other identified needs included identification of safe areas for fire and tornado safety as well as improved signage for these areas. Another recommendation is to continue improving the relationship with the City of Aurora to promote general accessibility at the Aurora Downtown campus, especially concerning snow removal.

Priority Recommendations:
Current (FY 2016) and FY 2017
• Determine what guidelines will be used for consistency in walk through assessments.
• Develop a system of assessment and evaluation (monthly, yearly etc.).
• Continue with building walk through assessments.
• Update priority list based on current assessments and needs.
• Take action based on budget and prioritization list.

FY 2018
• Continue building walk through assessments.
• Review and update prioritization list.
• Develop and implement an accessibility map.
• Continue to take action based on budget and prioritization list.

**FY 2019**
• Continue assessment and evaluation process.
• Review and update prioritization list.
• Update Accessibility Map Take action based on budget and prioritization list.

**Digital/Tech Access Team**
The Digital/Tech team made great efforts to include representatives from multiple departments and positions including IT, CTLT, Bookstore, Academic Specialists, Library, Access Center and Educational TV. The team participated in a lot of research by watching sessions from the Technology Track of the 2015 AHEAD Conference and exploring other college’s websites. The team also explored options regarding closed captioning through the current video management system being used, Kaltura. Some team members also viewed Webinars offered by 3Play Media. Textbook representatives and publishers were also contacted to determine what options are available with the current text choices for the Communications, Humanities and Fine Arts Division.

A Project Plan was initiated with IT to include requesting Voluntary Product Accessibility Templates (VPATs) as part of the RFI process, installing Natural Reader on each computer as they are reimaged so a screen reader is available on every computer and a plan for implementing the expectation of closed captions for all videos posted on Waubonsee Websites.

As the institution works toward universal design, it is evident that website accessibility and accessibility of online curriculum impacts not only students with disabilities but improves learning for everyone. This is especially true of captioning and transcription of video and audio components.

See Attachment 1.

**Policy/Procedure/Guideline (PP&G) Team**
The Policy, Procedure and Guideline Team researched both 2 and 4 year institutions’ websites to evaluate policies, procedures and guidelines as well as overall web presence. The overall determination that was made by the team is that more transparency is needed regarding current policies, procedures and guidelines including making them readily available online. The other overall determination is to implement campus wide processes for inclusion of an ADA lens in any project. The four main areas of focus for policy, procedures and guidelines can be categorized as safety, accommodations, right to know/student rights and responsibilities and IT/website accessibility.

See Attachment 2.

**Training and Awareness**
A training and awareness team will be established to determine the best methods of information dissemination for all areas. Ideas for training and awareness include continuing to utilize the Accessibility Advisory Committee and adding new members, utilizing CTLT, Spotlight Sessions, Campus
Focus Sessions, Orientation (both full time and part time faculty), New Faculty Learning Academy, and a website portal or other web presence.

Projected Staffing and Budget Impact

Current Year (FY 2016)
• $20,000 AAC budget – Use for physical accessibility needs – continue adding accessible door openers to prioritized areas.

FY 2017
• $20,000 AAC budget.
• Finish researching and then begin investing in closed captioning costs.
• Attend to other physical access and assistive technology needs.
• Projects will require staff time and attention to be completed.

FY 2018
• $20,000 AAC budget.
• Purchasing accessible text options for all new curriculum and curriculum up for review.
• Projects will require staff time and attention to be completed.
• Prioritize purchase of closed captioning costs.

FY 2019
• Propose appropriate budget to allow for expansion of closed captioning projects.
• Addition of an IT Accessibility Specialist PT or FT.
• Projects will require staff time and attention to be completed.
• Closed captioning costs.

Accessibility Advisory Committee Members
Emily Hinton, Access Center for Disability Resources Manager, Co-Chair
Kelli Sinclair, Dean for Counseling, Career and Student Support, Co-Chair
Lisa Egner, Access Center Accommodations Coordinator
Daniel Rische, Access Center Accommodations Specialist
Jan Stedman, Access Center Administrative Assistant
DiDi Foley, Campus Services Manager
Nichole Diehl, Employee Relations Manager
John Wu, Director Emergency Management and Safety
Dr. Michelle Evans, Assistant Dean Health Professions and Public Service
Bruce Hartmann, Director Accounting and Business Services
Gale Holladay-Baxter, Adult Education Data/Compliance Manager
Daniel Larsen, Director of Campus Operations
Anders Lindell, Marketing/Communications Web Developer
Dr. Scott Peska, Dean for Students
Debbie Strejc, Academic Specialist Communications, Humanities and Fine Arts  
Don Wiercinski, Campus Operations Purchasing and Receiving Supervisor

**Digital/Tech Team Members**
Emily Hinton, Access Center for Disability Resources Manager, Co-Chair  
Anders Lindell, Marketing and Communications Web Developer, Co-Chair  
Jan Stedman, Access Center Administrative Assistant  
Debbie Strejc, Academic Specialist Communications, Humanities and Fine Arts  
Timothy Gyoerkees, IT Coordinator Ext Campuses  
Sean Henson, Technology Trainer  
Anders Lindell, Marketing/Communications Web Developer  
James Magara, Educational TV/Video Production Manager  
Leon Pedraza, Instructional Designer/Trainer  
Mary Ellen Rogers, Bookstore Technology Coordinator  
Hassan Rquibi, Data Center Engineer  
John Wohlers, Library Technology Coordinator

**Policy, Procedure and Guidelines Team Members**
Kelli Sinclair, Dean for Counseling, Career and Student Services, Co-Chair  
Gale Holladay-Baxter, Adult Education Data and Compliance Manager, Co-Chair  
Emily Hinton, Access Center for Disability Resources Manager  
Lisa Egner, Access Center Accommodations Coordinator  
John Wu, Director Emergency Management and Safety  
Michelle Evans, Assistant Dean Health Professions and Public Service  
Scott Peska, Dean for Students  
Debbie Strejc, Academic Specialist Communications, Humanities and Fine Arts

**Physical Accessibility Team Members**
Daniel Rische, Access Center Accommodations Specialist, Chair  
Emily Hinton, Access Center for Disability Resources Manager  
DiDi Foley, Campus Services Manager  
Bruce Hartmann, Director Accounting and Business Services  
Don Wiercinski, Campus Operations Purchasing and Receiving Supervisor  
Eileen Keeney-Garcia, Buildings and Grounds Manager

**Attachments**
**Attachment 1**
Accessibility Advisory Committee Digital Tech Team 3-Year Plan Recommendations

**Attachment 2**
Accessibility Advisory Committee PP&G Team 3-Year Plan Recommendations
Attachment 3
AHEAD Program Standards and Performance Indicators

Resources and References

AHEAD 2015 Conference

- 1.13 How to Apply Principles of Universal Design in Teaching: Online and in the Classroom (broadcast: July 15, 9:00 - 11:00 am)
- 1.6 Advancing Technology Use Beyond Tradition (broadcast: July 15, 9:00 - 11:00 am)
- 3.6 How to Evaluate Technology for Accessibility (broadcast: July 15, 2:00 - 3:00 pm)
- 4.6 How to Sustain Standardized High-Quality Electronic Formats for Students with Disabilities: A Training Program (broadcast: July 16, 11:00 am - 12:30 pm)
- 5.6 Do Content and Readers Play Well together: Testing Mainstream Reading Systems for Accessibility (broadcast: July 16, 2:00 - 3:00 pm)
- 6.6 Lessons Learned: How the University of Colorado Boulder is Addressing Digital Accessibility (broadcast: July 16, 4:00 - 5:30 pm)
- 7.6 Small School; Big Changes: Growing Your Higher Ed Assistive Technology Program (broadcast: July 17, 9:00 - 10:30 am)
- 8.1 Technology: AT, EIT, and What You Need to Know (broadcast: July 17, 2:30 - 4:30 pm)

AHEAD To You Webinars

Negotiating Accommodations with Faculty...with Confidence!!!; Adam Meyer - University of Central Florida; October 22, 2015

Expanding Your Access Infra-structure; Scott Lissner - The Ohio State University and Irene Bowen - ADA-One, LLC; November 12, 2015


Conduct and Students on the Autism Spectrum; Jane Thierfeld Brown - University of Connecticut School of Law, College Autism Spectrum and Lisa King - University of St. Catherine, College Autism Spectrum; February 4, 2016

Websites

http://www.ada.gov
http://webaim.org
https://www.disability.gov
http://www.section508.gov/
http://www.ed.gov/
www.justice.gov
www.ahead.org
<table>
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| **Captions (Closed and/or Open)** | • Develop guidelines and a process for requesting captions to make accommodations as they are needed – view closed captioning as an accommodation similar to that of a sign language interpreter.  
• Research and select captioning company (i.e., 3Play Media). Kaltura offers a list of companies that work with their system.  
• Prioritize which videos and content is captioned first (online classes, specific divisions, instructional materials developed internally, etc.). | • Develop captioning guidelines for live events (i.e., Graduation, orientation).  
• Use basic automated captioning for new videos posted to website. | • Continue to caption existing videos. |
| **Assistive Technology** |                                                                                       |                                                                                             |                                                                                                |
| **Screen Readers**      | • Install screen readers on every computer as they are reimaged (Fall 2016).  
• Develop a tutorial/training guide for the use of screen readers.  
• Develop and implement an IT project plan to address the screen reader need.  
• Participate in Quality Indicators for Assistive Technology Pilot (QIAT). | • Implement training and awareness for students, faculty and staff.  
• Evaluate if Natural Reader is best option (does it meet our needs). | • Continue with awareness and training. |
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| Inventory                       | • Conduct an inventory of what assistive technology we currently have, where it is located and identify assistive technology that needs to be purchased.  
• Participate in Quality Indicators for Assistive Technology Pilot (QIAT). | • Purchase assistive technology and add to the inventory.  
• Update inventory if any items are no longer available. | • Purchase assistive technology and add to the inventory.  
• Update inventory if any items are no longer available. |
| Accessibility Map               | • Participate in Quality Indicators for Assistive Technology Pilot (QIAT).                       | • Develop an online assistive technology map. (Possibly in conjunction with a physical accessibility map). | • Update Accessibility Map as changes occur.                                                      |
| Researching Assistive Technology Options | • Identify what assistive technology is available through Windows and Microsoft products.  
• Visit other local schools that have more extensive use of assistive technology.  
• Study other school’s websites to understand what assistive technology is being used across the country.  
• Participate in Quality Indicators for Assistive Technology Pilot (QIAT). | • Continue with visiting other schools.  
• Continue evaluating available assistive technology. |                                                                                                   |
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| **Online Class Accessibility**  | • All new classes follow an accessibility rubric similar to the one used by the TAACCCT Grant.  
• Develop examples for faculty (power point, PDF’s, word documents, etc.).  
• Develop faculty training. | • Continue with all new classes following an accessibility rubric.  
• Offer training to Faculty. | • Continue with all new classes following an accessibility rubric.  
• Continue training and awareness. |
| **Traditional Classroom Accessibility** |                                                                                      | • As new classes are added or classes are up for review in Curriculum Council, review for accessibility of courses including text books, syllabus etc. | • Continue with accessibility reviews of new courses and current courses as they are reviewed in Curriculum Council. |
| **IT – Product Accessibility** | • Develop and implement an IT/Purchasing Accessibility Guideline including a request for a VPATs and to ask for accessibility plans if the product does not meet accessibility standards (evaluate accessibility for all new software products being purchased). (Included in an IT Project Plan) | • Continue to implement IT/Purchasing Accessibility Guideline and update as needed.  
• Review current software for accessibility.  
• Determine if current software needs to be upgraded to meet accessibility standards. | • Purchase new software to replace software that does not meet accessibility standards. |
| **Website Accessibility**       | • Web Infrastructure & Content  
• Build accessibility into web redesign. | • Research alternate methods to navigate webpage without using the mouse. | • Caption all posted videos.  
• Transcripts for audio clips. |
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<td><strong>Access Center Webpage</strong></td>
<td>• Develop a plan to revise/update Access Center pages regularly.</td>
<td>• Add links to the Accessibility maps to the Access Center webpage. The actual content should be housed in a more public area.</td>
<td>• Continue to review and update as needed.</td>
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<td>• Include more information on policies, procedures and guidelines as they are updated.</td>
<td>• Continue to review and update as needed.</td>
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<td><strong>Accessibility Technician</strong></td>
<td>• Research grant opportunities.</td>
<td>• Write a grant application.</td>
<td>• Hire Accessibility Technician</td>
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<td>• Research data regarding student success for schools that have an accessibility technician.</td>
<td>• Create a new position for an Accessibility Technician.</td>
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<td>• Develop job description/identify title and where the position would be housed.</td>
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<td><strong>Textbooks</strong></td>
<td>• Train additional staff on how to request accessible textbooks.</td>
<td>• Encourage faculty to use only accessible textbooks.</td>
<td>• Implement guidelines and standards for full time faculty.</td>
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<td>• Develop accessibility textbook guidelines for faculty.</td>
<td>• Implement guidelines and standards for adjunct faculty.</td>
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<td><strong>Accessibility Training/Awareness for students</strong></td>
<td>• Develop flyer for Resources to the Rescue Events (add accessibility as a resource).</td>
<td>• Offer accessibility workshops.</td>
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<td>• Establish focus groups with students.</td>
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<td><strong>Faculty Awareness</strong></td>
<td>• Participate in awareness efforts (Campus Focus Event etc.).</td>
<td>• Offer accessibility workshops during orientation.</td>
<td>• Develop and offer a post graduate course on accessibility.</td>
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<td>• Establish focus groups with faculty.</td>
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<td><strong>Emergency Protocol for people with disabilities</strong></td>
<td>• ID Refuge areas (existing and gaps)&lt;br&gt;• Add labels/improve signage&lt;br&gt;• Continue MHFA training for 1st responders/explore other training (there are MHFA trainings targeted to police officers)&lt;br&gt;• Include a disability provision in the campus evacuation plan&lt;br&gt;• Communicate with community agencies including fire departments</td>
<td>• Standard communication/brochure to all new staff and faculty&lt;br&gt;• Address any emerging gaps&lt;br&gt;• Elevator accessibility – ensuring lights work, adding audio to existing elevators?</td>
<td>• Review of emergency protocols (annually?)&lt;br&gt;• All campus interactive maps</td>
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<td><strong>Attendance Guidelines</strong></td>
<td>• Explore a general attendance accommodation statement&lt;br&gt;• Explore best practices&lt;br&gt;• Faculty Focus Groups/identify general impact of attendance for various classes&lt;br&gt;• Access Center track attendance concerns and work with faculty</td>
<td>• Continue research/monitor case law&lt;br&gt;• Develop/implement an attendance guideline statement&lt;br&gt;• Faculty Training</td>
<td>• Add statement to syllabus template + additions – possibly a syllabus template by division/department</td>
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<td><strong>Service Animal Requirements</strong></td>
<td>• Develop procedures/guidelines (Service Animal ready for VP review)</td>
<td>• Ongoing training/promotion (NFLA, orientation etc.)</td>
<td>• Review annually</td>
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<td><strong>Personal Care Attendants Requirements</strong></td>
<td>• VP Review of procedures</td>
<td>• ACDR – develop comprehensive protocol for reviewing and updating materials including website</td>
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<td><strong>Student Rights and Responsibilities</strong></td>
<td>• Publishing/training (File cabinet, distribute during orientations for both faculty and staff, Access Center webpage)</td>
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<td><strong>Ongoing training/promotion</strong></td>
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<td><strong>ACDR</strong></td>
<td>• Develop comprehensive protocol for reviewing and updating materials including website</td>
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<td><strong>Review annually</strong></td>
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<td><strong>ADA/OCR/Students Right to Know</strong></td>
<td>• Update existing handbook language</td>
<td>• Review annually</td>
<td>• Ensure communication/visibility on redesigned website</td>
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<td><strong>Website Accessibility (WCAG 2.0 – level AA), IT</strong></td>
<td>• Improve transparency of how to file an OCR complaint</td>
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<td><strong>Follow IT Systems Accessibility Project Plan (Digital/Tech Team)</strong></td>
<td>• Incorporate requesting VPAT into the RFI process including denying vendors who are not WCAG 2.0 compliant or have a plan in place to reach compliance</td>
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<td><strong>Develop and implement procedures and guidelines in coordination with the Digital/Tech Team Training</strong></td>
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<td><strong>Continue developing and implementing procedures and guidelines in coordination with the Digital/Tech Team Training</strong></td>
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July 1, 2016
| Campus wide process for inclusion of an ADA lens |   |   |   |
AHEAD Program Standards and Performance Indicators

The Association on Higher Education And Disability (AHEAD) is pleased to offer these revised Professional Standards and Performance Indicators to the field. The standards reflect the maturation of the postsecondary disability services profession, describe the breadth of skills and knowledge required of personnel administering the Office for Students with Disabilities (OSD), and present a consensus among experts in the field regarding minimum essential services. These standards are intended to enhance service provision for college students with disabilities by directing program evaluation and development efforts, improving personnel preparation and staff development, guiding the formulation of job descriptions for OSD personnel, informing judges and requisite court decisions regarding appropriate practice and, lastly, expanding the vision of disability services at the postsecondary level.
To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

1.1 *Serve as an advocate for issues regarding students with disabilities to ensure equal access.*

- Foster collaboration between disability services and administration as it relates to policy implementation.
- Ensure key administrators remain informed of emerging disability issues on campus that may warrant a new or revised policy.
- Foster a strong institutional commitment to collaboration on disability issues among key administrative personnel (e.g., deans, registrar, campus legal counsel).
- Work with facilities to foster campus awareness regarding physical access.
- Work collaboratively with academic affairs on policy regarding course substitutions.
- Foster an institutional commitment to promoting student abilities rather than a student’s disability.
- Foster meaningful inclusion of students with disabilities in campus life (e.g., residential activities, extracurricular activities).

1.2 *Provide disability representation on relevant campus committees.*

- Advise campus student affairs regarding disability-related issues (e.g., student discipline, student activities).
- Participate on a campus-wide disability advisory committee consisting of faculty, students, administrators, and community representatives.
- Participate on campus administrative committees such as a campus committee on individuals with disabilities.
2. Information Dissemination

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

2.1 *Disseminate information through institutional electronic and printed publications regarding disability services and how to access them.*

- Distribute policy and procedures(s) on availability of services via all relevant campus publications (catalogs, programmatic materials, web sites, etc.).
- Ensure referral, documentation, and disability services information is up to date and accessible on the institution's web site.
- Ensure that criteria and procedures for accessing accommodations are clearly delineated and disseminated to the campus community.
- Ensure access to information about disabilities to students, administration, faculty, and service professionals.
- Provide information on grievance and complaint procedures when requested.
- Include a statement in the institutional publications regarding self-disclosure for students with disabilities.

2.2 *Provide services that promote access to the campus community.*

- Facilitate the acquisition and availability of a wide variety of assistive technology to help students access materials in alternative formats (e.g., JAWS for Windows screen reader, Kurzweil Voice Pro, Mountbatten Brailler).
- Provide information for the acquisition of computerized communication, text telephone (TT), or telecommunications devices (TDD) for the deaf.
- Promote universal design in facilities.
- Promote universal design in communication.
- Promote universal design in instruction.

2.3 *Disseminate information to students with disabilities regarding available campus and community disability resources.*

- Provide information and referrals to assist students in accessing campus resources.
To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

3.1 Inform faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum modifications.
   - Inform faculty of their rights and responsibilities to ensure equal educational access.
   - Inform faculty of the procedures that students with disabilities must follow in arranging for accommodations.
   - Collaborate with faculty on accommodation decisions when there is a potential for a fundamental alteration of an academic requirement.

3.2 Provide consultation with administrators regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.
   - Foster administrative understanding of the impact of disabilities on students.

3.3 Provide disability awareness training for campus constituencies such as faculty, staff, and administrators.
   - Provide staff development regarding understanding of policies and practices that apply to students with disabilities in postsecondary settings.
   - Provide staff development to enhance understanding of faculty's responsibility to provide accommodations to students and how to provide accommodations and modifications.
   - Provide administration and staff training to enhance institutional understanding of the rights of students with disabilities.
   - Participate in administrative and staff training to delineate responsibilities relative to students with disabilities.
   - Training for staff (e.g., residential life, maintenance, and library personnel) to facilitate and enhance the integration of students with disabilities into the college community.

3.4 Provide information to faculty about services available to students with disabilities.
   - Provide staff development for faculty and staff to refer students who may need disability services.
4. Academic Adjustments

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

4.1 **Maintain records that document the student’s plan for the provision of selected accommodations.**
- Create a confidential file on each student including relevant information pertaining to eligibility and provision of services.
- Document the basis for accommodation decisions and recommendations.
- Develop a case management system that addresses the maintenance of careful and accurate records of each student.

4.2 **Determine with students appropriate academic accommodations and services.**
- Conduct a review of disability documentation.
- Incorporate a process that fosters the use of effective accommodations, taking into consideration the environment, task, and the unique needs of the individual.
- Review the diagnostic testing to determine appropriate accommodations or supports.
- Accommodation requests are handled on a case-by-case basis and relate to students’ strengths and weaknesses, which are identified in their documentation.
- Determine if the student’s documentation supports the need for the requested accommodation.
- On a case-by-case basis, consider providing time-limited, provisional accommodations pending receipt of clinical documentation, after which a determination is made.

4.3 **Collaborate with faculty to ensure that reasonable academic accommodations do not fundamentally alter the program of study.**
- Provide reasonable accommodations for students with disabilities to ensure program accessibility, yet do not compromise the essential elements of the course or curriculum.
- Ensure an array of supports, services and assistive technology so that student needs for modifications and accommodations can be met.
5. Counseling and Self-Determination

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

5.1 Use a service delivery model that encourages students with disabilities to develop independence.

- Educate and assist students with disabilities to function independently.
- Develop a program mission that is committed to promoting self-determination for students with disabilities.
6. Policies and Procedures

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

6.1 *Develop, review and revise written policies and guidelines regarding procedures for determining and accessing “reasonable accommodations.”*

- Develop, review and revise procedures for students to follow regarding the accommodation process.
- Develop, review and revise policies describing disability documentation review.
- Develop, review and revise procedures regarding student eligibility for services.
- Develop, review and revise eligibility for services policies and procedures that delineate steps required for students to access services, including accommodations.
- Develop, review and revise procedures to determine if students receive provisional accommodations during any interim period (e.g., assessment is being updated or re-administered).

6.2 *Assist with the development, review, and revision of written policies and guidelines for institutional rights and responsibilities with respect to service provision.*

- Assist with the development, review, and revision of policies and procedures on course substitutions, including institution requirements (e.g., foreign language or writing requirements).
- Assist with the development, review, and revision of policy and procedures regarding priority registration.
- Develop, review and revise policies and procedures that maintain a balance between "reasonable accommodation" and "otherwise qualified" while "not substantially altering technical standards."
- Develop, review, and revise policies regarding the provision of disability services (e.g., interpreter services).
- Develop, review and revise disability documentation guidelines to determine eligibility for accommodations at the postsecondary level.
- Assist the institution with the development, review, and revision of policies regarding the faculty’s responsibility for serving students with disabilities.
- Collaborate with the development, review, and revision of policies regarding IT (e.g., alternative formats).
6.3 **Develop, review and revise written policies and guidelines for student rights and responsibilities with respect to receiving services.**

- Develop consistent practices and standards for documentation.
- Develop, review and revise policies regarding students' responsibility to provide recent and appropriate documentation of disability.
- Assist with the development, review, and revision of policies regarding students' responsibility to meet the Institution's qualifications and essential technical, academic, and institutional standards.
- Develop, review and revise policies regarding students' responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.
- Assist with the development, review, and revision of procedures a student must follow regarding program modifications (e.g., course substitutions).
- Develop, review, and revise procedures for notifying staff (e.g., interpreter, notetaker) when a student will not attend a class meeting.

6.4 **Develop, review and revise written policies and guidelines regarding confidentiality of disability information.**

- Develop, review and revise policy articulating students understanding of who will have access to their documentation and the assurance that it will not be shared inappropriately with other campus units.
- Develop, review and revise policies and procedures regarding privacy of records, including testing information, prior records and permission to release confidential records to other agencies or individuals.

6.5 **Assist with the development, review, and revision of policies and guidelines for settling a formal complaint regarding the determination of a "reasonable accommodation."**

- Assist with the development, review, and revision of procedures for resolving disagreements regarding specific accommodation requests, including a defined process by which a review of the request can occur.
- Assist with the development, review, and revision of compliance efforts and procedures to investigate complaints.
- Assist with the development, review, and revision of a conflict resolution process with a systematic procedure to follow by both the grievant and the institutional representative.
7. Program Administration and Evaluation

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

7.1 Provide services that are aligned with the institution’s mission or services philosophy.

- Develop a program mission statement and philosophy that is compatible with the mission of the institution.
- Program personnel and other institutional staff understand and support the mission of the office for students with disabilities.

7.2 Coordinate services for students with disabilities through a full-time professional.

- At least one full-time professional is responsible for disability services as a primary role.

7.3 Collect student feedback to measure satisfaction with disability services.

- Assess the effectiveness of accommodations and access provided to students with disabilities (e.g., timeliness of response to accommodation request).
- Student satisfaction data is included in evaluation of disability services.

7.4 Collect data to monitor use of disability services.

- Provide feedback to physical plant regarding physical access for students with disabilities.
- Collect data to assess the effectiveness of services provided.
- Collect data to identify ways the program can be improved.
- Collect data to project program growth and needed funding increases.

7.5 Report program evaluation data to administrators.

- Develop an annual evaluation report on your program using the qualitative and quantitative data you’ve collected.

7.6 Provide fiscal management of the office that serves students with disabilities.

- Develop a program budget.
- Effectively manage your program’s fiscal resources.
- Seek additional internal or external funds as needed.
- Develop political support for your program and its budget.
7.7 Collaborate in establishing procedures for purchasing the adaptive equipment needed to assure equal access.

- Assist with the determination of the needs for assistive technology and adaptive equipment at your institution.

- Advise other departments regarding the procurement of needed assistive technology and adaptive equipment.

- Provide or arrange for assistance to students to operate assistive technology and adaptive equipment.
8. Training and Professional Development

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

8.1 Provide disability services staff with on-going opportunities for professional development.
   - Provide orientation and staff development for new disability personnel.
   - Ensure that professional development funds are available for disability personnel.
   - Provide opportunities for ongoing training based on a needs assessment of the knowledge and skills of disability personnel.

8.2 Provide services by personnel with training and experience working with college students with disabilities (e.g., student development, degree programs).
   - Ensure staff can understand and interpret assessments/documentation.

8.3 Assure that personnel adhere to relevant Codes of Ethics (e.g., AHEAD, APA).
   - Refer to and apply a relevant professional code of ethics when dealing with challenging situations.