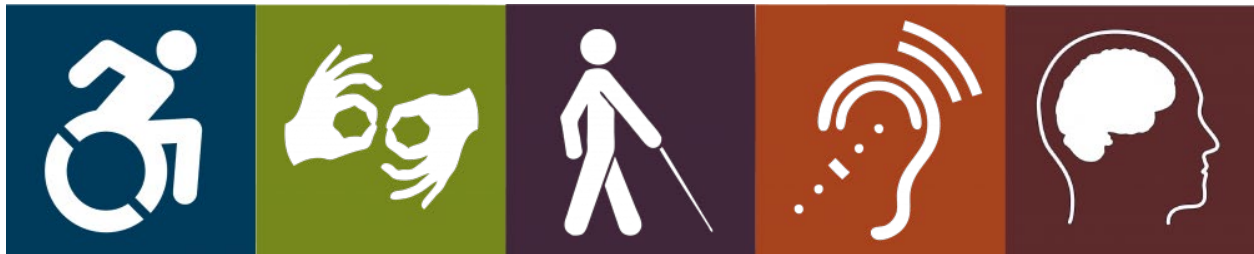


CENTRAL CAROLINA TECHNICAL COLLEGE
STUDENT DEVELOPMENT
ACCESSIBILITY SERVICES

CLASSROOM AND TESTING ACCOMMODATIONS



A STUDENT GUIDE TO REASONABLE
ACCOMMODATIONS

Who to Contact:

Accessibility Coordinator – accessibility@cctech.edu, ext. 7871
Executive Director of Student Development –
studentnondiscrimination@cctech.edu, ext. 7867

The Accessibility Coordinator provides accommodations to students with documented disabilities. Academic accommodations are adjustments that are arranged on an individual basis, and do not fundamentally alter course requirements; rather, accommodations provide alternative methods to enable students to fully participate in the learning and evaluation process. Below is a list of frequently used accommodations and definitions to share with your health care provider for recommending accommodations. You may contact the Accessibility Coordinator at 803-778-7871 or email accessibility@cctech.edu if you have any questions about accommodations.

Classroom Accommodations:

Accessible Furniture: Providing classroom furniture which is most appropriate for the student based on their disability, and which allows them to fully participate in classroom activities.

Alternative Textbook Format: Textbooks that are in an alternative format that are multimedia accessible (eBooks, PDF, screen readers, etc.) Students would have the opportunity to listen to material rather than read it.

Brilled Materials: Transcribing materials manually or via special computerized equipment from English into Braille format for those who are blind or visually impaired.

Clear view/Lip-reading: The process of viewing the speaker's lips to facilitate communication. Requires an unobstructed view of the speaker.

Closed Captioning: Encoding the dialogue and sound effects of a video or film into text form, which can be read across the bottom of the screen much like the subtitling in a foreign film.

Copies/Access to Instructional Materials: The student needs access to any instructional materials used in the course. Instructor will provide, or make available, any PowerPoints, instructor notes, etc. in advance. Instructor will keep in mind the student will need to download and print the materials before class. Faculty recommendation is to upload materials at least 24 hours in advance to ensure access.

Early Access to Course Syllabus: Providing the student with a course syllabus prior to the beginning of the term. A student who needs class materials in alternate format (taped texts, Brilled texts, large print materials, etc.) or who requires additional time to complete reading or writing assignments will benefit from having early access to course requirements. The course syllabus allows the accommodation process to begin early.

Flexible Attendance: Student qualifies for flexible accommodation due to a disability that impacts their ability to attend class and/or complete course work. The student understands that this academic accommodation is only to be used for disability-related reasons. This accommodation requires a collaborative effort between faculty and the student. Both parties are responsible for taking an active part in the success planning process when a student is absent due to their disability. When a disability-related reason arises, flexibility will be given for the following reasons.

- **Attendance:** Student is to notify the Accessibility Coordinator (AC) and instructors should a crisis arise. The student will be marked as “FA”, and the absence is not counted toward the total number of absences allowed.
- **Missed Tests/Quizzes/Exams:** When tests are missed due to disability-related health issues, the student will contact the instructor within 24 hours of the missed test to arrange an alternate test date. (Faculty will follow up with the students.)
- **Missed Assignments/Papers/Projects:** Student must email the instructor within 24 hours after the deadline to arrange a new date when assignments cannot be completed due to disability-related reasons. (Faculty, will follow up with the student.)
- **Hospitalization:** If the student is hospitalized, student is to reach out as soon as it is medically possible.

Large Print Handouts: Enlarging written material on a standard photocopier or word processor to facilitate reading for a student with various processing or sensory impairments.

Personal Care Break: Students are allowed to leave the classroom for 5 to 10 minutes to administer self-care procedures that are supported by medical documentation. Students are responsible for all work missed and are encouraged to return to class immediately.

Priority Seating: Allowing the student to choose the class seating arrangement which is most appropriate for them based on their disability.

Recordings: Recording classroom lectures using a digital recorder or cell phone. The student will have access to their devices to be able to record class and upload the recording to a note-taking service if needed.

Sign Language Interpreter(s): A person who translates spoken English into American Sign Language (ASL) and vice versa for students with significant hearing loss or deafness. A student using an interpreter will be allowed to choose classroom seating which is most appropriate for the student’s particular needs.

Visual Media: Using graphics or other visual methods, such as transparencies or handouts, to supplement class lectures and spoken information.

Test Modifications:

Calculator Usage: Use of a calculator during testing that does not assess a student’s understanding of the order of operations. If the assessment is assessing a student’s understanding of order of operations, a division or multiple tables may be provided.

Computer Usage: Use of a personal computer during testing allowing the student to use a spellchecker, word processing capabilities, or special assistive software required for their specific disability needs.

Extended Time: Additional time given to complete a test. Length of extension varies according

to the student's needs and documented disability. The standard time extension is "time and a half". Double or triple time can be requested if the need is verified by the disability documentation. Untimed tests, however, are not recommended.

Large Print Tests: Enlarging tests to provide the student with visual access to the test.

Limited Distraction Environment: An environment with a decrease in noise and a decrease in other distractions.

Orally Administered Tests: Administering tests orally to the student and allowing the student to provide written or oral responses.

Scribe: Individual assigned to record test responses of the student with a disability but who does not offer assistance with content of test responses.

Test with a screen reader: Test questions are saved so that they can be read by a screen reader. Tests are recorded and saved in a digital file, so the student can listen to the questions. This might include allowing the student to record answers.