



The freshman/sophomore UW campuses

**STUDENT
ACCESSIBILITY
SERVICES
HANDBOOK**

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How to Request Accessibility Services

1. **Meet.** Talk with your Advisor in the Solution Center to discuss your need for accommodation services while attending UW-Colleges. You will receive information that includes; documentation guidelines, a release of information form and a request for accommodations form. These documents are also available online at: <http://uwc.edu/students/disability>
2. **Provide Information.** Submit your completed request form and supporting documentation, prepared by a qualified professional, to your Campus Contact for Student Accessibility Services. In general, documentation should not be more than three years old.
3. **Review.** Your Campus Contact will send your request form and documentation to the Director of Student Accessibility Services. The Director will review all of your information in order to determine your eligibility for services. If additional information is needed to make a decision, the Director will contact you.
4. **Eligibility.** If you are eligible for services, you will receive an email that contains your Individualized Accommodation Plan (IAP) and directions for your next steps of the process.
 - ***Check your UWC student email account regularly!***

If you are not eligible for services, you will receive an email with information about the next steps you can take and the availability of other support services.

5. **Follow Up.** Schedule a follow up appointment with your Campus Contact in the Solution Center to learn how to use each of your approved accommodations.
 - *You will need to review procedures, sign agreements, receive training, and discuss your responsibilities for using your services.*

How to Access your Approved Services

1. Schedule an appointment with your Campus Contact for Student Accessibility Services in the Solution Center. Do this *prior* to the start of the semester to learn how to use the support services on your Individualized Accommodation Plan.
 - *You will need to review procedures, sign agreements, receive training, and discuss your responsibilities for using accommodations.*
2. Discuss your accommodation plan with each of your instructors prior to the start of the semester. Your instructors will not know about your accommodations unless *you* talk to them. Provide them with a copy of your plan.
 - *This is your responsibility. Your Campus Contacts will not do this for you.*
3. Be an active participant in the process. If there are any problems with accessing your support services, talk to your instructor and/or campus contact right away! They cannot help you if they do not know about the issue.
4. Changes to your schedule may interrupt or delay your accommodation services. Notify your Campus Contact of any changes that you need to make *prior* to making them.

If you have any questions or concerns regarding your individual accommodation plan, or disagree with your recommended services and wish to file an appeal, please contact the Director of Student Accessibility Services:

Kristin Hoffmann, MS, LPC
Director of Student Accessibility Services
1500 North University Drive, A122
Waukesha, WI 53188
Voice: (262) 524-3957
FAX: (262) 521-1026
kristin.hoffmann@uwc.edu

Accessibility Services

Priority Registration

Permission to register before the general student population

Priority registration is an opportunity for students using accommodations to register early. Students should meet with their advisor/Campus Contact to solidify enrollment plans and be prepared to register for classes during the priority registration period.

Once enrolled, students are encouraged to submit requests for alternative media, In-Class Aids/Lab Assistants and sign language interpreting or captioning needs as soon as possible.

Notetaking Assistance

Access to copies of class notes for qualified students

Students must discuss their need for notetaking assistance with each of their instructors at the start of the semester in order to determine the best way to receive notetaking assistance in each class.

Students must meet with their Campus Contact to learn how notetaking assistance works on their campus.

Students *must* attend class in order to receive notetaking assistance.

Notetaking assistance does not replace the need for attendance or participation in the classroom. As able, students should still take the best notes they can and use the second set of notes to supplement his or her own.

Report any problems related to accuracy, consistency or timeliness of notes immediately to the instructor and Campus Contact.

Audio Recorded Lectures

Audio recording classroom lectures as an alternative to taking notes or using other notetaking assistance

Students are responsible for providing their own recording device.

All students who record must review and sign an in-class recording agreement form with their Campus Contact and discuss the parameters of recording with each instructor prior to the start of the semester.

“Sonocent Audio Notetaker software” is a method of recording lectures that is available to students as an alternative to having a notetaker. The use of Sonocent Audio-Notetaker requires additional training and login information. Students should talk with their Campus Contact for more information about accessing the program.

“Smart Pens” are permitted recording devices for approved students. Students are responsible for providing and maintaining their own smart pens and notebooks.

Alternative Media for Course Materials

The provision of printed materials in alternative formats for individuals with visual or information processing disabilities. Print materials can be converted into a variety of alternative formats.

- Students must examine each textbook to decide if they truly need it in an alternative format. Textbooks that mostly contain pictures, charts, graphs or advanced math will likely not be of benefit in an alternative format if used with screen reader software/Kurzweil.
- Students are encouraged to obtain individual memberships to Learning Ally www.learningally.org and Bookshare www.bookshare.org in order to independently request and download audio textbooks and electronic textbooks.

For assistance with applying for Individual Memberships to either of these web-based services, please contact the Alternative Media Coordinator.

How to request Alternative Media materials

Submit the following to the Alternative Media & Technology Coordinator:

- 1) [Alternative Media Student Agreement](#) – Requests will not be processed without the student's signature on this form.
- 2) [Alternative Media Request Form](#) – Complete information i.e. full title, ISBN number, edition, author, etc. for each textbook is required on the request form. Incomplete requests will not be processed.
- 3) [A receipt as proof of purchase/rental payment](#). Order summaries or photos of the textbook covers are not accepted in lieu of a receipt.

**You will be contacted via your student email account
when your order is ready.**

- Alternative Media Policy & Procedures and forms are available on the UW-Colleges Accessibility website: <http://uwc.edu/students/disability>
- We do our best to ensure that materials are processed in a timely manner. However, due to the high-volume of materials being processed each semester, requests submitted less than six weeks prior to the start of the semester, cannot be guaranteed by the first day of classes.
- Notify the Alternative Media & Technology Coordinator of any schedule changes that impact your requested materials.

Alternative Media & Technology Coordinator
Jill Friel jill.friel@uwc.edu 262-521-5440

Alternative Formats Available *(If you need a format not listed, please ask!)*

Enlarged Font – student must specify size needed on request

Literary Braille – transcription of written language into tactile format

Nemeth Code – transcription of math into tactile format

Electronic files (pdf, doc, text) - used with assistive devices/software

Audio Files (mp3) – text converted to digital auditory format only

Screen Reader Software

Provides access to an alternative format of text by converting textbooks and other course materials to an auditory format or enlarged font. UW-Colleges uses KURZWEIL 3000+FIREFLY software.

Eligible students can use Kurzweil 3000+firefly software free of charge. Students can read, create notes, highlight, and use other features of the program to study and write papers.

Students approved for this service must meet with their campus contact to review the Alternative Media Policies and Procedures and sign the Alternative Media Student Agreement. Once the agreement is submitted to the Alternative Media & Technology Coordinator, a Kurzweil account will be created for the student.

Installation and training materials will be emailed to the student's campus email account.

Students may opt to *install* Kurzweil 3000 for access to the full features on or off-line, or use the basic features on the web-based "firefly" version that is available on any computer with internet access.

Preferential Seating

Seating option to support participation and engagement, facilitate use of accommodations, and/or enable effective use of approved technology

Student should provide accommodation plan to instructor and arrive to class early to secure appropriate seating. If desired seating is not available, students should speak with their instructor regarding making arrangements to meet needs.

Accessible Classrooms and Furniture

Create equal access to the learning environment (i.e. preferential seating, accessible room location, chair/table/desk adjustments, etc.).

If adjustments to physical space are needed i.e. raised table, extra seating for an interpreter, etc., the student must notify the instructor and Campus Contact for Student Accessibility Services.

If adjustments cannot be made to make the classroom accessible, the student should speak with the Campus Contact for Student Accessibility Services to discuss having the course location changed to a room that is accessible.

Library Assistance

Equal access to library services for students who cannot physically manipulate materials.

Students needing assistance with reaching or carrying books and documents, using the card catalog, photocopier, microfiche and microfilm machines, and help reading small print reference books, should request support directly from the library staff. The library staff will provide the physical assistance needed to ensure the student can access the requested materials and resources. This is not tutoring or research assistance.

In-Class Aid / Laboratory Assistant

Equal access to classroom and lab activities and for students who cannot physically manipulate course materials in order to completed tasks and/or participate independently

When considering enrollment, students should meet with their Campus Contact or instructor to discuss course requirements that may necessitate support

- The request for an In-Class Aid/Lab Assistant should be made 4- 6 weeks prior to the start of the semester.

An In-class Aid/Lab Assistant supports a student's full participation in classroom activities by assisting with the physical completion of required tasks. The student is responsible for coming to the class/lab prepared, directing the activity of the Aid/Assistant, and notifying the Aid/Assistant if there is any change to the lab schedule or if they will be absent.

In-Class Aids/Lab Assistants are not personal care attendants or tutors. They may provide verbal descriptions for students with low vision, set up equipment, reach supplies, add/remove/measure precise quantities, scribe answers as dictated by student, clean-up workspace, etc. Aids/Assistants will not initiate any activity, offer suggestions for completion, or make corrections to errors in work. Students are responsible for directing the activity of the Aid/Assistant.

Sign Language Interpreting and Captioning Services

Accurate translation of spoken/auditory information in the classroom for students who are Deaf or Hard of Hearing.

- Students should meet with their Campus Contact and notify the Director of Student Accessibility Services regarding interpreting/captioning needs as early as possible.
- Due to the duration of contractor commitment, coordination efforts and processing time, advance notice of six to eight weeks is requested for this service.
- It is the student's responsibility to notify the instructor that they will have an interpreter or captionist. The student and interpreter/captionist should meet with each instructor prior to the start of the first class to discuss the interpreter/ captionist role in the communication process and seating arrangements.

Attendance Expectations for students using Sign Language Interpreting/Captioning Services

- If the student needs to be absent from class, it is his/her responsibility to provide minimum notice of 24 business hours prior to the absence.
- *48 hours advance notice appreciated!*
- If there are two no-show/no-call absences or late cancellations during the semester, the interpreter/captionist services may be suspended. The student will be required to meet with their Campus Contact or the Director of Student Accessibility Services to discuss.
- If there are three no-show/no-call absences or avoidable late cancellations in a semester, the interpreter/captionist services will be cancelled for all remaining classes that semester. It is then the student's responsibility to meet with their Campus Contact and the Director of Student Accessibility Services, if they wish to have the service reinstated.

To cancel interpreting/captioning services or report an absence, email the following individuals

1. Your Campus Contact for Student Accessibility Services
2. Kristin Hoffmann, Director of Student Accessibility Services
kristin.hoffmann@uwc.edu
3. Your assigned Interpreter or captionist

Alternative Testing

Equal access to the testing process at the University without compromising the integrity of the class.

- Students must provide a copy of their accommodation plan and discuss testing accommodations with each instructor at the beginning of the semester.
- Students must review and sign an Alternative Testing Agreement with their Campus Contact prior to scheduling testing appointments.
- Testing appointments must be scheduled by the student at least 5 business days in advance.
- Late arrival for a scheduled exam results in loss of that test-taking time.

Extended Time & Testing Area with Minimized Distraction

- A separate testing area is provided for students who require reduced auditory and visual distractions while taking an examination or quiz.
- Additional test-taking time is permitted for students with limitations related to processing. If a student finds that time and one-half is not sufficient, he/she should contact their Campus Contact to discuss the concern.
- Requests for "unlimited time" on exams/quizzes will not be approved.

Reader

- Screen reader software, Kurzweil 3000 is used as the default for students eligible to have test read to them
- Students who are unable to navigate Kurzweil 3000 and/or use additional test-taking supports may be provided with a human reader. A reader will state *exactly* what is written on the test or quiz without inflection or implication. A reader may re-read the question as many times as needed, but is NOT allowed to clarify or elaborate on test items. If a student needs clarification, they must contact the instructor.

Scribe

- Scribes will write word-for-word what the student dictates for test/quiz answers. Students must provide spelling for course specific vocabulary. Scribes are NOT allowed to edit the student's quiz or exam answers in any way – including spelling. Scribes are not allowed to clarify wording of exam questions. If a student needs clarification, they must contact the instructor.
- Subject to availability, in lieu of using a human scribe, a student may be provided with speech to text computer software.

Calculator Use, Reference Sheet

- *Documentation from an LD specialist, psychologist, or a neuropsychologist indicating the standardized testing used to make the diagnosis, including standard scores and percentiles, must be submitted to the Director of Student Accessibility Services. The documentation needs to clearly state that the student has a math-related disability before this accommodation service will be considered/recommended.*
- The student and instructor should meet at the beginning of the semester to agree upon which type of calculator is appropriate for a particular course quiz or examination i.e. 6-function calculator, scientific/graphing calculator, etc.
- If a fact/formula sheet is a recommended accommodation, the instructor will give the final approval of the content for the reference sheet used during testing. Instructors may deny the use of a reference sheet if it compromises the objectives of the exam.
- Requests for “Open Book” or “Use of notes” on exams/quizzes will not be approved.

APPENDIX

- I. Request for Services Form**
- II. Alternative Media Policy**
- III. Alternative Media Agreement**
- IV. Alternative Media Request Form**
- V. Kurzweil 3000+firefly Information**
- VI. Alternative Testing Policy**
- VII. Alternative Testing Agreement**
- VIII. Alternative Testing Request Form**

**STUDENT ACCESSIBILITY SERVICES
REQUEST FORM**

STUDENT CONTACT INFORMATION

Name: _____ Campus: _____
(Print) First Middle Initial Last
PRISM ID: _____
Address: _____ Date of Birth: ___/___/___
Street
_____ Veteran? ___ Yes ___ No
City State Zip Code
Phone Number: () _____ Preferred Method of Contact? Email / Phone
Campus Email (primary) _____ Alternate Email: _____

ACADEMIC INFORMATION

Student Status: ___ Not yet admitted ___ Admitted ___ Freshman ___ Sophomore
Which semester would you like services to begin? Fall 20____ Spring 20____ Summer 20 ____
If you are requesting accommodations for placement testing, please complete the following:
Placement exam date: _____
Placement testing services being requested: _____

DOCUMENTATION

In order to be determined eligible to receive accommodation services, the student must submit documentation from a qualified professional that verifies that a condition exists that substantially limits a major life activity (i.e. walking, seeing, breathing, hearing, learning, communicating, etc.). *Please keep in mind that a high school IEP alone will not necessarily be sufficient documentation for eligibility purposes, depending upon the IEP content and the identified disability.*

Check One:
___ MY DOCUMENTATION IS ENCLOSED
___ I HAVE PREVIOUSLY SUBMITTED MY DOCUMENTATION TO STUDENT SERVICES
___ I WILL BE SUBMITTING MY DOCUMENTATION

If you have any questions regarding appropriate documentation, please contact:
Kristin Hoffmann, Director of Student Accessibility Services
Phone: (262) 524-3957 or Email: kristin.hoffmann@uwc.edu

**NEED FOR ACCESSIBILITY SERVICES
PERSONAL STATEMENT**

In your own words, please describe your disability and why you need the accommodation services you are requesting. You may use additional paper if necessary.

Academic support services previously used: _____

Where received? ___ High School ___ College ___ Technical School Other: _____

ACCESSIBILITY SERVICES BEING REQUESTED

I am requesting the following classroom and campus access service(s):

- | | |
|---|---|
| <input type="checkbox"/> Notetakers | <input type="checkbox"/> Sign Language Interpreter |
| <input type="checkbox"/> Recorded Lecture | <input type="checkbox"/> Captioning |
| <input type="checkbox"/> Audio or electronic textbooks (circle one) | <input type="checkbox"/> Accessible furniture – Describe: _____ |
| <input type="checkbox"/> Enlarged course materials - Font size: _____ | <input type="checkbox"/> Preferential seating |
| <input type="checkbox"/> Braille course materials | <input type="checkbox"/> Accessible parking |
| <input type="checkbox"/> Other (specify): 1. _____ 2. _____ | |

I am requesting the following testing and quiz access service(s):

- | | |
|--|---|
| <input type="checkbox"/> Extended time (time-and-a-half) and room with minimal distraction | <input type="checkbox"/> Enlarged Print |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Braille |
| <input type="checkbox"/> Access to screen reading software | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> CCTV |
| <input type="checkbox"/> Other (describe): _____ | |

I give my permission for information regarding my Individualized Accommodation Plan to be shared with the following individuals. I understand that I can submit a written statement revoking or changing this authorization at any time.

- Appropriate faculty and university staff
 Parents or guardian
 Other (Name): _____

Submission of this request does not imply you will receive services. In addition to this application, in order to be eligible for disability related services, students must have a documented disabling condition as defined by the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act 2009 and Section 504 of the Rehabilitation Act of 1973.

STUDENT SIGNATURE: _____ DATE: _____

Please turn in completed and signed form to your Campus Contact for Student Accessibility Services

ALTERNATIVE MEDIA POLICY & PROCEDURES

- 1.) Students must qualify as having a disability that is covered by the ADA and/or Section 504 of the Vocational Rehabilitation Act with text conversion specified as an appropriate academic accommodation. Upon approval for the service, the accommodation will be added to the student's Individual Accommodation Plan (IAP.)
- 2.) The student and their Campus Contact will discuss which alternate format(s) the student will use and which course materials and/or text(s) will be converted. The Alternative Media & Technology Coordinator can be contacted for guidance and assistance with this decision making process.
- 3.) The student is required to review, sign and submit an [Alternative Textbook Loan Agreement form \(PDF\)](#) to their Campus Contact.
- 4.) Students requesting alternative format materials must complete an [Alternative Textbook Request Form](#) for each resource needed. Processing of textbook conversions can take up to four weeks, sometimes longer. Students should take advantage of "priority registration" and submit requests as soon as possible after course enrollment is finalized.

Important Reminder!

Students MUST provide a receipt as proof of purchase/rental for all textbooks requested in an alternative format. Photos of the textbook covers will not be accepted as proof of purchase. Students will not be sent requested materials until after the proof of purchase is verified by the Alternative Media & Technology Coordinator.

- 5.) Students who are approved to use Kurzweil, will receive a unique username and password via email from: *Kurzweil Education Customer Service. This username and password will be sent to your campus email address.* It will enable access to install Kurzweil 3000 and access the web-based version called Firefly.
- 6.) Upon receiving the login email, students will need to follow the full-version installation instructions and/or firefly access directions found in their login email.
- 7.) Once requests are fulfilled and proof of purchase is received, your textbooks will be loaded to your Kurzweil Universal Library. It is your responsibility to check for accuracy of materials and contact the Alternative Media & Technology Coordinator if anything is missing or incorrect.

Kurzweil 3000/firefly Support

Students who need assistance with Kurzweil installation or operations, should visit the Kurzweil [Technical Support](#) webpage and click on the [Customer Support Portal](#) link to search for answers to commonly asked questions.

Contact Kurzweil Technical Support directly at: tech@kurzweiledu.com or 1-800-894-5374

Alternative Media & Technology Coordinator:
Jill Friel jill.friel@uwc.edu 262-521-5440

Student Alternative Media Agreement

By signing this form I agree to the following:

- I have read and understand “Alternative Media Policies”
- I understand that I am required to purchase or rent all course materials that I request in an alternative format.
- I understand that I must submit proof of purchase or rental (receipt) for all course materials that I request in an alternative format.
- I understand that any course material provided to me in an alternative format is solely for my use. I will not reproduce it, distribute it in any way, nor allow anyone else to make copies of it.

Student Signature _____ Date _____

Print Name _____

Phone () _____ E-Mail _____

Campus _____

Please submit, along with Alternative Media Request Form(s) to:

Jill Friel, Alternative Media & Technology Coordinator: jill.friel@uwc.edu

or

Kristin Hoffmann, Director of Student Accessibility Services: kristin.hoffmann@uwc.edu

COLLEGES
Student Accessibility Services

Alternative Media Request Form (one form per book requested)

Student: _____ Campus: _____ Date: _____
(Print)

Book Title (exact): _____

Edition: _____ ISBN # _____ Author(s): _____

Instructor Name: _____ Course Title: _____

As Proof of Purchase I am submitting (check one):

- Sales receipt (purchased book)
- Rental receipt (rented book)

Requested Textbook Alternative Format (check one):

Electronic Text Only

Format Needed: PDF
 Word Doc
 Other _____

Electronic Text for screen reading software

Software:

Kurzweil 3000 (provided by UW Colleges)
 Other _____ Format Needed: _____

Learning Ally audio file

Enlarged Print: Font size needed: _____

Braille

Send Request Form and Signed Agreement Form to:

Jill Friel, Alternative Media & Technology Coordinator: jill.friel@uwc.edu

or

Kristin Hoffmann, Director of Student Accessibility Services: kristin.hoffmann@uwc.edu

KURZWEIL 3000 +FIREFLY



What is this?

Kurzweil 3000 +firefly is a high-quality software package of support provided FREE OF CHARGE to eligible students! The program can read any digital text aloud through your computer, including information on the internet. Other key features include text to speech personalization, translation to any google supported language, highlighters and sticky notes to assist you as your read and study, graphic organizers, writing templates, a built-in dictionary, and more!

Why do I want this?

Kurzweil is a top-of-the-line screen reader program that is easy to operate! If you use alternative format textbooks, this is the new software you will need to access your books. You will follow the same process for requesting your books by submitting your request form(s) and proof of purchase. Then, Student Accessibility Services will upload your materials directly into your Kurzweil library so that you won't have to worry about locating and downloading large files.

How do I get it?

If you are approved for alternative format textbooks, your personal log in information will be sent to you after you review, sign and submit your Alternative Media Student Agreement. You can choose to download and install the full software program or you can use the web version called "firefly" and stick to the basics. Feel free to explore both options to see which one works best for you!

Your log in email will be sent to your **UWC Student Email** from "*Kurzweil Education Customer Service.*" This email will include your username and password as well as instructions on how to log into the web-based firefly account.

Installation:

To download and install the full software program, use the following links:

Windows Computer: <https://www.kurzweiledu.com/k3win>

Mac Computer: <https://www.kurzweiledu.com/k3mac>

**Select "Version 15 Web License"*

**You will use the same username and password that you set up for firefly to log in to the installed version.*

If you need help with installation, you can view the video "[Installing Kurzweil 3000](#)" or open the [link](#) to written instructions for the type of computer you own: **Kurzweil 3000 Macintosh Web License Installation** or **Kurzweil 3000 Windows Web License Installation**.

How does it work?

Open the program:

To access the installed version, click on the Kurzweil icon on your desktop and enter your username and password.

To access the web version go to www.kurzweil3000.com and enter your username and password.

Open your textbook files:

FIREFLY WEB-BASED VERSION: Go to your “home page” and click the arrow next to your name. Open your “private” folder. There you will see a folder for the current semester. Inside that folder will be files for each of the books that you have requested in an alternative format. Select the document that you need and it will open it in the screen reader. Click on play and you will hear your book being read to you!

KURZWEIL 3000 INSTALLED VERSION: Go to “file” and then open from “Library.” Double click on your name and then select your “private” folder. There will be a folder for the current semester. Inside that folder will be files for each of the books that you have requested in an alternative format. Select the document that you need and it will open in the screen reader. Click on play and you will hear your book being read to you!

- ❖ A great feature of Kurzweil 3000+firefly is that you can personalize the listening options as well as take notes and highlight portions of the text. Explore the settings to discover which voice, reading speed, and highlighting functions work best for you.

Do I have to use this?

No. You are not required to use this amazingly awesome resource. However, effective Spring 2017, UW-Colleges will only be providing support for the Kurzweil 3000 +firefly screen-reader.

What if I have questions?

There are many resources in the “[Help](#)” section that can answer basic questions you may have about using the program.

Kurzweil Technical [Support](#) can be contacted at: 1-800-894-5374 or tech@kurzweiledu.com

Otherwise, please feel free to reach out to your Campus Contact or Alternative Media & Technology Coordinator: **Jill Friel** jill.friel@uwc.edu **262-521-5440**

Alternative Testing Policy

The UW-Colleges Library staff work in partnership with students and faculty to accommodate test-takers with disabilities. Approved accommodations may be provided directly by the professor or department (extended time, low distraction environment) or within the Alternative Testing Area available in each library (private room, use of a reader or scribe, assistive technology, etc.). Students must be registered with Student Accessibility Services and provide documentation justifying the need for alternative testing accommodations in order to be approved for and utilize this service. Students without an Individual Accommodation Plan (IAP) approved by the Director of Student Accessibility Services, are not eligible to use services provided through the Alternative Testing Area.

Student Procedures

1. When approved for testing accommodations, students must meet with their Campus Contact to review, sign, and date the Alternative Testing Agreement.
2. Each semester, students must provide a copy of their Individual Accommodation Plan to the instructor of each class for which they would like to use alternative testing accommodations. Ideally, this will happen within the first two weeks of classes.
3. Students who **do not** require 1) assistive technology, 2) a reader, or 3) a scribe for their exam but instead only require extended time on their exams should consult with their instructor about taking the test in class with extended time. This would provide the student with access to the instructor if they have questions about the exam.
4. Students must schedule their test/quiz/exam with the library staff for their regularly scheduled class time (when the rest of the class will be taking it) at least 5 business days in advance. This time is needed in order for a proctor/reader/scribe to be scheduled and the test to be delivered by the faculty.
5. Due to the large number of students using alternative testing services, students should schedule final exams by either **December 1st** (Fall semester) or **May 1st** (Spring semester)
6. When scheduling, the Student will complete the top section of the “Testing Accommodation Request Form” and provide it to the instructor one week in advance of their scheduled exam date.
 - *Students may only request/use testing accommodations for which they have received approval on their Individual Accommodation Plan.*
 - *If a student is unsure of his/her specific testing accommodations, they should check their Individual Accommodation Plan or they may ask their Campus Contact.*
7. Students are expected to arrive early and be prepared to begin their exam at their scheduled start time. Late arrivals forfeit test-taking time and will be required to sign the “Acknowledgement of Late Arrival” statement on the reverse side of the “Testing Accommodation Request Form.”
8. Questions regarding accommodation services can be directed to Kristin Hoffmann, Director of Student Accessibility Services: 262-524-3957 or kristin.hoffmann@uwc.edu

Instructor Procedures

1. When the student submits a “Testing Accommodation Request Form” the instructor will complete the Instructor Section, attach it to the exam and deliver it to the LSA/CASE associated in the Library at least 24 hours prior to the scheduled test time. To maintain test security, exams should not be placed in inter-campus mail or delivered by students. Exams will be kept in locked storage when not in use by the student.

REMINDERS:

- Only testing accommodations included on a student’s approved individual accommodation plan may be utilized. If the entire class is permitted to use a calculator, notes, etc... instructors should indicate it is so on the “Testing Accommodation Request Form/Cover Sheet.”
 - Students are required to provide documentation of their disability to Student Accessibility Services. They are evaluated on an individual basis to determine the appropriate type of accommodations to meet their specific needs. Instructors may not authorize special accommodations such as “unlimited time, open notes, etc.”
 - If a student’s only testing accommodation is “Extended time” instructors are encouraged to make an effort to provide the additional time within the classroom setting. If a student also needs a “low-distraction environment,” an adjacent classroom which is vacant/available may be used. This will provide the student with the advantage of hearing test instructions first-hand and the ability to ask questions if needed.
2. The Instructor will be notified by Library staff (usually via email) when the student’s exam is ready to be picked up. Completed Exams will not be delivered by Library staff or released to students.
 3. Limited staff availability makes it impossible to accommodate flexible start and end times of exams. If a student arrives late for their scheduled exam time, they forfeit that amount of time. Instructors are welcome to provide the approved accommodation to the student directly if they wish to allow make-up of the lost time.
 4. Instructors are not obligated to approve testing appointment requests if:
 - An Individual Accommodation Plan (IAP) was not received from the student
 - The request is made without adequate notice
 - The requested test date is after the test date for the class
 - The parameters of the request are not acceptable/compromise the objectives of the course
 - The faculty member wishes to provide the student with their accommodations in the classroom
 5. Instructors are encouraged to problem-solve with the student, Campus Contact, and Library Staff if there are specific testing circumstances which require unique arrangements (i.e. listening exercises, lab components, etc.)
 6. Questions regarding accommodation services can be directed to Kristin Hoffmann, Director of Student Accessibility Services: 262-524-3957 or kristin.hoffmann@uwc.edu

Alternative Testing Services – Student Agreement

1. It is my responsibility to contact my instructors to discuss my testing accommodation needs within the first two weeks of the semester, or as soon as possible after my Individualized Accommodation Plan is approved.
2. I will schedule my exam times with the library staff **at least one week prior to each exam** (*two weeks in advance for final exams.*) If I do not do this, a proctor and/or location may not be available. I will then need to discuss an acceptable alternative option with my instructor.
3. I must show up five minutes prior to my scheduled testing time. If I arrive late, I can still write the test but I will not be permitted to make up the lost time.
4. If I miss my scheduled test appointment, I will not be permitted to make up the test without the written approval of my instructor.
5. No unauthorized devices (i.e. cell phones or other web access devices) will be allowed in the testing room. *If I am caught using an unapproved device, it will be confiscated. My actions will be considered Academic Misconduct and be reported to the instructor.*
6. Cheating is considered a serious offense and will be reported. Conduct during testing situations is governed by The UW-College's Policy, UWS 14.03 under Student Rights and Regulations.
7. If a calculator is allowed for an exam, it is my responsibility to bring the approved instrument.
8. All personal items including books, backpacks, purses, bags, etc. must be left with the proctor.
9. Communicating with other test takers in the room will not be allowed during the test.
10. No breaks will be allowed during the test unless pre-approved on my Individualized Accommodation Plan, or permitted by the instructor. No food or beverages are permitted in the testing room.
11. If a scheduled test time needs to be changed, I must obtain permission from my instructor to reschedule.
12. I must inform the testing scheduler in the Library if I will not be taking a scheduled test.
13. I understand that I will be monitored during the test.
14. When I have finished my test, I must turn in all materials, including scratch paper, to the proctor. All test materials will be turned in to the instructor by the library staff.
15. **I understand and agree to these terms.**

Signature: _____ Date: _____

COLLEGES
Student Accessibility Services

Alternative Testing Request Form / Cover Sheet

Completed by Student:

MUST BE SUBMITTED A MINIMUM of ONE WEEK in ADVANCE of the SCHEDULED TEST DATE

Name (print): _____ Date of Request: _____
Accommodations Requested (as approved on accommodation plan): _____

Instructor Name: _____ Course: _____
Requested Testing Date: _____ Time: _____
***Tests will only be scheduled during the regular class period unless pre-approved by instructor**

Completed by Instructor:

Instructor attaches to test and takes to Case/LSA staff at least 24 hours prior to exam date

Minutes allowed for test: _____ X 1.5 or 2.0 (as approved on accommodation plan) _____ Total
Date of test: _____ Time of test: _____
Supplemental Materials Permitted (*only allowable if entire class is permitted to use*): _____ None
_____ Text Book _____ Scratch Paper _____ Notes _____ Calculator (specify type) _____
Special instructions: _____
Instructor signature: _____ Date: _____

Completed by Proctor:

CASE/LSA staff notifies instructor to pick up the completed test and retains this form in a semester file.

Scheduled end time: _____ Actual Start time: _____ (*late arrivals must sign reverse side*)
Proctor comments: _____
Date instructor picked up test: _____
Proctor signature: _____ Date: _____

ACKNOWLEDGEMENT OF LATE ARRIVAL

I understand that by arriving late, I have forfeited test-taking time. It is my responsibility to arrive early and be prepared to begin my exam at the approved scheduled time. I understand that my test will be collected at the scheduled end time, regardless of if I am finished.

Student signature: _____

Time of Student Arrival: _____

Staff signature: _____