

# Heartland Community College

## Accommodations Notification

Student Name:

Student ID:

Listed below are the approved accommodations for the student named above. Also listed are the student and instructor responsibilities in implementing these accommodations. It is important that the student and instructor communicate about the specific accommodation needs for the course. Students may or may not choose to use all of their approved accommodations. If you have questions, please contact the SAAS staff person sending this email. Student Access and Accommodation Services can also be contacted at 309-268-8259 or [accommodations@heartland.edu](mailto:accommodations@heartland.edu)

Approved Accommodations	Student Responsibility	Instructor Responsibility
Note-Taking Assistance	<ol style="list-style-type: none"> <li>1. After attending class for at least one week, decide if you need a note-taker.</li> <li>2. If you need help in finding a note-taker, fill out a <i>Note-Taker Request Form</i> and turn in to the SAAS office.</li> <li>3. Talk with your instructor to let them know you need help in finding a note-taker.</li> <li>4. If after 4 weeks you still need a note-taker contact SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Once a student talks with you of their note-taker need, either recruit a good candidate or link our criteria:</li> <li>2. Notify SAAS of the note-taker's name and class section and send the note-taker to the SAAS office as soon as possible for training.</li> <li>3. For additional strategies to meet the needs of <u>all</u> student note-taking needs, visit the SAAS website.</li> </ol>
Extended Time on Tests:  Choose an item.	<ol style="list-style-type: none"> <li>1. Talk with your instructor about where you will take the test. (Testing Center) and the time limit.</li> <li>2. Remind your instructor about the arrangement at least 2 days before <u>each</u> test.</li> <li>3. Respect the time limit and test deadline.</li> </ol>	<ol style="list-style-type: none"> <li>1. If the student is to take the test in the Testing Center, upload the test, 2 days prior, to the electronic request for testing form in a <b>WORD DOC</b> format.</li> <li>2. Refer to a student's Accommodation Notification for time allotment, and indicate on testing directions.</li> <li>3. Collect the test in the Testing Center.</li> </ol>
Separate Testing Area for Tests	<ol style="list-style-type: none"> <li>1. Talk with your instructor about where you will take the test. (Testing Center, instructor office, SAAS office).</li> <li>2. If you are taking the test in SAAS, call or stop in to reserve a room <u>at least 2</u> days before the test.</li> <li>3. Remind your instructor about you arrangements <u>at least 2</u> days before each test and <b>confirm</b> appointment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mutually agree on the location of the test (Testing center, instructor's office, SAAS office).</li> <li>2. If the student is to take the test in the Testing Center or SAAS, upload the test, 2 days prior, to the electronic request for testing form.</li> <li>3. List all accommodations on the</li> </ol>

	<ol style="list-style-type: none"> <li>4. If your test plans change, or you are unable to make your appointment, notify SAAS with 24 hours notice.</li> <li>5. Respect the time limit and test deadline and following testing location rules.</li> </ol>	<p>testing directions.</p> <ol style="list-style-type: none"> <li>4. Collect the test in the Testing Center.</li> </ol>
<p>Reader for Tests</p> <ul style="list-style-type: none"> <li>• Tests read on the iPad</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk with your instructor about your testing accommodations.</li> <li>2. Call or stop by SAAS to schedule an appointment <u>at least</u> 2 days in advance.</li> <li>3. Remind your instructor about your arrangements <u>at least</u> 2 day before each test and <b>Confirm</b> appointment.</li> <li>4. Respect the time limit and test deadline and following testing location rules.</li> <li>5. If your test plans change, or you are unable to make your appointment, notify SAAS with 24 hours' notice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Upload the test 2 days prior, to the electronic request for testing form in a <b>WORD DOC</b> format.</li> <li>2. List all accommodations on the testing directions.</li> <li>3. Retrieve test in the Testing Center.</li> </ol>
Scribe for Tests	<ol style="list-style-type: none"> <li>1. Talk with your instructor about your testing accommodations.</li> <li>2. Call or stop in SAAS to schedule your test <u>at least</u> 2 days before each test.</li> <li>3. If your test plans change, or if you are unable to make your appointment, call or stop by SAAS as soon as possible.</li> <li>4. Remind your instructor about your arrangements <u>at least</u> 2 day before each test and <b>Confirm</b> appointment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Upload the test 2 days prior, to the electronic request for testing form.</li> <li>2. List all accommodations on the testing directions.</li> <li>3. Retrieve test in the Testing Center.</li> </ol>
<p>Alternative Text: Electronic Text (e-text)</p> <p><i>e-text: any document, consisting mainly of text, that is accessed in digital form that is editable or readable via screen reader applications. (e.g. Word, PowerPoint, PDF, etc. documents that have editable text as opposed to images of text.)</i></p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your alternative text (e-text) needs.</li> <li>2. Complete the Text Conversion Agreement form and return to SAAS as soon as possible – books are made on a first come first serve basis.</li> <li>3. Provide copy of textbook receipt to SAAS.</li> <li>4. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide text ordering information to the student or SAAS when requested.</li> <li>2. Discuss with student the need for e-text versions of handouts, quizzes, tests, PowerPoints, or projected material to the class.</li> <li>3. Acquiring e-text from textbook publishers or producing e-text from print materials can be very time consuming. Advanced notice is necessary for the student to receive e-text materials in a timely manner.</li> </ol>

<p>Alternative Text: Audio</p> <p><i>audio: words and sounds read aloud and recorded in an audible format such as MP3 files.</i></p> <p><b>(Mainly applies to text books)</b></p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your alternative text (audio) needs.</li> <li>2. Complete the Text Conversion Agreement form and return to SAAS as soon as possible – books are made on a first come first serve basis.</li> <li>3. Provide copy of textbook receipt to SAAS.</li> <li>4. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide text ordering information to the student or SAAS when requested.</li> <li>2. Discuss with student the need for e-text versions of handouts, quizzes, tests, PowerPoints, or projected material to the class.</li> <li>3. Producing audio files from text files or print materials can be very time consuming. Advanced notice is necessary for the student to receive audio materials in a timely manner.</li> </ol>
<p>Alternative Text: Braille</p> <p><i>braille: letters, numbers, and symbols represented by patterns of raised dots that are read tactilely using the fingertips.</i></p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your alternative text (braille) needs.</li> <li>2. Complete the Text Conversion Agreement form and return to SAAS as soon as possible – books are made on a first come first serve basis.</li> <li>3. Provide copy of textbook receipt to SAAS.</li> <li>4. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide text ordering information to the student or SAAS when requested.</li> <li>2. Discuss with student the need for e-text versions of handouts, quizzes, tests, PowerPoints, or projected material to the class.</li> <li>3. Producing braille from text files or print materials can be very time consuming. Advanced notice is necessary for the student to receive braille materials in a timely manner.</li> </ol>
<p>Alternative Text: Enlarged Print</p> <ul style="list-style-type: none"> <li>• Font:</li> <li>• Size:</li> </ul> <p><i>enlarged print: readable and legible (Serif or Sans-Serif) font displayed or printed in size 14 or larger.</i></p> <p><i>Note: Enlarged text can also be achieved through the use of screen magnifier applications for e-text or other digital files.</i></p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your alternative text (enlarged print) needs.</li> <li>2. Complete the Text Conversion Agreement form and return to SAAS as soon as possible – books are made on a first come first serve basis.</li> <li>3. Provide copy of textbook receipt to SAAS.</li> <li>4. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide text ordering information to the student or SAAS when requested.</li> <li>2. Discuss with student the need for e-text versions of handouts, quizzes, tests, PowerPoints, or projected material to the class.</li> <li>3. Producing enlarged print from text, print materials, or images can be very time consuming. Advanced notice is necessary for the student to receive enlarged print materials in a timely manner.</li> </ol>
<p>Alternative Text: Tactile Diagrams</p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your alternative text (tactile diagrams) needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide text ordering information to the student or SAAS when requested.</li> </ol>

<p><i>tactile diagrams: diagrams, charts, graphs, or simple images printed on special swell paper that produces tactile (raised) lines and shapes when exposed to heat from a thermal printer.</i></p>	<ol style="list-style-type: none"> <li>2. Complete the Text Conversion Agreement form and return to SAAS as soon as possible – books are made on a first come first serve basis.</li> <li>3. Provide copy of textbook receipt to SAAS.</li> <li>4. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>2. Discuss with student the need for e-text versions of handouts, quizzes, tests, PowerPoints, or projected material to the class.</li> <li>3. Producing tactile diagrams from text, print materials, or images can be very time consuming. Advanced notice is necessary for the student to receive enlarged print materials in a timely manner.</li> </ol>
<p>No Scantrons</p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible to learn what alternate response format will be used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide an alternate response format that doesn't require the student to use fine motor skills (possibly the student can write on the test).</li> </ol>
<p>Sign Language Interpreter</p>	<ol style="list-style-type: none"> <li>1. Request an interpreter 6 weeks before the start of the semester.</li> <li>2. Promptly notify SAAS of any schedule changes.</li> <li>3. Read the "Disability Support Services Policy and Procedures for Deaf/Hard of Hearing Students &amp; Sign Language Interpreters."</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak directly to the student and not the Interpreter. (For example, say "How are you today?" to your student instead of saying "Ask her how she is doing today" to the interpreter.)</li> <li>2. Do not ask the interpreter questions about the student's performance in class.</li> <li>3. Maintain classroom lighting and line of sight visibility so student can see interpreter.</li> <li>4. Read the "Disability Support Services Policy and Procedures for Deaf/Hard of Hearing Students &amp; Sign Language Interpreters."</li> </ol>
<p>Tape Recorder</p>	<ol style="list-style-type: none"> <li>1. Talk with your instructor to let them know you wish to tape record.</li> <li>2. Complete usage agreement form if requested.</li> <li>3. Do not reproduce or loan tape recordings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express any rules about tape recording to the student.</li> </ol>
<p>In Class Scribe/ Lab Assistant</p>	<p>Talk with your instructor about your need for an in-class scribe/lab assistant</p>	<ol style="list-style-type: none"> <li>1. Assist SAAS and the student by helping to identify a person who can serve in this role.</li> <li>2. Contact SAAS with the scribe's name, class section, and send the scribe to SAAS for additional training</li> <li>3. The in-class scribe is not</li> </ol>

		responsible for out of class work
FM System	<ol style="list-style-type: none"> <li>1. Check out an FM system from SAAS office.</li> <li>2. Arrive to each class early to give the FM transmitter to the instructor.</li> <li>3. Store system in case when not in use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wear the FM transmitter and microphone when asked by a student.</li> <li>2. Speak at a normal rate and volume while wearing the transmitter.</li> </ol>
Video Captioning	<ol style="list-style-type: none"> <li>1. Talk with your instructor as soon as possible about your captioning needs.</li> <li>2. Provide copy of class schedule to SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check auto-captioning on videos. (It is often not very accurate.)</li> <li>2. Work with SAAS to find suitable captioned alternatives for uncaptioned videos.</li> <li>3. Contact SAAS to schedule the vcr/dvd tv cart.</li> <li>4. Read the attached Closed Captioning information.</li> </ol>
Opportunity to Stand/Move About	<ol style="list-style-type: none"> <li>1. Talk with your instructor about where inside the classroom you may stand/move about.</li> <li>2. Understand you should not attempt distract other students when standing or moving about.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designate an area of the classroom for the student to stand and move about.</li> <li>2. Meet with the student privately to discuss concerns</li> <li>3. Contact SAAS about questions or concerns.</li> </ol>
Allow student to leave classroom if needed/Allow Restroom Breaks	<ol style="list-style-type: none"> <li>1. Quietly leave and return to the classroom when leaving or taking a restroom break.</li> </ol> <p>You are responsible for classroom content when out of the room. Check with the instructor or class member for follow-up.</p>	<ol style="list-style-type: none"> <li>1. Allow student to leave the classroom or use the restroom as needed during class.</li> </ol>
Use of Computer for: Choose an item.	<ol style="list-style-type: none"> <li>1. Talk with your instructor about the rules for computer use on tests and follow the rules.</li> <li>2. If you schedule a testing appointment with SAAS, let them know you will need a computer for the test.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set rules and expectations for computer usage on tests.</li> </ol>
Use of a Computer for classroom use and in class assignments	<ol style="list-style-type: none"> <li>1. Talk with your instructor about the rules for computer use on tests and follow the rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set rules and expectations for computer usage in class.</li> <li>2. Have any in class activities available for the student to complete on the computer.</li> </ol>
Emergency Medical Occurrence (EMO) Form	<ol style="list-style-type: none"> <li>1. Complete and submit an EMO form at SAAS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Familiarize yourself with how to call for help in the event of an emergency in the classroom.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Talk with your instructor about your possible needs should an emergency occur.</li> <li>3. Review this form every semester to make sure it's accurate</li> <li>4. If you need to update this form, please stop by Disability Support Services.</li> </ol>	<ol style="list-style-type: none"> <li>2. Read the attached student's EMO form.</li> <li>3. Contact SAAS with questions. In the event of an emergency, skip the EMO steps and call 911.</li> </ol>
<p>Assistive Technology</p> <p><input type="checkbox"/> JAWS</p> <p><input type="checkbox"/> ZoomText</p> <p><input type="checkbox"/> Other:</p>	<ol style="list-style-type: none"> <li>1. Talk with your instructors about your use of assistive technology related to each course.</li> <li>2. Let SAAS know if software needs installed on any classroom desktop computer for you.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inform SAAS of classroom computer use for the course and discuss access needs.</li> <li>1. Provide information to IT and SAAS as requested.</li> </ol>
Reduced Course Load	<ol style="list-style-type: none"> <li>1. A Reduced Course Load Letter will be provided by SAAS for students enrolled part-time</li> <li>2. This letter does not reduce actual requirements in specific course.</li> <li>3. Follow-up with the following offices as needed regarding rules and impact of part-time status: <ul style="list-style-type: none"> <li>o Financial aid</li> <li>o Vocational rehabilitation</li> <li>o NJCCA (athletes)</li> <li>o HCC academic advisor</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Read the Reduced Course Load letter provided by SAAS</li> <li>4. Be aware that this accommodation does not reduce requirements in any course.</li> </ol>
Allow Use of Spell Check Unless Grading for Spelling	<ol style="list-style-type: none"> <li>1. Talk with your instructor about <ol style="list-style-type: none"> <li>a. Course assignments and learning objectives related to spelling.</li> <li>b. What device will be used to check spelling (if other than word processing software)</li> </ol> </li> <li>2. When scheduling SAAS appointment make sure to request access to a computer</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk with the student about course assignments and learning objectives related to spelling</li> <li>2. Provide access to spell-checker for in class assignments.</li> <li>3. Include permission access to spell-checker on Testing Center paperwork.</li> </ol>
Flexibility in Attendance Requirements	<ol style="list-style-type: none"> <li>1. Read the Flexibility with Attendance Accommodation Requests handout and talk with your instructor about this accommodation. <b>Attendance and assignment policies vary by instructor and may override this accommodation.</b></li> <li>2. Notify the instructor/SAAS office when an absence is expected.</li> <li>3. Fulfill all course requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express the attendance policy to students early in the semester.</li> <li>2. Explain the due dates policies for exams, quizzes, and assignments. Inform the student if assignments can be started early.</li> <li>3. Contact the SAAS office if this accommodation modifies essential requirements of the class that you are teaching.</li> <li>4. Read the Flexibility with Attendance attachment.</li> </ol>

Lab Assistant, if needed	<ol style="list-style-type: none"> <li>1. Talk with your instructor about your abilities and challenges to determine if you will need a lab assistant to complete any lab work.</li> <li>2. Contact SAAS ahead of time to talk about your possible need for a lab assistant for a course. Lead time is needed to schedule a lab assistant.</li> </ol>	<ol style="list-style-type: none"> <li>1. When asked, provide information to the student about skills used to complete required lab work. Consult with SAAS about any questions or concerns.</li> </ol>
Tests taken in 2 parts	Talk with your instructor about this testing accommodation ahead of time.	<ol style="list-style-type: none"> <li>1. Inform the student of the parameters for taking the test in 2 parts.</li> <li>2. When completing a Testing Center Request for Testing form, specify how you want the test proctored with it broken into <b>2 distinct parts</b>.</li> <li>3. Specify if the student can only see one part of the test at a time.</li> <li>4. Specify how long a break the student is entitled to in-between the two parts.</li> </ol>
Allow Extra Time for Verbal Responses	Talk with your instructor about this accommodation as needed.	<ol style="list-style-type: none"> <li>2. Talk with the student about this accommodation as needed.</li> </ol>
Allow Extra Space for Handwritten Responses	<ol style="list-style-type: none"> <li>1. Talk with your instructor about this accommodation as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk with the student about this accommodation as needed.</li> <li>2. This accommodation applies to tests, quizzes, and in-class writings and projects.</li> </ol>
LiveScribe Smartpen for Notetaking	<ol style="list-style-type: none"> <li>1. Talk with your instructors about your use of assistive technology related to each course.</li> <li>2. Talk with your instructor to let them know this pen audio records.</li> <li>3. Complete usage agreement form if requested.</li> <li>4. Do not reproduce or loan tape recordings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express any rules about audio recording to the student.</li> <li>2. Fill out tape recording agreement for smart pen.</li> </ol>
Limited number of professors/peers for public speaking assignments.	<ol style="list-style-type: none"> <li>1. Speak to your instructor about essential course requirements and how this accommodation could be applied.</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak to the student about how this accommodation can be applied with the essential course requirements.</li> </ol>

<p>Professional recommendation for this student is 4 or less in the audience.</p> <p><b>(Note for SAAS staff: This is a highly customized accommodation. May need adjusted per student)</b></p>	<p>1.</p>	
<p>Excused tardiness</p> <p><b>This is a highly customized accommodation used with very specific documentation and accommodation needs.)</b></p>	<ol style="list-style-type: none"> <li>1. Plan your routes from class to class.</li> <li>2. Check HCC Alerts for conditions which may impair your travel</li> </ol>	<p>Please be understanding that there may be times that the student is unable to be in class on time.</p>
<p>Service Animal: Dog</p>	<ol style="list-style-type: none"> <li>1. Maintain control of the animal at all times</li> <li>2. Comply with requests to mitigate behavior (and/or leave facility) if the animal becomes disruptive.</li> <li>3. Protect college property from damage at all times.</li> <li>4. Ensure immediate clean-up of all animal waste or make necessary arrangements for assistance.</li> <li>5. Avoid off-limit areas to service animals</li> </ol>	<ol style="list-style-type: none"> <li>1. Read HCC Service Animal Policy (2016)</li> <li>2. Give student clear/direct permission to allow service animal to enter off-limit areas.</li> <li>3. Calmly inform the handler/partner if the service animal is being disruptive.</li> </ol> <p><b>In case of emergency: allow service animal to remain with its handler/partner.</b></p>
<p>Preferential Seating</p>	<ol style="list-style-type: none"> <li>1. Choose appropriate seating in conjunction with your instructor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk with student to determine appropriate seating.</li> </ol>

Comments: