ACCESS Student Handbook

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# Mission and Philosophy and ACCESS Program Overview

## Victor Valley College Mission Statement:

We at Victor Valley College are committed to excellence in educational programs and services that are accessible to a diverse student population. We will continue to be an educational leader by striving for instructional excellence, being responsive to the needs of the community, and providing a nurturing learning environment.

## Victor Valley College ACCESS Resource Center Statement of Philosophy:

The mission of ACCESS as it applies to Victor Valley Community college district, offers support services, or instruction through ACCESS Resource Center (ACCESS), on and/or off campus, to students with disabilities pursuant to Education Code Sections 67310-12 and 84850.

The ACCESS Resource Center at Victor Valley College are community-oriented programs committed to providing quality general and specialized educational student services for all individuals regardless of race, nationality, creed, age, sex or non-disqualifying handicap. The ACCESS Resource Center at Victor Valley College are committed to the democratic process and the basic concepts of individual responsibility and choice. It acknowledges its obligation to provide an environment, which fosters an educated and enlightened community and is committed to academic freedom, high ethical standards, the rights of the individual, and respect for human dignity.

## ACCESS Resource Center:

Any student with special needs enrolled at Victor Valley College may apply for the services of the ACCESS Resource Center. The program is currently geared to assist students with the following disabilities:

|  |
| --- |
| * Hearing Impairments * Learning Disabilities * Physical Disabilities (including severe health impairments) * Speech-Language Disorders * Visual-Impairments |

The ACCESS Resource Center is the support system, which enables students to fully participate in all the college's regular programs and activities for which they qualify. For eligible students, services are available upon request and are individualized according to specific needs. They do not replace the regular programs or services, but accommodate students' special needs due to disabling conditions.

## Examples of Services to Students

|  |
| --- |
| Access to adaptive equipment and software |
| Accommodations Workshops |
| Alternate media services |
| Alternative Testing (Limited) |
| Assessment for learning disabilities (Limited) |
| Counseling (academic, vocational, personal) |
| Special Classes (Limited) |
| Interpreter Services |
| Liaison with Campus Departments |
| Liaison with Community Agencies |
| Mobility Assistance (Limited) |
| Note taker Assistance |
| Reader Assistance |
| Registration Assistance |
| Referral to Tutoring |
| Test-taking facilitation (Limited) |

Each accommodation service is a partnership between the student, the ACCESS program, and the instructor.

# Student Rights and Responsibilities

## ACCESS student responsibilities (Title V # 56010)

1. I will provide ACCESS with the information, documentation, and/or forms (medical, educational, etc.) deemed necessary by ACCESS professionals to verify my disability.

2. I will meet with an ACCESS professional to complete a Student Educational Contract (SEC) and then meet with the professional once annually to update the SEC.

3. I will be responsible to make measurable progress towards my declared educational and career goals and meet academic standards established by VVC.

4. I will be responsible in following VVC procedures for academic accommodations. I will comply with the student code of conduct adopted by Victor Valley Community College.

5. I will utilize the ACCESS Resource Center in a responsible manner and understand the consequences of failing to do so as outlined in the following policy:

## POLICY FOR SUSPENSION OF ACCESS SERVICES

*If the student fails to be responsible in his/her use of ACCESS services or fails to adhere to the written policies and procedures pertaining to each service an ACCESS professional will notify the student in writing that he/she is failing to comply with the rules for responsible use of ACCESS services and that if the student continues to fail to meet the requirement, services may be suspended. The student will be invited to discuss the issue in a meeting with a professional. A written notice will be sent to the student before any action is taken to suspend services. The written notice would afford the student an opportunity to appeal the decision following the VVC accommodation grievance procedure.*

# How to Apply

Applications for admission to the college are usually accepted year-round. Please check with Admissions and Records for semester start and end dates.

Students interested in receiving supportive services must

1. Fill out a VVC application to the college and submit it.
2. Fill out an ACCESS Application print and sign it.
3. **Bring official verification to document the disability that affects you academically. (Important)**
4. Come in to the ACCESS office or call to make an appointment.
5. If you have a physical, psychological, or communicative disability, you must bring in medical verification of your disability from a physician, psychologist or other appropriate profession prior to the appointment.
6. If you have a learning disability, you will need to bring in your psychological evaluation report with testing scores or set up an appointment to go through testing in our office.
7. Meet with one of our resource specialists for coordination of services and/or equipment, and a counselor for academic planning.
8. If you are Deaf or Hard of Hearing you will need to submit and audiogram.

If you wish to view the college catalog or semester schedule of classes, you may view on line at [http://www.vvc.edu](http://www.vvc.edu/) or to purchase contact the [College Bookstore](http://www.vvcrams.com/).

# Receiving academic accommodations and service

A mutual agreement is formed between the student, ACCESS, and faculty to assist in removing barriers to education. For non-ACCESS program participants seeking accommodations please see the ADA section of the VVC website.

Be sure to follow up with the forms that you received (Student Educational Contract-**SEC**, Services Request, Educational Plan and/ or class schedule) to begin your procedures. You and the ACCESS counselor or Director must sign your SEC prior to receiving services from ACCESS.

## Procedures for academic accommodations (Title V # 56027)

As a VVC student with a disability I have completed the steps in ([How to Apply](#_How_to_Apply)). I will follow these procedures for academic accommodations:

1. I will formally request an academic accommodation from my instructor using ACCESS forms with ACCESS approval.
2. I am required to disclose that ACCESS has verified a documented disability when I request an accommodation.
3. I understand that it is standard practice for VVC instructors to consult with an ACCESS professional regarding verification of disability, functional limitations, determination of eligibility, and procedures for provision of accommodations in order to respond in a formal, timely and professional manner to my requests.
4. I will allow my instructor and the ACCESS professional a reasonable length of time to implement my accommodation request. Written procedures for provision of specific accommodations are available in the ACCESS office.
5. My instructor, ACCESS professional, and I will reach an informal agreement on an effective method of accommodation.
6. I will contact ACCESS for feedback about my accommodations to determine what is working for me, the next best strategy or potential modifications.
7. If no agreement can be reached within five (5) instruction days, the ACCESS professional, my instructor, or I will refer the matter to the ADA Coordinator for resolution.
8. If I wish to file a formal complaint or grievance regarding discrimination on the basis of disability, I understand that I may contact the, ADA Coordinator or designee, will follow the complaint procedure from this point beginning with Step 1. The ADA Coordinator will assist me with following the District’s established Non-Discrimination Policy and Grievance Procedures. I may also contact the California Office of Civil Rights.

## Procedure for using Adaptive Technology Services

1. Meet with an ACCESS counselor to complete a request for Adaptive Technology services based on your documented disability.

1. Schedule a meeting or orientation with the ACT Instructional Aide III to receive training with adaptive software or technology.

## Meet with your ACCESS counselor each semester to document services for the following semester.

## Procedure for Alternative Testing Service

1. Meet with an ACCESS counselor to complete a request for Alternative Testing based on your documented disability.

1. Meet with an ACCESS staff member who will provide you with the request, a cover letter to your instructor, and some individual testing slips for your instructor.

1. Take these forms to your instructor for his/her signature.

1. Return the signed application to the ACCESS staff member.

1. Schedule your test date and time with the ACCESS staff member as soon as you know your testing dates.

1. Come to the ACCESS office on the date and time scheduled for the test. You will not be permitted to reschedule your test without permission from your instructor.

1. The completed test will be returned to the instructor by an ACCESS staff member in accordance with established guidelines.

1. Meet with your ACCESS counselor each semester to document services for the following semester.

## Procedure for Interpreter Service

1. Schedule a meeting with an ACCESS counselor.

1. Meet with an ACCESS counselor and an interpreter to complete forms for delivery of services. Needs are based on valid documentation of a hearing impairment. At this meeting student rights and responsibilities form for ACCESS and Interpreter services must be completed and signed by the student.

1. Following a class a note taker assigned or the instructor can provide meeting notes.

1. Inform your ACCESS counselor immediately if the services are not meeting your needs.

1. Meet with your ACCESS each semester to document services for the following semester.
2. Please refer to the Interpreter Handbook for further details.

## Procedure for Mobility Assistance

1. Meet with an ACCESS counselor to complete a request form for mobility assistance.

1. Take the request to an ACCESS staff member.

1. The ACCESS staff member will schedule the equipment for your use.

1. Return the equipment daily as soon as you no longer require it for campus use.

1. The keys to the electric wheelchairs are kept by the student and returned to the ACCESS office at the end of the semester.

1. Meet with your ACCESS counselor each semester to document services for the following semester.

## Procedure for Note taker Assistance

1. Meet with an ACCESS counselor to complete a request for a note taker based on your documented disability.

1. AN ACCESS staff member work with you and the instructor for a note taking solution. (NCR paper, instructor’s notes, tape recorders, adaptive technology, photocopying and volunteers are all options)

1. The student provides notepaper when NCR, and tape recorders, and other options are not accessible the note taker is registered in the class. If the note taker is registered in the class then ACCESS will provide NCR paper.

1. Notify the instructor and ACCESS when you are not provided with notes following the class.

1. Meet with your ACCESS counselor each semester to document services for the following semester.
2. In the event that an assigned note taker becomes unavailable, the College will provide a replacement note taker no later than the 3rd class meeting from the time that the ACCESS office has been notified that the note taker is unavailable.

## Accommodations & Proctoring Procedure

1. At the beginning of each semester, each student makes an appointment to meet with an ACCESS counselor to arrange for academic accommodations.

2. The student meets with the counselor to discuss his/her needs for each class (eg: CCTV in classroom, course materials converted to alternative format, Reader/Scribe, scheduling of proctored tests, etc.) (See appropriate form)

3. The student signs a (See appropriate form) for each class. ACCESS staff makes a photocopy of each contract for the student's personal records - the original signed contract is kept on file at the ACCESS (in the student's file folder).

4. The Counselor fills out an (See appropriate form) for each class. (The completed original form is kept in the student’s file at the ACCESS. A copy of this completed form is also sent to the Disabled Students Center to be placed in the student’s permanent file.)

5. TWO PARTS (occurring simultaneously):

A.) ACCESS sends a See appropriate form to each relevant instructor.

B.) Student takes See appropriate form (blue) to instructor, instructor reviews and signs, student returns Authorization form to ACCESS.

6. AT LEAST 2 full working days PRIOR to the test, the student contacts the ACCESS to schedule proctoring.

The ACCESS staff verifies that appropriate blue Accommodation form and yellow Proctoring Contract are on file at the ACCESS. Also, the ACCESS verifies that the student is abiding by their contract in scheduling the proctored test (ie: the proctored test is being requested at the time/day that the student agreed to on the yellow contract). If there is a problem, the student is informed that he/she must talk to Director of the ACCESS.

ABSOLUTELY NO PROCTORING SERVICES ARE PROVIDED UNTIL BOTH THE See appropriate form (blue) AND THE See appropriate form for PROCTORING SERVICES (yellow) ARE COMPLETED AND ON FILE AT THE ACCESS.

7. IMMEDIATELY after the student contacts the ACCESS, the ACCESS staff member:

A. Fills out  [See appropriate form](file:///A:/Proctoring%20etc/ProctoringReminder.doc)  (purple) and sends it to the instructor IMMEDIATELY after the student contacts the ACCESS.

B. Records proctoring information in  [See appropriate form](file:///A:/Proctoring%20etc/STUDENT%20CALL-IN%20SHEET.doc)  (including initials and date Instructor Reminder form was sent)

C. Writes proctoring information on Proctoring Board.

8. ACCESS Staff member picks up the test and rules for test from the instructor (Suggestion: Take a blank Reminder form to pick-up - just in case the instructor has forgotten to complete the back of the one that was sent earlier).

Reminder: If the instructor does not specify the rules on the back the of purple Instructor Reminder sheet or at the time of test pick-up, the ACCESS must follow the Exam rules indicated on the Blue Authorization form!!!

9. Alternative formatting (if necessary)

10. Student takes test. (As a reminder to the ACCESS staff, the back of the Purple reminder form is displayed on the Proctoring room door or taped to front of the workstation CPU where student is testing - start/stop times should be handwritten in LARGE print at bottom of form, the rules for the test are also displayed on this form.)

11. ACCESS staff member returns test to instructor and fills out  [See appropriate form](file:///A:/Proctoring%20etc/PROCTORING%20LOG.doc)

## ACCESS student rights (Title V # 56008)

1. As a qualified student with a verified disability, I have the right to receive reasonable academic accommodations in order to have access to instruction and program participation, without any fundamental alteration of the educational program. The college faculty and staff shall not automatically reject an accommodation unless other effective more feasible ones exist, or the identified accommodations have been determined to lower academic standards or otherwise fundamentally alter the nature of the program in question.
2. My participation in ACCESS Resource Center (ACCESS) shall be entirely voluntary.
3. Receiving ACCESS support services or ACCESS instruction shall not preclude me from also participating in any other course, program or activity offered by the college.
4. All records maintained by ACCESS personnel pertaining to my disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records. However, my consent to release of information is not required as long as the disclosure is to other school officials, including instructors, within the college, whom VVC has determined to have legitimate educational interests. Portions of the information I present to ACCESS may be shared with the Chancellor’s Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232 (g)). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 552a, note), providing my social security number is voluntary.
5. If I wish to file a formal complaint or grievance regarding discrimination on the basis of disability, I understand that I should contact the ADA Coordinator.

# Services for Students who are Deaf or Hard of Hearing

**Academic Counseling/Program Planning**

An instructor skilled in American Sign Language can help in academic and vocational counseling, personal guidance and advocacy. He/she will also aid in the administration of aptitude and interest tests. For all students, audiograms and prior academic transcripts are needed for entry into the program. New students may be required to take the English and Math placement tests to assure proper class placement. College orientation and priority registration are also available for hearing impaired students in the Disabled Student Program.

##### [Interpreting Services](#_Procedure_for_Interpreter)

Sign Language and oral interpreting services are available to qualified Deaf and hard of hearing students for classes in academic, vocational and transfer programs.

[**Tutoring/Note taking**](#_Procedure_for_Note)

The college tutorial program is open to all hearing impaired students. ASL or MSE interpreters can be provided during these sessions based upon the educational limitation and course content. Note taking assistance is arranged in partnership with the student, ACCESS, and the instructor in classes where students need assistance based upon the educational limitation. The students are encouraged to recruit their own on-campus aides. However, the staff will assist and recruit and refer aides to students whose disabilities warrant the assistance. Staff will assist students in negotiating "reasonable accommodation" in classroom, laboratory and test-taking situations. Every reasonable attempt will be made to see that students have access to necessary adaptive equipment. The campus is essentially barrier-free.

**Liaison with College and Community Personnel**

The teacher specialist maintains on-going liaisons with instructors and campus services, as well as public and community agencies. Referrals are made and resource information is provided as needed and requested.

**Special Classes**

Limited classes in study skills, personal growth and development, American Sign Language, speech, career exploration and job seeking skills are available to students in mainstreamed courses.

**TTY and Captioning Decoder**

One (1) TTTY is available for student use in the ACCESS office, and there are accessible publics phones on campus. In addition, there is captioning decoder devices to make closed caption television programs available to students. The ACT has limited captioning services with advanced notice.

**Computer-Assisted Instruction and Technical Support**

Technical sign videotapes, sign language interpreted math videotapes and captioned educational videotapes a available for student use as support for class activities.

Students have access to a specialized high-tech computer laboratory Adaptive Computer Technology (ACT) where they can receive computer-assisted instruction in a variety of educational and vocational areas. Word processing and some special adapted equipment is available.

**Scope of Services**

These comprehensive services, described above, are available each Fall and Spring Semester with minimal services are available during Summer sessions. Arrangements for Fall attendance must be initiated during April and May.

# Services for Students with Learning Disabilities

**Assessment**

Screening interviews and in-depth diagnostic evaluations are provided for students who suspect they may have learning disabilities or have a history of special education placement. Those students who qualify for services on the basis of Title V test criteria are provided further services as outlined below.

**Counseling/Program Planning**

Students work with counselors in developing appropriate academic and career goals. They are assisted in selecting the most appropriate classes as well as in learning strategies to succeed in regular classes.

**Priority Registration**

Students can register at the beginning of the college registration period to assure placement in the most appropriate classes.

**Special Classes**

Students may enroll in one or two of the special classes offered if they are enrolled in at least one regular academic or vocational class. Special classes include basic skill development, career guidance, job development, adapted physical education, speech and communication assessment, study skills, and self-assessment/self-advocacy.

**Computer-Assisted Instruction and Support**

Adaptive Computer Technology (ACT)

Students have access to a specialized high-tech computer laboratory where they can receive computer-assisted instruction in a variety of educational and vocational areas. Word processing and some special adapted equipment is available.

**Books Recorded on Tape and Related Support**

Students with reading problems are given access to the cassette-tape libraries through our reader program and other agencies. They are also taught special strategies for using tape recorders.

**Tutoring**

Students who request help in understanding and writing their assignments are provided tutoring on a limited basis. They are also referred to appropriate tutoring services offered elsewhere on the campus.

**Job Development and Placement**

Students who are clients of the State Department of Rehabilitation (DOR) have access to Workability II counselors at DOR who assist students in finding, preparing for, and maintaining jobs.

**Speech-Language Services**

Students whohave problems with articulation, vocabulary, syntax development, and appropriate social communication may take special classes to remediate these problems.

**Organizations**

Advocates for Learning Disabled Adults (ALDA) is an organization of students with learning disabilities who share and discuss information, plan programs of social interest, develop effective self-help methods, and increase public awareness regarding the problems of learning disabilities. Office of Civil Rights (OCR) and the Office of Rehabilitation (ORES).

# Services for Students with Physical Disabilities

**(Includes Severe Health Impairments)**

**Counseling/Program Planning**

The counselor and DSP&S staff provide the support and guidance needed for each individual to be successfully accommodated in all the college's programs and activities for which they qualify. Eligible students may request the level and degree of service needed to accommodate their disabling condition. Supportive services include: pre-program planning, priority registration, campus orientation, personal and vocational counseling.

**Note taker and Reader Services**

Students are encouraged to recruit their own on-campus aides. However, the staff will assist and recruit and refer aides to students whose disabilities warrant the assistance. Staff will assist students in negotiating "reasonable accommodation" in classroom, laboratory and test-taking situations. Every reasonable attempt will be made to see that students have access to necessary adaptive equipment. The campus is essentially barrier-free.

**Adaptive Physical Education**

This class is for students with physical limitations, with emphasis on stretching, range-of-motion, and exercise. Student aides assist in class participation. The students are required to be concurrently enrolled in at least one mainstreamed academic or vocational class.

**Special Parking**

Either a California Disabled Person (DP) license plate or placard will be accepted on the vehicle for verification. Fees and parking regulations will adhere to the regular college parking policies. Ultimate responsibility lies with the students to obtain parking permits for accessible parking.

**Liaison With College and Community Personnel**

The teacher specialist and guidance facilitator maintain on-going liaisons with instructors and campus services, as well as with public and community agencies. Referrals are made and resource information is provided as needed and requested.

**Computer-Assisted Instruction and Support**

Students have access to a specialized high-tech center where they can receive computer-assisted instruction in a variety of educational and vocational areas. Word processing and some special adapted equipment is available.

**Job Development and Placement**

Students who are clients of the State Department of Rehabilitation have access to Workability II counselors who assist students in finding, preparing for, and maintaining jobs.

# Services for Students with Speech-Language Disorders

Speech-language services are available for the communicatively handicapped student enrolled in classes at Victor Valley College. Students with functional speech-language problems as well as those with physical disabilities, hearing impairments and/or language disabilities as a result of aphasia are welcome to apply for services at the Adaptive Computer Technology (ACT). A speech-language pathologist works with students who have communication problems such as articulation, voice, stuttering and language disorders.

**Computer-Assisted Instruction and Support** Adaptive Computer Technology (ACT)

Students have access to a specialized high-tech computer laboratory where they can receive computer-assisted instruction utilizing speech-language programs.

**Program Planning and Priority Registration**

Students desiring help can make an appointment with the speech-language pathologist, who will diagnose and discuss avenues for remediation. Speech-language services on campus may include:

* Diagnosis of the speech-language problem
* Enrollment in (Speech-Language Lab)
* Referral for other appropriate services on and off campus

Students can register for classes at the beginning of the college registration period to assure placement in appropriate classes.

Students who feel their communication problems need the service of a speech-language pathologist **may** make an appointment by calling or visiting the ACCESS office.

# Services for Students with Visual Impairments

**Counseling/Program Planning**

The teacher specialist and guidance facilitator provide the support and counseling needed for each individual to be successfully accommodated in all of the college's programs and activities for which they qualify. Eligible students may request the level and degree of service needed to accommodate their vision loss. Services include: campus orientation, pre-program planning, priority registration, personal counseling, test taking accommodation and referrals to appropriate campus services

**Reader and Note taker Assistance**

Students are encouraged to recruit their own on-campus aides. However, the staff will assist and recruit and refer aides to students whose disabilities warrant the assistance. Staff will assist students in negotiating "reasonable accommodation" in classroom, laboratory and test-taking situations. Every reasonable attempt will be made to see that students have access to necessary adaptive equipment. The campus is essentially barrier-free. Additionally, students are encouraged to order their textbooks in alternative formats whenever possible. Resource reference books for ordering books in Braille, on tape, and magnifiers are available in the Adaptive Computer Technology (ACT).

**Low Vision Aid**

Various low vision aids are available (see section on Library and Median ACCESSibility). Resource references for specialized equipment and materials for blind students are available in the Adaptive Computer Technology (ACT).

**Liaison With College and Community Personnel**

The counselor and ACCESS maintain on-going liaisons with instructors and campus services, as well as with public and community agencies. Referrals are made and resource information is provided as needed and requested.

**Computer-Assisted Instruction and Support**

Students have access to a specialized high-tech computer laboratory where they can receive computer-assisted instruction in a variety of educational and vocational areas. Word processing and some special adapted equipment is available.

**Job Development and Placement**

Students who are clients of the State Department of Rehabilitation have access to Workability II counselors who assist students in finding, preparing for, and maintaining jobs.

# Student Services

Victor Valley offers a multitude of student services. The following is a list of some of the services offered:

· Career Placement Transfer Center

· Child Care (located at the Child Care America Center)

· College Bookstore and Student Business Services

· Educational Opportunity Program and Services

· Financial Aid and Scholarships

· Learning Disabilities Services and Testing

· Student Government Clubs

· Tutorial

# Library and Median ACCESSibility

## Library

The Library provides easy access for students with mobility impairments. There is a reading room which has a disabled students area containing a collection of books in Braille and on cassette tape as well as a collection of high-interest, low-level reading books and periodicals, and a collection of large-print books and periodicals, including a four-volume encyclopedia, collegiate dictionary and thesaurus. The High Tech Center and the library have high and low tech equipment.

Students also have access to art prints, magazines, newspapers, open book stacks, pamphlets, records, and al other materials in the Library. Library staff will assist when needed.

# Adaptive Computer Technology (ACT)

The ACT is the ACCESS hub of support devices and also houses low-vision aids for visually impaired students, as well as specialized equipment for hearing impaired students. Students may request tutorial assistance or check out specialized equipment at the central counter.

## Some of the adaptive technology includes:

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| --- | --- |
| 1. Computers: Pentium 4, 512 Mgs of RAM, 80 Gig Hard Drives, 3D Video Card, CD Writer/DVD Player (for media books and captioned academic video) | |
| 1. Adjustable Tables | 1. Trac ball Mouse |
| 1. 21” Monitors | 1. Ergonomic Keyboards |
| 1. Left and Right Handed Keyboards | 1. Kurzweil Machine |
| 1. Braille Keyboard | 1. Large Print Keyboards |
| 1. Screen Magnifier | 1. Magnifying Wands |
| 1. Magnifying Sheets | 1. Scanners |
| 1. Laser Printer | 1. CCTVs |

## Some of the adaptive and learning software includes:

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| --- | --- |
| 1. Alge-Blaster | Captain’s Log |
| 1. Cognitive Rehabilitation | 1. Critical Concepts Manager |
| 1. Dragon Dictate Naturally Speaking | 1. Inspiration |
| 1. JAWS for windows | 1. The Lost Mind of Dr. Brain |
| 1. Math Blaster | 1. Math Blaster Mystery |
| 1. Mavis Beacon Teaches Typing | 1. Omni 1000 and Omni 3000 |
| 1. The Oregon Trail | 1. Parrot Software |
| 1. Precision Writing | 1. Reading For Critical Thinking |
| 1. Russian 6-Pak | 1. Spell It Deluxe |
| 1. Text Help | 1. Ultimate Phonics |
| 1. Ultimate Word Attack | 1. WYNN Software |
| 1. Reading Edge | 1. Zoom Text Xtra |

Please see the ACT handbook for more information.