

**Disability and Accessibility at Grinnell College:  
Task Force Accomplishments and Future Challenges**

*Report of the Disability and Accessibility Implementation Task Force 2015-16  
submitted to President Kington September 2016*

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## I. Introduction

In the summer of 2014, the Disability and Accessibility Task Force was charged by the president to develop a comprehensive response to serving students, faculty, and staff with disabilities. Part of the motivation for the formation of the Task Force was regulatory compliance. However, the Task Force immediately broadened its focus and philosophy, adopting Universal Design as a guiding principle to reflect the College's core values.

At the end of the first year (summer 2015), the Task Force [made recommendations to President Kington](#) in the following areas:

1. Raising campus awareness about legal obligations and individual rights and about creating an inclusive learning and working environment.
2. Designing a campus environment that is seamlessly accessible to our faculty, staff, students, and visitors, including digital, programmatic, and physical dimensions.
3. Effectively accommodating students, employees, and visitors with disabilities.

Of the 24 specific recommendations, we highlighted the following.

- Implement regular training for faculty and staff to understand and meet our legal obligations regarding access for people with disabilities and to remove barriers to our educational environment: curricular, co-curricular, and workplace.
- Develop materials and a process for organizers of extracurricular and College-sponsored activities to meet our obligation to make events and programs accessible.
- Create a policy and procedures for the assessment, procurement, remediation, and design of our digital content (e.g., web, curricular materials) and digital tools (e.g., software, hardware).
- Continue to remove barriers in our existing physical environment, through design of new and renovation of existing spaces.
- Make information about the availability of accommodations for students and employees with disabilities widely available.
- Consider the accessibility ramifications as the College expands its global engagement and as it explores new ways of teaching with technology.

In the Fall of 2015, the Task Force realigned the recommendations into six categories and created six subcommittees with additional community involvement.

1. Awareness and Education
2. Teaching and Learning
3. Event Access
4. Digital Access
5. Physical Access
6. Accommodations

54 faculty, staff, students, and alumni informed the work of the Task Force: twelve people served on the Task Force itself with an additional 42 people participating in the subcommittees.

The Task Force on Disability and Accessibility completed its second year in summer 2016 – the implementation planning year – with many accomplishments and clear direction for future work.

## **II. Executive Summary: Progress and Future Recommendations**

The following report uses the recommendations of the 2014-15 Task Force alongside the subcommittee structure to organize the accomplishments of the 2015-16 Task Force (see Appendix A) and list remaining tasks. As the reader will see, members of the subcommittees made significant progress on most of the recommendations. Collectively, we raised awareness within the community through both formal programs and individual conversations, we were involved in designing more accessible learning and co-curricular environments, and we drafted policies and procedures in multiple areas to guide future work. The Chairs of this Task Force recognize the extraordinary work of the subcommittee members and their leadership that resulted in these accomplishments.

There is more work to be done, especially as we enhance the College’s physical environment, as we learn and work in the digital realm, and as we host major events for our campus and local community. We seek the support of President Kington and the College community as we identify ways to tackle accessibility challenges on our campus.

### ***Future Work and Challenges***

1. Accessibility leadership – Given the anticipated departure of Jennifer Krohn, ADA Officer, the College needs to appoint leadership for the overall accessibility of the campus. As part of this, the Accessibility Committee, a standing committee, needs to continue or be reconstituted and charged with continuing the many remaining tasks.
2. Digital accessibility – The digital learning environment-- including the public-facing web, *GrinnellShare*, and software used in and out of the classroom – is an area requiring significant attention. The Digital Access policy (Appendix B) has been drafted and is ready for review by the Vice President for Information Technology and the President. Included with the policy draft are implementation documents (Appendix C) that outline how Grinnell can meet the accessibility needs of the College community. Implementation will require either internal resources (additional staff time) or external resources.
3. Text books and other course materials – In 2016-17, the faculty will need to complete the major shift of providing a list of course materials much earlier than in past semesters. This is required to achieve compliance under the ADA/504 and meet our obligation under HEOA.

4. Emergency planning – This is a large and complex area needing policy implementation and identified leadership. A major first step in this process will be to identify areas of refuge and signifying them properly.
5. Training and outreach – The College needs to build on the successes of 2015-16 and deliver regular training, education and outreach – particularly related to hidden disabilities such as cognitive, learning, mental health, and specific types of medical conditions – for all faculty, staff, and students.
6. Event access – A draft policy (Appendix D) and implementation document (Appendix E) are ready for review. To support achieving full access of all events on campus, specific leadership needs to be identified.
7. Physical and programmatic accessibility – In fall 2016 an innovation grant will be submitted to pilot a “user/expert review” system which involves the skilled guidance of members of our community who have disabilities. If adopted, this program trains individuals to observe and report accessibility needs in both existing and planned physical spaces in an on-going review process. In tandem, the contract with the [Institute for Human Centered Design](#) and designated campus leadership will continue its review of new and renovated construction projects.

### **III. Disability and Accessibility Task Force Subcommittee Reports**

Reports from the six individual subcommittees follow.

#### Recommendations

Items in *italics* represent recommendations from 2014-15 Task Force.

#### 'Status' Definitions

In each section, the subcommittees note the status for each recommendation as follows:

Completed = finished

Continuing = ongoing task

In Progress = first steps accomplished; work to be done; completion is foreseeable

Future Need = not started

## IV. Awareness and Education Subcommittee Report

### Subcommittee Membership:

Angie Story—Coordinator of Assistive Technology  
Autumn Wilke—Coordinator of Disability Resources  
Ashley Phipps—Residence Life Coordinator  
Francisco Sanchez-Conde—Student  
Danielle Tavasti--Student  
Linda Ludwig—Information Technology Training and Communication Specialist  
Jason Maher—Registrar  
Chris Bair—Environmental and Safety Manager  
Todd Armstrong—Russian Department  
Pamela Fellers—Mathematics and Statistics Department

### Recommendation 1.1a: Training about Legal Responsibilities (Faculty)

*Provide greater support and on-going education for faculty to facilitate their compliance with the law and fulfill teaching and learning goals.*

*Create required all-faculty disability training, offered annually. This will include federal and state regulations, Grinnell College accommodation procedures, use of assistive technology, and ADA/universal design principles in and out of the classroom, along with disability etiquette, and mental and emotional disability issues, specifically. Faculty will have follow-up training every three years to stay current on any regulations, policies, and best practices concerning students with disabilities. Additionally, provide the same disability training session during the new faculty orientation each fall. This might be folded into a set of know-your-rights related opportunities.*

*Provide opportunities for ongoing training to faculty, individually or in small groups, to inform curricular development, pedagogy, and implementation of accommodations to a growing population of students (e.g., during Faculty Fridays, community times, and/or at department or division meetings).*

*To facilitate ease in implementing academic accommodations for students, create a comprehensive guide that outlines policies, procedures, resources, and best practices for faculty.*

**Status:** Continuing

**Accomplishments:** Provided optional trainings and resources throughout the 2015-2016 academic year related to accommodations, disability etiquette, universal design, and legal responsibilities. Created an [online faculty guide](#) with policies, procedures, resources, and best practices. Trainings in the 2015-2016 academic year included:

- Designated specific budget for Disability Resources – carved out from Academic Advising and augmented to meet new needs such as training and awareness building
- New Faculty Orientation-Rights and Responsibilities under the ADA, August 2015\*

- Disability and Accessibility Open House, August 2015
- Departmental Trainings, Ongoing\*<sup>1</sup>
- Disability Etiquette Lunch and Learn, October 2015\*
- Faculty Friday—Best Practices for Accommodation, October 2015\*
- Print Related Disabilities Lunch and Learn, November 2015\*
- Personality 101: Recognizing and Responding to Personality Disorders in the Classroom-Webinar, November 2015\*
- Assistive Technology Lunch and Learn, November 2015\*
- Accommodation Letter Portal Lunch and Learn, December 2015
- Faculty Friday on Accessibility and Disability (Teaching and Learning), April 2016\*
- Department Chairs Meeting, April 2016

**Remaining Tasks:**

- Evaluate options for required trainings
- Implement a schedule for on-going training opportunities

**Recommendation 1.1b: Training about Legal Responsibilities (Staff)**

*Provide greater support and on-going education for staff to facilitate their compliance with the law and meet operational goals.*

*Create mandatory all-staff disability training. This will include federal and state regulations, Grinnell College accommodation procedures, and ADA/universal design principles in the workplace, along with disability etiquette, and mental and emotional disability issues, specifically.*

*Create tailored training opportunities and resources for various departments to meet unique needs. For example, dining staff needs more information on food allergies and signs of allergic reaction, security officers and staff need more information concerning invisible disabilities, IT department staff need more information responding to the specific needs that arises in the technology area, Admission staff need more information on interacting with people with disabilities, and NSO staff need training prior to orientation, especially in the area of insuring students with disabilities are included in all activities.*

*Ensure that Facilities Management staff regularly review national standards for construction and renovation of buildings such as:*

- i. ADA American with Disabilities Act 1990 [http://www.ada.gov/2010\\_reqs.htm](http://www.ada.gov/2010_reqs.htm)
- ii. ADA Design 2010 [http://www.ada.gov/2010ADASTandards\\_index.htm](http://www.ada.gov/2010ADASTandards_index.htm)
- iii. ABA Architectural Barriers Act of 1968 <http://www.access-board.gov/the-board/laws/architectural-barriers-act-aba>

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\* Trainings offered in 2015-2016 academic year that provided education on mental health or hidden disabilities are indicated with an asterisk (\*).

- iv. *NFPA National Fire Prevention Association 2012 standards*  
<http://www.nfpa.org/codes-and-standards/document-information-pages?mode=code&code=101>
- v. *ICC ANSI American National Standards Institute 2013*  
[http://codes.iccsafe.org/app/book/content/2015\\_ICC%20Standards/ICC%20900/American%20National%20Standard.html](http://codes.iccsafe.org/app/book/content/2015_ICC%20Standards/ICC%20900/American%20National%20Standard.html)
- vi. *IBC International Building Code 2009*  
<http://codes.iccsafe.org/app/book/toc/2009/I-Codes/2009%20IBC%20HTML/index.html>

**Status:** Continuing

**Accomplishments:** Provided optional trainings and resources throughout the 2015-2016 academic year related to accommodations, disability etiquette, universal design, and legal responsibilities. Trainings in the 2015-2016 academic year included:

- Disability and Accessibility Open House, August 2015 and October 2015
- Updates to Grinnell Website and Grinnell Share, Ongoing
- Portable Hearing Loop Training, October 2015\*
- Disability Etiquette Lunch and Learn, October 2015\*
- Proctoring Accommodated Exams Training with ASA Team, November 2015
- Print Related Disabilities Lunch and Learn, November 2015\*
- Admissions, Financial Aid, & Registrar Training on Disability 101/Disability Etiquette, December 2015\*
- Division of Student Affairs Disability Etiquette Training, December 2015\*
- Assistive Technology Lunch and Learn, December 2015
- Accessibility Training at Library Staff Retreat, January 2016\*
- Higher Ed Pros Training, April 2016\*
- Establishing a Campus-Wide Approach for Addressing Food Allergies and Celiac Disease in Higher Education—Webinar, May 2016\*
- Careers, Life, and Service Staff Retreat Training, June 2016\*

**Remaining Tasks:**

- Evaluate options for required trainings
- Implement a schedule for on-going training opportunities

**Recommendation 1.1c: Training about Legal Responsibilities (Student Leaders)**

*Offer annual disability training for residence life student staff, SGA, and campus tour guides employed by Admission. This training shall include legal compliance for making events accessible, disability etiquette, information about specific mental or emotional disability issues, and assistive technology (e.g., Kurzweil, Read & Write Gold, induction loops, Braille, captioning).*

**Status:** Continuing

**Accomplishments:** Provided required trainings and resources to various student leadership groups related to accommodations, disability etiquette, universal design, and legal responsibilities. Trainings during the 2015-2016 academic year included

- Admission Tour Guide and Senior Interviewer Training, August 2015\*
- Disability Mentor Training, August 2015\*
- Student Athlete Mentor Training, August 2015\*
- Residence Life Student Staff Training, August 2015\*
- Student Government Training, August 2015\*
- Note Taker Training, Ongoing
- Organizational Mentor Training, January 2016\*
- User/Expert Training, June 2016\*

**Remaining Tasks:**

- Evaluate options for additional trainings
- Implement a schedule for on-going training opportunities

**Recommendation 1.2: Know Your Rights Training for Students with Disabilities**

*Provide education for students with disabilities about their rights and availability of resources. This training should include a detailed review of Grinnell's accommodation processes and policies and of federal and state regulations that support them, advocacy, and how to handle accommodation issues that arise. This training should be provided at NSO and again during the semester for students with disabilities already enrolled.*

**Status:** Continuing

**Accomplishments:** Provided new educational opportunities for incoming students, parents of students with disabilities, and returning students. Trainings, education, and supports offered in the 2015-2016 academic year included:

- IPOP booklet updated statement on accommodations, July 2015
- NSO booklet updated statement on accommodations, July 2015
- PCPOP booklet updated statement on accommodations, July 2015
- GSP booklet updated statement on accommodations, July 2015
- Updated [website](#) and [Grinnell Share](#) site for current and prospective students, July 2015
- Accommodations 101 Information Session, August 2015
- Transitioning to Grinnell NSO event for new students and parents, August 2015
- Navigating Grinnell NSO event for new students, August 2015
- Disability Mentoring Program, ongoing\*
- Organizational Mentoring Program, ongoing\*
- Technology Bingo, November 2015
- Open House for Advising Week, October 2015
- Wellness Fair Tabling, February 2016
- Admitted Student Days Tabling, March & April 2016

**Remaining Tasks:**

- Implement a schedule for on-going training opportunities

**Recommendation 1.3: Education about Mental Health & Hidden Disabilities**

*Provide on-going programming campus-wide that reduces stigma about mental health issues and other forms of invisible disabilities. This programming would address explicit and implicit bias.*

**Status:** In Progress

**Accomplishments:** Offered trainings to campus during 2015-2016. Trainings offered in 2015-2016 academic year are listed in the previous sections and those which provided education on mental health or hidden disabilities are indicated with an \*.

**Remaining Tasks:** Remaining tasks for education about mental health and hidden disabilities include:

- Implement more trainings related to explicit and implicit bias
- Coordinate with the office of Intercultural Affairs and Diversity and Inclusion

## V. Teaching and Learning Subcommittee Report

### Subcommittee Membership:

Joyce Stern – Dean for Academic Advising and Student Success  
Kelly Herold – Faculty Russian Department  
Casey Oberlin – Faculty Sociology Department  
Doug Peterson – Access Support Specialist  
Rachel Schnepfer – Associate Director for Academic Technology-CTLT  
Danielle Tavasti - student  
Eliza Willis – Faculty Political Science Department

### Recommendation 2.1: The Classroom

*Provide accessibility in the Grinnell College classroom in the following ways:*

*Develop a guide for resources on campus and online that will help faculty with designing accessible courses*

*Provide models to faculty on course planning for universal access including accessible syllabi and fully accessible class and library materials.*

*Develop a course accessibility checklist for instructors.*

*Require the inclusion of a standard ADA statement in all syllabi.*

*Make auxiliary aids (e.g., recording of course materials and closed captioning) readily available in all classrooms when needed.*

*Engage faculty through workshops on variable forms of assessment designed to gain an accurate view of student learning and minimize forms of assessment that are irrelevant to course learning goals or only measure student accountability.*

*Conduct occasional audits of instructional materials, course-related websites, and use of information technology to provide feedback to instructors.*

**Status:** Continuing

**Accomplishments:** We use the above recommendations as a starting place and identified other needs. We accomplished:

- Developed an online guide of resources for faculty that assists with designing accessible courses; posted to the [Disability Resources GrinnellShare](#) site for faculty
- Provided models to faculty on course planning for universal access including accessible syllabi and fully accessible class and library materials through presentation and the *GrinnellShare* site
- Notified faculty about deadline for textbooks and course materials so that materials can be made accessible. Formal notice will go out every semester from the Office of the Registrar. (See Appendix F.)

- Discussed modification of the Course Proposal forms with the Office of the Registrar, including the Course Change/Proposal form and the Special Topics Course form. Changes will be made during the next editing cycle
- Placed sample Syllabi Statements about accessibility and inclusion on the *GrinnellShare* site; new faculty are instructed to use this, and faculty are reminded of this at other presentations
- Assistive Technologists have been highly engaged in making course materials for individual students accessible; faculty are becoming much more aware of this office as a resource
- Engaged faculty through Faculty Friday and Department Chairs to raise awareness
- Offered assistance in review of instructional materials, course-related websites, and use of information technology and provided feedback to instructors; this is done individually on request

#### **Remaining Tasks:**

- Develop training(s) for all faculty – on-going and specialized, making use of the Title IX training model
- Confer with faculty leadership regarding creating a policy that requires the inclusion of a standard inclusion/accommodation statement in all syllabi
- Notify faculty that the End of Course (evaluation) form is available in other formats so that all students are able to provide feedback about the course

#### **Recommendation 2.2a: Global Grinnell Initiatives**

*Given Grinnell's expanding global initiatives and new horizons in teaching with technology, Grinnell will be forming new partnerships and programs, both off campus and virtual. In the context of this exploration, consider accessibility and options for accommodations as primary criteria.*

**Status:** Continuing

**Accomplishments:** The following progress was made related to Global Grinnell initiatives in the 2015-2016 academic year:

- Key staff personnel attended a seminar at U of Iowa on making travel abroad accessible
- Significant conversation (training) with Center for International Studies leadership. Progress was made with course-embedded travel

#### **Remaining Tasks:**

- Develop travel guidance for all other travel-related sponsorship at the College: e.g., off-campus study, co-curricular travel, students doing MAP-related work out of the country, presenting at a conference internationally, faculty summer travel seminars, etc.
- Ensure that all forms (especially those for students) allow for the person to indicate a need for accommodation when participating in the program without asking for illegal information in the selection process.

- Include the consideration of accessibility-related concerns on the application forms for faculty applying for course-embedded travel
- Begin conversation with the CLS for related programs such as internships, GrinnellCorps, and Grinnell Prize.

### **Recommendation 2.2b: Online Learning Initiatives**

*Given Grinnell's expanding global initiatives and new horizons in teaching with technology, Grinnell will be forming new partnerships and programs, both off campus and virtual. In the context of this exploration, consider accessibility and options for accommodations as primary criteria.*

*Comply with digital accessibility standards in all online and tech-based learning environments*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the following were accomplished:

- Cataloged the many ways that faculty are using technology in the classroom – including online learning – for faculty who are working directly with the Digital Liberal Arts Collaborative (DLAC). (See Appendix G.)
- DLAC and Assistive Technology have an accessibility conversation together with each faculty member with whom they work; thus, training/conversation on these issues has begun
- Discussed purchasing protocols with ITS

**Remaining Tasks:**

- Need to designate leadership in this area
- The Digital Access policy (Appendix B) has been drafted for review by AVP of ITS and the Executive Council. Once complete this policy will help the College move forward regarding online classroom access.

## VI. Event Access Subcommittee Report

### Subcommittee Membership:

Autumn Wilke—Coordinator of Disability Resources  
Lucy Sidi—Student  
Nancy Guinane—Technical Assistant Student Affairs  
Annie Butler—Residence Life Coordinator  
Sarah Purcell—Faculty History Department and Director of the Rosenfield Program  
Ben Coopriider—Coordinator of Athletic Facilities and Club Sports  
Joyce Bergan—Academic Support Assistant Bucksbaum  
Jarvis McCowin—Residence Life Coordinator  
Rachel Bly—Director of Conference Operations and Events  
Sarah Burnell—Coordinator of Campus Visits and Events  
Stacey Puls—Audio-Visual Support Specialist

### Recommendation 3.8: Event Accommodations

*Neither campus hosts nor program planners are uniformly aware that they are responsible for providing accommodations to all attendees with disabilities, including visitors. Appoint a staff member or team of staff to serve as a resource for organizers of campus-sponsored events to ensure that organizers have the necessary information to provide accommodations when requested by an attendee. Then create clear procedures and training for event organizers about implementing accommodations.*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the event access subcommittee accomplished the following:

- The coordinator of disability resources, accessibility services, assistive technology, and conference operations were identified as the team responsible for serving as a resource for organizers of campus-sponsored events
- A draft of procedures is currently under review

### **Remaining Tasks:**

- Complete, review, and implement event accommodation policy
- Create a plan for on-going event organizer training

### Recommendation 2.3: Admissions Office and Programs

*Carefully investigate the accessibility of any and all applications used for admission to the College and for Admission Office programming. Resolve any accessibility issues identified during this exploration.*

*Review and assure that all admission documents on grinnell.edu and GrinnellShare are accessible to all.*

*Represent students with disabilities, when possible, in College publications.*

*Remove clutter or extra furniture from offices and interview spaces so that people using chairs, scooters or guide dogs are fully accommodated.*

*Ensure that an accessible application option is available (and clearly noted) for students with disabilities.*

*Give tours using a Hearing Loop compatible portable sound system for campus tours including a microphone for the tour guide and headsets for the visitors.*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the following tasks were accomplished:

- Wheelchair was purchased for the Office of Admissions to help with accessibility of tours
- Updates were made to the Admissions website
- Partnerships were created to assist prospective students with securing accommodations for visits and for connecting with the coordinator of disability resources
- Admissions reviewed the furniture in office spaces and are prepared to accommodate visitors
- Discussion of assistive listening systems for campus tour are underway

**Remaining Tasks:**

- The new Director of Admissions will be included in future planning to ensure accessibility of the application to Grinnell
- Review and purchase assistive listening system for tours
- Review options for on-going training (particularly of student employees) for the admission staff

#### **Recommendation 2.4: College-Sponsored Events**

*Review accessibility of Grinnell's extracurricular and College-sponsored activities, including student activities:*

*Require that all-campus events be held in accessible locations and use the available hearing loop technology when public address systems are used.*

*College-sponsored picnics must include areas for power and manual wheelchair users.*

*Develop a statement that is placed on advertising for campus events that provides contact information if accommodations are required for an individual to fully access the program.*

*Develop a checklist for event hosts and organizers so that they may follow best practices for accessibility at campus events.*

*Develop a guide for student leaders to review and modify programs and activities for accessibility and inclusion.*

*Make large print (24 pt) copies of paper programs and other literature available at all-campus events.*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the following tasks were accomplished:

- A checklist for event hosts and organizers is currently being developed in conjunction with a larger event access policy. (Appendix E)
- A statement for campus events has been developed and will be included in the larger policy. (Appendix D)

**Remaining Tasks:**

- Complete, review, and implement event accommodation policy (as described in 2.3 above)
- Create a plan for on-going event organizer training and a process for getting information to event organizers
- Review and publish checklist
- Create a process for consistent advertising that includes formats other than posters

### **Recommendation 2.5: Athletic Programs and Events**

*Review, document, and create a plan for each varsity athletic and recreational program for inclusion of student athletes with disabilities.*

*Review, document, and create a plan for usability and inclusion of persons with disabilities in athletic and recreation facilities.*

*Review places with bleacher seating to provide wheelchair access and seating.*

*Explore accessible parking for Pioneer Park (baseball).*

*Explore and create a plan for the installation of induction loops in venues where athletic events are held including Darby Gymnasium (basketball), the Russell Osgood Pool and deck (swimming), Pioneer Park (baseball), the Darren Young '93 Track and Field Complex, Rosenbloom Field (football), Springer Field (soccer), the Softball Complex, and the Tennis Courts.*

**Status:** Future/In Progress

**Accomplishments:** During the 2015-2016 the following task was accomplished:

- Hearing loops were installed in the Bear Field House

**Remaining Tasks:**

- Create and publish accessibility plans for athletic events

- Explore options for accessible parking
- Review accessible seating
- Continue to explore installation of induction loops

## VII. Digital Access Subcommittee Report

### Subcommittee Membership:

Sarah Anderson—Director of Interactive Media and Web Publisher  
Toby Baratta—Student  
Michele (Micki) Behounek—Manager of Access Services, Libraries  
Donna Dralus—Online Media and Web Coordinator  
Kevin Engel—Science Librarian  
Kevin Hoyt—Senior Intranet Architect  
Sam Rebelsky—Professor of Computer Science  
Rachel Schnepfer—Associate Director for Academic Technology  
Angie Story—Coordinator of Assistive Technology

### Recommendation 2.6: Web

*Develop a policy that requires all digital content that is for use by students in any instructional setting and that which is available for public access to comply with [WCAG 2.0 Level AA](#) guidelines.*

*Develop a plan to remediate issues identified during the assessment of existing web content and to move forward with new web development guided by our policy.*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the following accomplishments were made related to the web:

- Drafted a policy for web technologies (Digital Access Policy); policy is ready to move through the policy approval process (Appendix B)
- Drafted implementation document with case statements highlighting some of the ways to meet the policy (Appendix C)
- Drafted procedure document to explain how to follow the policy (Appendix C)
- Use SiteImprove service to review accessibility of [www.grinnell.edu](http://www.grinnell.edu) pages; remediated highest level of pages

### Remaining Tasks:

- Move the policy document through the policy review process
- Review the implementation plan
- Finish the procedure document
- Continue to review and remediate pages

### Recommendation 2.7: Technology Systems and Environments

*Audit existing technology systems to determine the current level of universal design. The [AccessIT Information Technology in Education Accessibility Checklist](#) is one tool that can aid in this assessment. Implementation and ongoing monitoring might be modeled on Temple University's [Accessible Technologies Initiative](#).*

*Develop a plan to remediate issues identified during the assessment.*

**Status:** Future

**Accomplishments:** During the 2015-2016 academic year, the following was accomplished:

- Retrieved a list from User Support Desk of the known software installed

**Remaining Tasks:**

- Hire a third party to conduct an accessibility audit of technology systems and environments
- Create a database of existing systems
- Develop a plan for keeping the database current

### **Recommendation 2.8: Procurement of Software and Hardware**

*Determine a College standard for the level of acceptable accessibility of hardware and software using provisions in the [Voluntary Product Accessibility Templates \(VPATs\)](#).*

*Develop a procurement policy to ensure that hardware and software purchased in the future meet these accessibility standards.*

*Create an inventory including the Voluntary Product Accessibility Templates (VPATs) for each product, and maintain as new purchases are made.*

**Status:** In Progress

**Accomplishments:** During the academic year, the following tasks were accomplished:

- Met with Amanda Jones to discuss the procurement process and recommended building a check for accessibility into the iContracts system
- Included a standard level of acceptable accessibility of hardware and software in the Digital Access Policy (Appendix B)

**Remaining Tasks:**

- Develop an accessibility check as a part of the contract approval process for all technology (hardware and software) purchases and contracts
- Create an inventory of VPATs for each product using existing staffing or a contracted service
- Create a process for an accessibility check of software and hardware that does not go through the iContracts process

## VIII. Physical Access Subcommittee Report

### Subcommittee Membership (members of the standing Accessibility Committee):

Jennifer Krohn – Campus ADA Coordinator and Senior Research Associate  
Autumn Wilke – Coordinator of Disability Resources  
Angie Story – Coordinator of Assistive Technology  
Sarah Anderson – Director of Interactive Media and Web Publisher  
Chris Bair – Environmental and Safety Manger  
Jillian Beukema –Senior Associate Director of Annual Giving  
Michele (Micki) Behounek—Manager of Access Services, Libraries  
Rachel Bly – Director of Conference Operations and Events  
Russ Motta – Assistant Director of Campus Safety  
Sondi Burnell – Assistive Technology Support Specialist  
Claire Forest '13 – Alumnus  
Mary Brooner '71 – Alumnus  
Ben Coopriider – Assistant Athletic Director  
Donna Dralus – Online Media and Web Coordinator  
Corey Hammond – Associate Director of Facilities Management - Construction and Maintenance  
Brad Lindberg – Assistant Vice President of Enrollment and Director of Financial Aid  
Teresa McCall – Guest Housing and Special Programming Coordinator  
Jeanette Moser – Associate Director of Dining Services  
Jim Mulholland – Director of Compensation and Risk Management  
Dan Davis '16 – Student  
Doug Peterson – Assistive Technology Support Specialist  
Stephanie Micetich – Assistive Technology Support Specialist  
Renee Rockwell – Associate Director of Project Management  
Joyce Stern – Dean for Academic Advising and Student Success  
Angie Story – Coordinator of Assistive Technology  
Chinyere Ukabiala – Ombudsperson  
Autumn Wilke – Coordinator of Disability Resources  
Eliza Willis – Faculty Political Science  
Rick Whitney – Assistant Vice President for Facilities Management  
Joe Rolon – Director of Residence Life  
Mary Greiner – Assistant Vice President of Human Resources

### Recommendation 2.9: New and Renovated Spaces

*When planning new and renovated spaces, use accessibility as one of the primary design criteria. Be attentive to design elements, including:*

1. *bathrooms large enough for people on scooters to enter and use the bathrooms in the same manner as others;*

2. *access to entrances/exits and elevators to be equitable for persons with mobility impairments and those without;*
3. *accessible paths within buildings and between buildings on campus to be equitable for those with mobility impairments and those without; and*
4. *surfaces of new construction to enable those hard of hearing to hear without background noise or bouncing sound.*

*Appoint a person (or persons) who are knowledgeable about accessibility to serve on the planning team for that project.*

*Consider using the [DO-IT Checklist](#) for designing spaces that are welcoming, accessible, and usable.*

*Conduct usability testing during planning and construction including testing by persons with a wide variety of different disabilities.*

**Status:** Continuing

**Accomplishments:** During the 2015-2016 academic year, significant accomplishments related to new and renovated spaces occurred including:

- Eliza Willis was appointed to all building construction and renovation projects. She appointed the GAPAUD committee which has meet with the architects.
- Hired the Institute for Human Centered Design (IHCD) to serve as consultants for the Humanities and Social Sciences Complex, Landscaping, and Admissions projects
- A small group of campus constituents received user/expert training from the Institute for Human Centered Design to begin to use this strategy for audits and recommendations related to existing spaces and new construction
- Hearing Loops were installed in the Bear Field House, the Harris Cinema, Noyce 1023 and Herrick Chapel
- Countertop loops were installed in the Bookstore, at the Bear information desk, in the Dining P-Card office, the Dining Marketplace and in Conference Operations.
- Ramps were added to the CSL, Bob's and the Writer in Residence House
- Accessible restrooms were added in the Digital Learning Lab and in the Writer in Residence House
- The second phase of the tactile warning strip replacement project was implemented
- Door openers were added to the bathroom on the first floor of Lazier and Kershaw
- Shower chairs, moveable shower heads, and railings were added to bathrooms on Loose first and Cleveland first

**Remaining Tasks:**

- Continue to monitor status of building projects
- Identify and train user/experts
- Conduct audits of existing spaces using the user/expert model

### **Recommendation 2.10: Wayfinding**

*Make wayfinding signage a priority of the campus planning and landscaping – both within buildings and point-to-point on campus. Consult with persons with various disabilities and multiple disabilities to conduct usability testing during planning and installation of signage.*

**Status:** In Progress

**Accomplishments:** The following were accomplished during the 2015-2016 academic year:

- Outdoor campus wayfinding signage is part of the landscaping plan
- Training has begun for user/expert reviews on campus

**Remaining Tasks:**

- Indoor wayfinding signage needs included in future plans
- User/experts should conduct reviews of existing wayfinding and provide feedback to inform landscaping plan decisions

### **Recommendation 2.11: The Forum**

*Given the Forum as a central location on our campus in the academic quad and given the complete inaccessibility of the architecture of the building, prioritize making this location useable and welcoming for students, faculty, and staff. This building was studied for [accessibility in 2010-11](#).*

**Status:** Future

**Accomplishments:** The following items were accomplished during the 2015-2016 academic year:

- Accessible SHACS spaces
- Accessible bathroom added to Digital Humanities Lab

**Remaining Tasks:**

- Creation of an accessible pathway is needed from the east-west sidewalk running on the south side of the Forum to the east entrance without traveling through the parking lot
- Reconsider the accessibility study of 2010-11 and possible continued improvements to the building as long as the building remains in use

### **Recommendation 2.12: Areas of Refuge (and Emergency Planning)**

*Designate areas of refuge in all buildings on campus as places where persons can go and remain if they cannot get out of the building during an emergency. Some people with mobility impairments may not be able to exit due to an elevator not operating, power outage, and/or cell phone coverage out. In an emergency situation, emergency personnel will go to designated areas of refuge. Install emergency lighting in these places, if not already installed.*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year, the following were accomplished:

- Defined “Area of Refuge” for new construction versus an existing building
- Drafted emergency response/procedures plan (Appendix H)

**Remaining Tasks:**

- Identify areas of refuge in existing buildings on campus
- Install emergency lighting
- Create communication plan w/ local emergency resources
- Implement individualized emergency plans
- Move emergency response/procedures plan through the policy approval process

**Recommendation 2.13: Facilities and the Physical Environment**

*The Accessibility Committee will annually prepare and submit a budget request to use the Building Maintenance & Equipment (BM&E) funding by providing a prioritized list, including projected costs in three categories: risk reduction projects; high-impact, low-cost projects; and projects that markedly and directly impact student life. Consider designating specific funds within BM&E for accessibility projects.*

**Status:** Continuing

**Accomplishments:** Submitted budget to BM&E for campus accessibility improvements related to risk reduction, high impact/low cost projects, and projects that markedly and directly impact student life; received funding for a few projects:

- Hearing Loop – Harris Center Cinema (tied into surround sound & PA system)
- Hearing Loop – Noyce 1023
- Purchased portable loop – to set up loop for 100 – 200 people
- Purchased six counter-top hearing loops

**Remaining Tasks:**

- Use regular user/expert audits and Accessibility Committee input to determine next set of priorities
- Submit budgets annually to BM&E
- Add Hearing Loop to Herrick Chapel, and to classrooms: Bear 205 & 206, JRC 226 & 227, and Noyce seminar rooms 1021 & 1022
- Install looping in Humanities and Social Studies Complex with renovation and new construction

## IX. Accommodations Subcommittee Report

### Subcommittee Membership:

Angie Story—Coordinator of Assistive Technology  
Autumn Wilke—Coordinator of Disability Resources  
Jennifer Krohn—Accessibility Services  
Ann Isgrig—Academic Advising  
Sondi Burnell—Assistive Technology Support Specialist  
Doug Peterson— Assistive Technology Support Specialist  
Steph Micetich— Assistive Technology Support Specialist  
Jeanette Moser—Assistant Director of Dining Services

### Recommendation 3.1: Availability of Accommodations

*Review information provided to faculty, staff, students, and visitors about the availability of accommodations for individuals with disabilities to ensure that it is clear, consistent. Materials should be readily available online, in offices, and in hiring and training processes.*

**Status:** Completed

**Accomplishments:** Significant changes were made related to availability of accommodations information for faculty, staff, students, and visitors.

- Accessibility Services, Academic Advising (Disability Resources), Assistive Technology, and Communications partnered to create a comprehensive and [easily navigable website](#) for [www.grinnell.edu](http://www.grinnell.edu) describing availability of accommodations, resources, and college policy. This site went live in the Fall of 2015 and addresses the needs of applicants, students, faculty, staff, and visitors/guests. This site should be reviewed regularly to ensure that all information is up to date and any new resources that are created should be included in the information provided on the site.
- An updated accommodation request form was also created for students requesting accommodations from disability resources to collect more comprehensive information regarding the individual's needs. This information is available on the web and in person from disability resources, academic advising, and assistive technology

**Remaining Tasks:** None

### Recommendation 3.2: Testing Accommodations

*Create a process, designate spaces, and deploy resources for meeting the rising need for student testing accommodations. This might be done by utilizing a classroom or enclosed (underutilized) study location during mid-semester evaluation and finals' week as a testing location with divided cubicles and a proctor.*

**Status:** Done

**Accomplishments:** The following items were accomplished during the 2015-2016 academic year:

- In Spring 2015, Academic Advising and Assistive Technology partnered to offer the first testing center during finals week for students needing accommodations during testing. The testing center is located in Bear 205/206 during the week of finals and is converted to include private, reduced distraction cubicles, as well as a quiet study location for prior to the exam. Usage of the finals week testing center has remained high over the course of the past three semesters: Spring '15 – 47 tests; Fall '15 – 57 tests; Spring '16 – 43 tests.
- Changed furniture in the testing room located in the Student Affairs Office suite to accommodate more than one student at a time
- Beginning in Fall 2016, there is a 10-month staff member who will assist accommodated exams. This person will assist existing staff with logistics and proctoring.
- During the 2015-2016 academic year, a total of 252 exams were proctored by academic advising and assistive technology staff

**Remaining Tasks:**

- Reevaluate new, temporary staff position and extend contract based on evaluation at end of FY17

**Recommendation 3.3: Digital Records**

*Investigate technology solutions for Disability Resources and Assistive Technology to create a comprehensive electronic database and student record management system which also includes functionality for secure file sharing and confidential storage of student psychological testing and other medical records. The consultant, Mr. Thompson recommended AIM and Clockwork as well-regarded tools which integrate well with higher education enterprise resources planning (ERP) systems and which automate many of the existing processes completed by hand or on paper to reduce the amount of information stored in paper files.*

**Status:** Continuing

**Accomplishments:** While options for a new student record management system were reviewed for usage by multiple offices, including disability resources, assistive technology, and accessibility services, a temporary in-house system was created including:

- Storing documentation in a locked filing cabinet: located in disability resources for students, and in accessibility services for faculty/staff
- An electronic system for student accommodation letters was created in Grinnell Share.

**Remaining Tasks:**

- Integrate student records into new electronic database and record system, once identified and purchased

- Scan and upload student documentation into new electronic record system or into PerceptiveContent
- Evaluate whether to keep the existing accommodation letter system in Grinnell Share or to migrate accommodation letters to the new system

### **Recommendation 3.4: Dining Options**

*Having purchased Net Nutrition as the next step in accommodating students with dietary needs, further explore options for accommodating students in Dining Services with severe allergies to the eight major food allergens: milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans.*

**Status:** Done

**Accomplishments:** The following accomplishments occurred in 2015-2016:

- Implemented [NetNutrition](#)
- Implemented the use of images denoting the major eight allergens (e.g., nuts, dairy, chocolate, etc) on food identification cards in the dining hall; this is in addition to the previously-used abbreviations to denote allergens
- Reduction of use of nuts in cooking
- Installation of medical diet food storage – a cooler, a freezer and a hot box, all of which have locked compartments – that consolidated all of the medical diet foods previously stored in many locations in the dining hall and in preparation areas. This has provided a more accessible food storage space for individual students. The cooler and freezer have enabled Dining Services to offer more selections for persons on a medical diet and to deliver them safely, thus increasing the options available.

### **Remaining Tasks:**

- Creation of a campus-wide approach to accommodating students with allergies and severe Celiacs or Chrones. This approach should include the creation of a team of staff including representatives from facilities, student health and counseling, dining, residence life, and disability resources who will meet to work on a comprehensive process for accommodating students
- Create a process for reviewing requests for reduced meal plans or exemptions from the meal plan

### **Recommendation 3.5: Definition of Full-time Student Status**

*Consider alternative definitions of full-time student for individual students who have significantly disabling conditions; revisit options for accommodations for these students. Consider accessible online and distance learning as options to foster student participation in the academic program. Revisit the implications of any changes in definitions to full-time enrollment, i.e., financial aid policies, housing policies, dining policies, other campus office policies, and federal regulations.*

**Status:** In Progress

**Accomplishments:** The following task was accomplished in the 2015-2016 academic year

- A committee with representatives from Academic Advising, Cashier, Financial Aid, Registrar, and Bursar offices drafted a policy for a reduced course load accommodation for students who have disabilities that impact (on an on-going basis) the student's ability to enroll in 16 credits. The policy addresses billing and financial aid implications for students to provide more equitable financial access to students with disabilities impacting full-time enrollment

**Remaining Tasks:**

- Publish policy to website after final review (Appendix I)

### **Recommendation 3.6: Classroom Accommodations**

*In order to implement accommodations in a timely way for students, faculty need to know as much in advance as possible if a student in their class requires academic accommodations. Given constraints related to student privacy and choice, explore ways to enhance the existing system that notifies faculty about students with disabilities in their courses. Such an enhancement is meant to provide early notice and support for instructors to effectively accommodate these students.*

**Status:** Done

**Accomplishments:** The following tasks were accomplished:

- The aforementioned accommodation letter system addressed many of the needs of faculty, students, and the disability office in early notification
- The system streamlined the production process for letters and allows for more real-time updates of changes

**Remaining Tasks:**

- Reevaluate the system based on the purchase and implementation of a software package for tracking student contact and data

### **Recommendation 3.7: Course Materials**

*Adhere to the federally-mandated timeline for identification and purchase of course materials to allow time to convert course materials into accessible formats for students with disabilities. The Higher Education Opportunity Act (HEOA) requires that course book information be made available to students before they enroll in a course ([Sec. 112. Textbook Information. HEOA](#)).*

**Status:** In Progress

**Accomplishments:** During the 2015-2016 academic year the following items were accomplished:

- A policy and process was established for submission of books and materials

- In August 2016 the registrar's office sent out a notice to all faculty regarding the updated policy and the deadline for submission of materials for the Spring 2017 semester (See Appendix F)

**Remaining Tasks:** None

## **X. Appendices**

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## Appendix A: Key Accomplishments – a summary

1. Website redesigned for [Accessibility and Disability Services](#) on [www.grinnell.edu](http://www.grinnell.edu) that clearly states our collective commitment to inclusion for all members of our diverse community. The site provides information, including policies, to prospective students about services at Grinnell, to employees seeking accommodations, for visitors to the college who need access. Connects people to Accessibility Services, Academic Advising (Disability Resources), Assistive Technology, Communications and other offices.
2. *GrinnellShare* sites created for [faculty](#) and [students](#). For faculty this provides information on course planning for universal access including designing accessible syllabi, fully accessible class and library materials, and statements to put on syllabi about accommodations for students with disabilities. The site for students provides information on obtaining accommodations, rights and responsibilities, tips, getting a mentor, assistive technology, using the testing room and other critical information.
3. Initiated a process of continuous monitoring, identification and remediation of accessibility of the college's public-facing webpage [www.grinnell.edu](http://www.grinnell.edu) using Siteimprove service.
4. Raised awareness with students, faculty, and staff at numerous meetings and presentations over the past two years; a specific list follows. In addition, one-on-one meetings with hands-on training was extremely effective as indicated by the faculty members changing their materials and passing the word to other faculty members.
  - Faculty Training: one-on-one training with faculty members; New Faculty orientation; Open House; Academic Department Trainings; Four Lunch and Learns; Department Chair meeting; Two Faculty Friday presentations; Webinar on Mental Health Challenges in the Classroom
  - Staff Training: updating websites; use of portable hearing loop; how to proctor accommodated exams; print-related disabilities; etiquette training with Enrollment staff; disability and career services; webinar on food allergies and celiac disease; seminar on providing access on travel abroad
  - Student Training: Admissions tour guides; senior interviewers; student athlete mentors; residence life student staff; and SGA
5. Course materials deadline - a policy and process was established for submission of books and materials; in August 2016 the registrar's office sent out a notice to all faculty regarding the updated policy and the deadline for submission of materials for the Spring 2017 semester
6. Event accommodation team was formed including the coordinator of disability resources, accessibility services, assistive technology, and conference operations. This team is responsible for serving as a resource for organizers of campus-sponsored events to provide accommodations, when requested, at campus events.
7. College-sponsored event accessibility enhanced – a checklist for event hosts and organizers is currently being developed in conjunction with a larger event access policy; a statement for campus events has been developed and will be included in the larger policy.

8. Admission Office upgraded access – a wheelchair was purchased to help with accessibility of tours; updates were made to their website; partnerships were created to assist prospective students with securing accommodations for visits and for connecting with the coordinator of disability resources; admissions reviewed the furniture in office spaces and are prepared to accommodate visitors; discussion of assistive listening systems for campus tour are underway
9. Digital Access Policy drafted – a policy for web technologies and a standard level of acceptable accessibility of hardware and software was drafted and is ready to move through the policy approval process; an implementation document with case statements highlighting some of the ways to meet the policy and a procedure document to explain how to follow the policy were also drafted
10. Classroom technology catalog – a catalog of the many ways that faculty are using technology in the classroom – including online learning – was started by the Digital Liberal Arts Collaborative (DLAC) for faculty who are working directly with DLAC
11. Hearing loops installed in Herrick Chapel, Harris Center Cinema, Noyce 1023, and in the Field House; purchased a portable loop to accommodate spaces of up to 100-200 people and trained staff on set up procedures; counter-top hearing loops installed in Burling Library, Dining Services Office and Marketplace, Bear, Bookstore and Conference Ops reception areas; and small portable loop set up in CRSSJ.
12. Integration of Accessibility in Planning – contracted with the Institute for Human Centered Design (IHCD) to serve as a consultant for the Humanities and Social Sciences Complex, Landscaping, and Admissions projects. Eliza Willis was appointed to all building construction and renovation projects as a liaison related to accessibility; she created a review and advisory committee that has meet with the IHCD and the project architects on a continuous basis during the HSSC project with plans for ongoing input through the planning of the Admission and Landscaping projects.
13. Accessibility and usability training to develop a user/expert review system – in June 2016 a small group of campus constituents received user/expert training from the Institute for Human Centered Design to begin to use this strategy for audits and recommendations related to existing spaces and new construction.
14. Regularized BM&E prioritization and request process for enhancements to physical access on campus was developed and implemented.
15. Renovated spaces in SHACS and the Digital Humanities Lab for better accessibility.
16. Drafted an emergency response/procedures plan for persons with disabilities.
17. Workflow for accommodations for students automated – this includes an updated accommodation request form for students requesting accommodations in order to collect more comprehensive information regarding the individual's needs.
18. Enhanced testing accommodation options for students and faculty - Academic Advising and Assistive Technology partnered to offer a testing center during finals week for students needing accommodations; changed furniture in the testing room located in the Student Affairs Office suite to accommodate more than one student at a time; a total of 252 exams were proctored by academic advising and assistive technology staff.

19. Designated specific budget for Disability Resources – carved out from the Academic Advising budget and augmented to meet new needs such as training and awareness-building.
20. New temporary staff position – beginning in Fall 2016, a new staff member assists Assistive Technology and Disability Resources with accommodation processes and test proctoring.
21. Dining Accommodations and access enhanced – [NetNutrition](#) implemented; implemented the use of images denoting the major eight allergens (e.g., nuts, dairy, chocolate) on food identification cards in the dining hall; reduced the use of nuts in cooking; installed medical diet food appliances – a cooler, a freezer and a hot box – all of which have locked compartments.
22. Reduced course load policy discussed and drafted – a committee with representatives from Academic Advising, Cashier, Financial Aid, Registrar, and Bursar offices drafted a policy for a reduced course load accommodation for students who have disabilities that impact (on an on-going basis) the student’s ability to enroll in 16 credits. The policy addresses billing and financial aid implications for students to provide more equitable financial access to students with disabilities impacting full-time enrollment.
23. Accessible office furniture process determined to ensure that all newly installed customer-service/ reception counters in campus offices include a chair-height area to easily communicate with and receive visitors using wheelchairs.

## Appendix B: Draft of Digital Access Policy



GRINNELL COLLEGE

### Digital Accessibility Policy

#### Policy Statement

Grinnell College is committed to providing equitable access to digital information and information technology, including services and the physical and virtual environments in which information technology is used.

Ensuring equal and effective electronic and information technology access is the responsibility of all College administrators, faculty, staff, and College-sponsored student organizations. These responsibilities include the:

- Use of web page design standards that provide access for all, including those with disabilities.
- Use of hardware and software products that promote universal design and access.
- Design and implementation of accessible technology-related work environments that accommodate all users.

#### Summary

Grinnell College provides equal opportunity to its educational and administrative services, programs, and activities in accordance with federal and state law. This policy extends to the College's digital and information technologies and applies to their procurement, development, implementation and ongoing maintenance. The policy addresses the following areas:

- Web accessibility
- Instructional materials accessibility
- Document accessibility
- Electronic media accessibility
- Software, hardware, environment, and systems accessibility
- Procurement

#### Purpose

Incorporating principles of universal design in the development, acquisition, and implementation of information technology and related resources helps the College to ensure that these resources (documents, Web pages, information, services, etc.) are accessible to the widest possible audience.

Implementing this policy will help ensure that all individuals have access to information and information technology associated with administration and services, courses of instruction, departmental programs, and College-sponsored activities.

## **Legal Requirements**

- [Americans with Disabilities Act](#)
- [Section 504 of the Rehabilitation Act of 1973](#)
- [Section 508 of the Rehabilitation Act Amendments of 1998](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Higher Education Opportunity Act of 2008](#)

## **Guidelines**

### **Web Accessibility**

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#), level AA, shall serve as the Web accessibility standards for Grinnell College.

- All new and redesigned Web pages published by any department, program, or office, as well as other Web resources published, hosted or otherwise provided by the College, shall be in compliance with the WCAG 2.0 AA standards.
- Reasonable effort must be taken to ensure legacy Web pages (those developed prior to the adoption of this policy) and resources are in compliance or a plan to become compliant must be approved no later than January 1, 2017.
- Web pages, including legacy or archive pages, that are specifically requested to be made accessible as an accommodation for an individual with a disability shall be made accessible or an equally effective alternative must be provided within 10 business days.
  - Information-based pages must communicate the same information in an accessible format, and with an equivalent level of accuracy.
  - Interactive or service pages must provide for completion of a process (e.g. registration) in a time interval comparable to that of users with no disabilities, and with comparable effort on the part of the requestor.
- Each Grinnell College affiliated Web site, including legacy pages, shall indicate, in plain visible text, a method of contact for users having difficulty accessing the content.
- Each Grinnell College affiliated Web site will be scanned at least weekly to ascertain whether any posted content is inaccessible. Content authors will be notified if corrections to pages are needed.

### **Instructional Materials Accessibility**

This policy applies to all electronic instructional materials (syllabi, textbooks, presentations, handouts, etc.) delivered within the College's learning management system, in face-to-face

classes, or in an alternate fashion (online learning systems, email, blogs, etc.) and electronic instructional activities (online collaborative writing, web conferencing, etc.).

All departments and programs will:

- Ensure that instructional materials comply with all requirements outlined in these procedures.
- Ensure that departmentally owned classrooms use and deliver accessible electronic and information technology.
- Ensure that all departmental computer labs provided for student use will have assistive technologies not limited too but including accessible computer stations, screen reading software, and screen magnification.
- Ensure that all applications developed on campus (web, desktop, etc.) are accessible according to principles of WCAG 2.0 AA level, WAI-Aria 1.0, and ATAG 2.0 standards (extrapolated as needed for non-web environments).
- Create and present accessible courses and instructional material.

### **Document Accessibility**

These procedures apply to all College-produced and maintained or distributed electronic documents. Electronic documents include, but are not limited to, word processing documents, PDFs, presentations, publications and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically. Legacy documents must be made accessible when used.

- Electronic documents must meet the standards and guidelines outlined in the [Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies](#), published by the W3C as the Working Draft 13 December 2012.

### **Electronic Media Accessibility**

All media resources used in College programs and activities must be accessible. For example, this includes, but is not limited to, media that is instructional, informational, marketing, and promotional.

- Video media resources will be closed-captioned and audio-described and audio resources will be transcribed.
- All classroom and presentation equipment will be caption-compatible and the default on all TVs, etc.
- All departments, programs, instructors, and employees:
  - Will procure only captioned versions of audiovisual media whenever possible.
  - Will ensure that all other media that will be used on the web or in instruction is captioned.

- Will procure only transcribed audio and audio-described versions of audiovisual media whenever possible.
- Will update any non-transcribed audio and any non-captioned/non-described video that is in current use.
- Will use only transcribed audio and closed-captioned media with audio-descriptions that are made available in a timely manner to the class and will only assign such media as course material, whether optional or required.

### **Software, Hardware, and Systems Accessibility**

All software, hardware, and systems procured, whether purchased or adopted without cost to the College or users, must be accessible and must produce accessible products. Accessible, in this context, means compatible with assistive technology. Examples of software, hardware and systems include, but are not limited to, learning and content management systems, library and email systems, and administrative management systems such as finance, registration and human resources, and all software, hardware and software services used for student services. Software includes freeware, shareware, desktop, enterprise, subscription and remotely-hosted options. Software that is accessed through a web-browser must also be accessible and is discussed under the Web Accessibility section of these procedures.

Grinnell College will use the [US Access Board's Guide 508 Standards - Software Applications and Operating Systems](#) standards to determine accessibility.

- Software, hardware, local interfaces and modifications and electronic systems must be accessible.
- Applications (web, desktop, mobile, etc.) developed on campus or with College resources must be accessible according to principles of WCAG 2.0, WAI-Aria 1.0, and ATAG 2.0 standards (extrapolated as needed for non-web environments).
- Assistive technologies must be immediately available to students working in campus labs or on publically-accessed campus computers.

Assistive technologies must be available in a timely manner for campus employees including student employees.

### **Procurement and Adoption of Software and Systems**

Any information and technology - including, but not limited to, computers and ancillary equipment, instructional materials, software, videos, multimedia, telecommunications, or web-based content or products - developed, procured, maintained, or used in carrying out College activities must be compliant with Sections [504](#) and [508](#) of the Rehabilitation Act of 1973, as amended, [the Americans with Disabilities Act of 1990, as amended](#), and other related local, state, and federal laws, as well as other related College standards detailed above.

- All information technology procurements are required to be reviewed for compliance prior to procurement.
- Departments/employees requesting software, hardware, and/or systems will be asked to provide a product Voluntary Product Accessibility Template (VPAT) and any other accessibility information requested by the Chief Information Technology Officer or designee.
- When a contract is used to engage a company to provide programs and services to the College, an accessibility compliance clause or addendum will be added to the contract (see appendix for recommended clause).
- When a contract is renewed, an accessibility compliance clause or addendum will be added to the contract if it does not already appear. In addition, an accessibility review of the product is required before submitting the contract to purchasing if the contract does not have an accessibility clause or addendum. If the product is not fully accessible, an accessibility exceptions request must be submitted and the vendor contacted to determine remediation timeframe.

## **Appendices**

Contract clause recommended language (TBD)

Accessibility Process

## **Review Cycle**

This policy will be reviewed at least annually by (TBD).

Last Updated: 2016-03-30

## **Acknowledgements**

Adapted primarily from University of Montana Electronic and Information Technology Accessibility Policy and resources at <https://www.umt.edu/accessibility/>.

## **Appendix C: Draft of Digital Access Policy Implementation and Procedures**

### **Web Accessibility Procedures**

#### **Overview**

This document outlines how the digital accessibility policy shall be implemented at Grinnell College.

This document shall be reviewed and updated annually by Communications, ITS, Assistive Technology and the Instructional Support Committee.

#### **Definitions**

*Web site or web content:* Any single piece or collection of data, documents, or information in any format, published on an intranet or the World Wide Web.

*Acceptably accessible:* A web site or web application is considered “acceptably accessible” when all of its content meets WCAG 2.0 level AA guidelines .

*Assistive Technology (AT):* Any item, equipment, product, or system which increases, maintains, or improves the functional capabilities of individuals with disabilities. AT promotes greater independence for people with disabilities by enabling them to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with the technology needed to accomplish such tasks. Examples of assistive technology include but are not limited to head wands, mouth sticks, on-screen keyboards, screen reader software, text-to-speech synthesizers, screen magnification, and refreshable Braille displays.

*Assigned web content manager:* a College employee with the training and access to manage specific web sites or web content. Assigned managers are ultimately responsible for the accuracy and timeliness of web content to which they are assigned.

*Enterprise solutions:* computer software used to satisfy the needs of the organization/college rather than individual users

*Instructional technology:* theory and practice of design, development, utilization, management and evaluation of processes and resources for learning

*Subject matter expert (SME):* a College employee who is designated to work with one or more assigned web managers to add, update, or change new and existing web content on official College web sites. Subject matter experts may or may not have authorization to directly manage or approve content for publication.

#### **Scope**

The Digital Accessibility Implementation Plan applies to the following content:

- All web sites and web content contained within the URL <http://www.grinnell.edu/>
- All academic program web sites contained within the *grinnell.edu* domain (examples: *pioneers.grinnell.edu*, *digital.grinnell.edu*, *sites.grinnell.edu*)
- All web-based applications (examples: Blackboard, Outlook Web Access, Terra Dotta, etc.).
- Instructional materials and instructional websites, academic technology used in courses, whether online or on desktop.
- Enterprise solutions that College employees must use to carry out the business of the College
- Hardware is generally not within the scope of this document.

### **Evaluation, Monitoring, and Remediation**

The interactive communications team in Communications is assigned the responsibility for the evaluation, monitoring, and remediation processes for websites that are available to the public.

Disability and Accessibility Services/Assistive Technology is assigned the responsibility for the evaluation, monitoring, and remediation processes for instructional materials and applications.

Assistive Technology and the Digital Liberal Arts Collaborative is assigned the responsibility of working with faculty to ensure students with disabilities may fully participate in learning.

### **Evaluation and Monitoring of Online Content**

1. Regular accessibility reports will be generated on a weekly basis to document public web site accessibility using automated evaluation tools.
2. Manual checks of web pages for accessibility shall be done at random and as needed by Communications and Assistive Technology staff.
3. Assigned web content managers shall be notified regularly via email of web content, sites or applications found not to be acceptably accessible. These notifications shall include an automatically generated report and may include a manual evaluation report.
4. Communications staff shall assist web content managers in verifying corrected content to ensure that it is acceptably accessible. Disability Resources assistive technology experts shall support Communications staff in verifying that web content and applications are acceptably accessible to users of assistive technology.
5. ITS shall maintain a database of official public campus web sites and assigned web managers and subject matter experts associated with those sites.
6. The record for each site in the database shall contain:
  - a. The URL for the home page for the site;
  - b. The name of the campus organization associated with that site;
  - c. The campus division to which the organization is most closely associated with;

- d. The name of the assigned web manager; and
  - e. The name of any subject matter experts who edit, review, contribute or publish content to the site
7. New sites shall be added to the database at time of launch.
  8. On a regular basis, the content database shall be provided to associated division executives for review, update, approval, and distribution to assigned web managers and associated subject matter experts.
  9. Information Technology Services shall maintain a database of applications used by the College.

### **Repair Prioritization, Timelines, and Support for Online Content**

In general, choices of sites, applications, and content to repair will consider any or all of the following criteria:

- Those which have many visits/hits shall be repaired before those that have few visits;
- Those for which we have received requests to make accessible to support an accommodation;
- Those which have been subject of official complaints filed with the College and/or the Office of Civil Rights (OCR) shall be repaired before those that have not received any official complaints;
- Those with the least number of errors shall be repaired before those with more errors;
- Those which are easiest to repair shall be repaired before those that are more difficult to repair.

Communications shall work with assigned web managers to establish a timeline and deadline to make inaccessible web sites, applications and digital content accessible.

If the extent of repair requires an extension of the approved timeframe, the extension shall be documented and should include both the length of and rationale for the extension, and shall be approved by the Chief Information Technology Officer or designee.

Communications shall assist assigned web managers and subject matter experts in repair of sites, applications, and content. This assistance shall be primarily provided via training of assigned web managers and subject matter experts in the evaluation, repair, and remediation process.

As appropriate and as resources permit, Communications shall assist assigned web managers in direct repair of sites, applications, and digital content.

### **Accountability and documentation procedures**

As sites, applications and content are updated, replaced or repaired, an automated evaluation process shall be used to evaluate the finished product.

Web content, sites and applications which have not been made acceptably accessible according to the policy guidelines and assigned deadline may be temporarily removed from College web servers until appropriate corrective action has been taken by the associated campus organization. Web sites, applications, and digital content which has been repaired shall be re-published in a timely manner.

When appropriate, Communications shall remove non-compliant web sites, applications and digital content, and report the removal to the appropriate assigned web managers, subject matter experts, and division executives.

### **Ensure accessibility in new web site design and authoring**

Any web content management system (CMS) used to manage College sponsored web pages shall be configured in such a way to generate accessible web code. Content editors of web sites residing on grinnell.edu and subdomains shall complete accessibility and CMS training prior to obtaining access to the CMS system.

It is recommended that all academic program web sites use the official CMS system to facilitate accessibility.

### **Training for web and digital content authors**

Communications shall administer a training program to help assigned web managers and subject matter experts establish competency in creation of accessible web sites and applications, and digital content. In conjunction with the Assistive Technology Group, the Digital Liberal Arts Collaborative will work with faculty and students on ensuring their digital content is configured in such a way as to ensure the content meets accessibility standards.

Training shall be offered regularly; *ad hoc* accessibility training shall be offered as resources are available.

### **Registration process for new websites**

1. Each Grinnell employee who requires access to create, edit or publish web content shall obtain written authorization from the manager for their associated organization/unit to be designated a subject matter expert. Written authorization shall be submitted to Communications when requesting creation of or access to a new or existing web site.
2. Subject matter experts (SMEs) are added to content ownership database maintained by Communications. SMEs shall become reporting recipients of regular accessibility reports.
3. New web sites shall be added to the list of sites crawled by automated reporting tools by Communications.
4. Authoring tools which can create accessible content shall be used to create web sites.

### **Testing of New Web Sites**

Communications maintains a standardized testing process using automated testing tools, and performs manual testing as required.

1. Prior to new site launch, testing of new web content shall be performed by Communications using automated testing tools.
2. Communications shall report any discovered accessibility issues to the assigned web manager and subject matter experts for remediation where required.
3. In conjunction with Procurement, Communications shall lead testing of web sites associated with procurement of new services. Disability Services will lead the testing the applications associated with procurement of new services.

### **Alternatives & Exemptions**

When it has been determined that websites, web applications, and digital content cannot be made compliant, they must be delivered in an equally effective alternate format.

### **Equally Effective Alternate Access**

An Equally Effective Alternate Access Plan (EEAAP) shall be created for all non-compliant websites, web applications and digital content. The Accessibility Assessment Worksheet form shall document issues; stakeholders and responsibilities for providing equally effective alternate access; how EEAA shall be provided; related communication processes; and repair/retrofit information as appropriate.

The Accessibility Assessment Worksheet form shall be made available on the College intranet (see Appendix).

### **Exemptions**

Exemptions shall be documented and approved via the Accessibility Assessment Worksheet form and process.

### **Complaint process to address web accessibility issues**

Accessibility issues with web content, web applications or digital content may be reported to the Help Desk via email at [help@grinnell.edu](mailto:help@grinnell.edu) or via phone at 641-269-4901.

Complaints reported to the Help Desk shall be assigned a work order to enable the person reporting the issue to track the status of the resolution of the issue.

Complaints shall be reviewed by Communications team members in a timely manner. If the complaint cannot be addressed or resolved within a 14 day period, Communications team members shall immediately escalate the complaint to the Chief Information Technology Officer for review. Communications team members shall document escalation in the assigned work order.

For escalated complaints, the CITO shall assemble a team of information technology, academic and disability support professionals to review the complaint and determine the course of action.

Upon review or resolution of the complaint, a report shall be provided to the complaint originator via the assigned work order.

### **Communication Plan**

Communications shall be responsible for establishing an ongoing general campus communication plan that promotes web accessibility awareness.

1. Disability and Accessibility Services shall maintain a campus accessibility website. This web site shall include information on who to contact for compliance assistance. Communications shall maintain an Accessibility Statement on the website.
2. Communications shall regularly notify web subject matter experts regularly regarding accessibility issues and training opportunities. Communications shall broadcast these messages thru the intranet and other formats as appropriate.
3. Communications shall regularly notify assigned web managers & subject matter experts that regular accessibility reporting takes place on a weekly basis, and who to contact if assistance is required.
4. Communications shall regularly notify assigned web managers & subject matter experts regarding the accessibility complaint process.

Plan tasks related to communication shall be documented in the Appendix of this plan.

### **Administrative Process**

The Web Accessibility Plan shall be reviewed annually by Communications, ITS, and Disability and Accessibility Services and revised as necessary.

### **Plan Metrics**

In addition to the data captured via the annual report process, the following metrics shall be used to gauge progress. Metrics shall be included in an annual report on web accessibility.

<b>Category</b>	<b>Metric / Key Performance Indicator</b>	<b>Assigned to</b>
Evaluation	<p># of web pages that are checked using automated tools per month</p> <p>Annual content inventory update is completed according to schedule</p>	Communications
New Development	<p>Change in total # of web pages on Grinnell.edu per fiscal year</p> <p>Change in # of digital content documents (Word, Excel, Powerpoint, PDF) on GrinnellShare per fiscal year</p>	Communications
New Development	Change in # of public video and audio files on an annual basis per fiscal year	Communications
Monitoring	% of web sites that are in compliance according to monthly automated report	Communications

<b>Category</b>	<b>Metric / Key Performance Indicator</b>	<b>Assigned to</b>
Exemptions & Alternatives	<p># of VPATs received per fiscal year</p> <p># of technology procurements that include a web-based component or applications during the fiscal year</p> <p># of EEAAPs completed for technology procurements that meet above criteria during the fiscal year</p>	ITS & Procurement
Training	<p># of users who have completed accessibility training per fiscal year</p> <p># of users who have used self-paced accessibility training resources per fiscal year</p>	Communications
Communication	Annual notification to subject matter experts is sent via SiteImprove or other electronic means according to schedule	Communications

<b>Task</b>	<b>Frequency</b>	<b>Assigned to</b>
Send web training notification	Once per semester	Communications
Create web site accessibility reports	Monthly	Communications
Send web site accessibility reports to assigned web managers	Monthly	Communications
Review and update web content database	Annual, and as new sites are published.	Communications
Complete ATI web annual report	Annual	Communications
Document annual metrics according to plan	Annual	Communications
Send notification regarding regular accessibility reporting, accessibility complaint process, and accessibility assistance.	Annual	Communications

Adapted from the California State University (CSU) Accessible Technology Initiative (ATI) Implementation Plan.

## **Appendix D: Draft of Event Access Guidelines**

### **Why is Accessibility Important?**

Grinnell College values all members of our community, including students, faculty, staff, and visitors with disabilities. Considering accessibility and universal design when planning events can benefit all participants.

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Grinnell College is required to provide access to all qualified participants and to prevent discrimination on the basis of ability status.

### **What Events Must be Accessible?**

Every type of program, service, and activity must be accessible including those held for the Grinnell College community and those open to the public. Event organizers must consider the access needs of people with disabilities. This includes Grinnell College sponsored activities held off campus.

### **Who is Responsible for Making an Event Accessible?**

All Grinnell College entities are responsible for ensuring that their programs, services, and activities are accessible. This document attempts to help guide entities through the process and provides resources for providing accommodations.

Grinnell College also has an obligation to ensure accessibility of events that are sponsored by an outside person or organization that is held in a Grinnell College facility. If you are responsible for coordinating the use of Grinnell College spaces by outside groups, you should discuss whose responsibility it will be to ensure accessibility and accommodation.

### **Accessibility Guidelines for Event Advertisements**

All Grinnell College entities are responsible for ensuring that their publications, advertisements, programs, services, and activities are accessible. All event advertisements must include a statement describing how to request accessibility accommodations. This document attempts to help guide entities through the process.

The following information must be on all publications describing services, programs, or activities (e.g., brochures, flyers, position announcements, web flyers, email blasts, Facebook event pages, etc.):

“If you require an accommodation in order to attend or fully participate in this event, requests for accommodations should be made by [specific date] to [sponsoring department contact person, phone #, e-mail address].”

If a specific accommodation or access feature is already in place for the event (e.g., hearing loop, captioning, etc.) please note that on the advertising. For example, “the event is in a location with a hearing loop”, “American Sign Language interpreting will be provided at the April 15th performance”, etc.

### **Providing Accommodations**

If an accommodation request is made for your program, service, or event, you should work to provide the request accommodation. Typical accommodations include:

Preferential seating, hearing loop, captioned media, and alternate formats.

Event organizers can find additional information regarding providing accommodations and accessibility in the Event Planners Accessibility Checklist.

### **Resources for Event Organizers**

For questions regarding accommodations for college sponsored events please contact Autumn Wilke, coordinator of disability resources.

For assistance with alternate formats contact Angie Story, coordinator of assistive technology.

For questions regarding accessibility features of college spaces, including accessible parking, contact Rachel Bly, conference operations.

## Appendix E: Draft of Accessible Event Checklist

### Event Planning Items to Consider:

- Remember that accommodations can cost money, and the organizer of the event is responsible for providing them. Incorporate this into your planning and remember to budget accordingly.
- Provide an appropriate space for attendees to request accommodations on any registration or application materials.
- Check with the presenter(s) to determine if they require accommodations.
- Be mindful that attendees may need added time to move between rooms or sessions when planning the logistics and timeframe of the event. Depending on the length of your event, you may also want to work in breaks for all attendees.
- Service animals may be in attendance with their handler.
- If there is registration table, it should be no higher than 36”.

### SECTION ONE: INFORMATIONAL ENVIRONMENT

<u>YES</u>	<u>NO</u>	<u>N/A</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All advertising, invitations and brochures, have an access statement that includes multiple forms of contact, such as: <i>“If you are an individual with a disability and need accommodations, please contact (name, phone number, email)”</i> . This should be the event coordinator.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All publications state that they are available in alternate formats upon request by including a statement that provides multiple forms of contact information, such as: <i>“This publication is available in alternate formats upon request. Please contact (name, phone number, and email)”</i> . This should be the event coordinator.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Publications and materials are provided in alternate media when requested (for example, Braille, large print, audio, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Marketing materials posted online should use a sans serif font (e.g.: Arial, Calibri, Tahoma) that is no smaller than size 14.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All videos/films are shown with closed or open captions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assistive listening devices (ALD) are available.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Information about the event, including website information, is accessible to a broad range of participants.

### SECTION TWO: ATTITUDINAL ENVIRONMENT

- | <u>YES</u>               | <u>NO</u>                | <u>N/A</u>               |                                                                                                                                                                                                                              |
|--------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> |                          | <input type="checkbox"/> | <input type="checkbox"/> An inclusive environment has been provided to assure the full participation and integration of individuals with disabilities.                                                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Always use person-first language when speaking to or referring to individuals with disabilities.                                                                                                                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presenters, facilitators, speakers, etc., should always introduce themselves to attendees and face the audience when speaking.                                                                                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use the same considerations in this checklist if you are planning post-event activities, off-site trips, overnight stays, or if you are moving around campus (such as residence halls, restaurants, recreation rooms, etc.). |

### **SECTION THREE: PHYSICAL ENVIRONMENTS**

#### *Event Location:*

- | <u>YES</u>               | <u>NO</u>                | <u>N/A</u>               |                                                                                                                                                                                                                                                   |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Event must be scheduled in an accessible location, with directional signage to all event or meeting locations. Accessibility requirements must be checked for all areas, which may include elevators, entrances, parking, restrooms, and seating. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Confirm that requested accommodations are provided (e.g. sign language interpreters, closed captioning, etc.).                                                                                                                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If seating is provided, seating placement should be considered (e.g., near the interpreter or in the front for those with sensory disabilities), and wheelchair and companion seating should be dispersed in multiple locations.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If a stage or platform is used, be sure it is accessible and on an accessible route, and provide a temporary ramp or portable wheelchair lift if needed.                                                                                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays or exhibits are positioned to provide an accessible route to navigate the space. Alternate formats of display or exhibit information may be made available for attendees with sensory disabilities.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Equipment is located in wheelchair accessible areas and most frequently used materials are placed on lower shelves.                                                                                                                               |

- Check equipment before beginning event to make sure it's working. Have a 'Plan B' in case of technical difficulties.
- If a microphone or dais is provided for participation, be certain it is accessible and assistance is provided.
- Ensure there is adequate lighting for persons with low vision or if a sign language interpreter is used.

*Parking and Transportation:*

**YES**    **NO**    **N/A**

- If nearby parking is available, accessible spaces for parking are included and located on an accessible route. Provide multiple options for location.
- If transportation is provided, it is accessible to individuals with disabilities and there is an accessible route from the transportation stop to the building or entrance.

*Food and Drink:*

**YES**    **NO**    **N/A**

- If food and/or drink are provided, be mindful of restricted diets and allergies. Provide attendees with the opportunity to request alternate options. Have ingredients and nutrition facts available to inform decisions.
- If food and/or drink are provided, ensure tables are less than 34" high and items are within reach. Self-service items must be reachable from a seated position with accessible operating mechanisms.
- Include additional space for individuals using wheelchairs if using banquet style seating.

*Emergency Planning:*

**YES**    **NO**    **N/A**

- Exits are clearly identified and accessible.
- Fire and emergency alarms have both audible and visual signals.
- Identify areas of refuge for individuals who may require rescue assistance.

### **Always be thinking about the principles of Universal Design:**

1. **Equitable Use:** The design is useful and marketable to people with diverse abilities (e.g., having web materials accessible by screen reader).
2. **Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities (e.g., offering training that is presented in an audio and visual format).
3. **Simple and Intuitive Use:** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level (e.g., guidebooks or instructions have words and pictures).
4. **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities (e.g., video being shown includes captions).
5. **Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions (e.g., if using computer software, allowing for an undo button).
6. **Low Physical Effort:** The design can be used efficiently and comfortably and with a minimum of fatigue (e.g., using a space with auto door openers).
7. **Size and Space for Approach and Use:** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility. (e.g., using a space that allows students to stand or sit).

*-Adapted from North Carolina State University, Center for Universal Design, College of Design, 1997*

**For questions or assistance, event planners are encouraged to contact the Coordinator of Disability Resources at 641-269-3124 or [wilkeaut@grinnell.edu](mailto:wilkeaut@grinnell.edu).**

Adapted from: AASE & Smith, ACCESSIBILITY CHECKLIST, 1990; Cornell University, Student Disability Services, Check List for Planning Accessible Events, 2013; and City of Santa Rosa, CA, ADA Checklist for Special Events

## Appendix F: Faculty Notification of Deadline for Spring 17 Course Materials

**From:** "Maher, Jason" <maherjas@grinnell.edu>

**Date:** Friday, August 19, 2016 at 3:24 PM

**To:** Grinnell College Faculty <[faculty@lyris.grinnell.edu](mailto:faculty@lyris.grinnell.edu)>

**Cc:** "Stern, Joyce" <[STERNJM@Grinnell.EDU](mailto:STERNJM@Grinnell.EDU)>, "Herold, Kelly" <[HEROLDK@Grinnell.EDU](mailto:HEROLDK@Grinnell.EDU)>, "Story, Angela" <[STORY@Grinnell.EDU](mailto:STORY@Grinnell.EDU)>, "Latham, Mike" <[latham@grinnell.edu](mailto:latham@grinnell.edu)>, "Kelley, Retta" <[KELLEYLA@Grinnell.EDU](mailto:KELLEYLA@Grinnell.EDU)>, J Harley McIlrath <[MCILRATH@Grinnell.EDU](mailto:MCILRATH@Grinnell.EDU)>, "Wherry, Cassie" <[WHERRY@Grinnell.EDU](mailto:WHERRY@Grinnell.EDU)>, "Nelson, Revae" <[nelson1@grinnell.edu](mailto:nelson1@grinnell.edu)>, "Lindberg, Brad" <[lindbergb@grinnell.edu](mailto:lindbergb@grinnell.edu)>, "Rutherford, Vickie" <[RUTHERFO@Grinnell.EDU](mailto:RUTHERFO@Grinnell.EDU)>, "Wheeler, LuAnn" <[WHEELERL@grinnell.edu](mailto:WHEELERL@grinnell.edu)>, "Whitney, Tammy" <[WHITNEYT@Grinnell.EDU](mailto:WHITNEYT@Grinnell.EDU)>

**Subject:** Spring 2017 Textbook and Course Material Orders

Dear Grinnell College Faculty,

In order to comply with the Higher Education Opportunity Act (HEOA), Grinnell College must disclose to students the cost of required textbooks and course materials by the time they preregister for classes. (HEA of 1965 as amended HEOA 2008, Sec. 133, 20 U.S.C., 1015b). Therefore, beginning with the 2016-17 academic year, faculty must submit orders for textbooks and course materials by an earlier date. **The deadline for submission of books and materials to be used in Spring 2017 classes will be October 28, 2016.** Preregistration begins November 7, 2016, so the earlier deadline allows time for required course materials to be reviewed by students. More information will be provided after the start of the Fall 2016 semester.

Some of you learned of the probability of this change during the Spring 2016 semester when members of the [Disability and Accessibility Task Force](#) began conversations with faculty about the accessibility of course materials. Specifically, members of the Task Force met with Departmental Chairs and hosted a Faculty Friday in April and May. The impetus for that discussion was an interest in making textbooks and course materials more accessible to Grinnell students. For two reasons, the accessibility of textbooks and materials is dependent upon faculty submitting orders earlier. First, the earlier deadline provides time for the Assistive Technology staff to convert textbooks and course materials into accessible formats. Second, it allows faculty to consider alternate materials if those they originally requested cannot be converted. Please contact the [Disability Resources/Assistive Technology](#) staff if you have questions about this process.

This is a significant yet necessary change that will help make Grinnell a more accessible and transparent institution. Many thanks for your help in achieving those goals.

Sincerely,

Jason Maher

\*\*\*\*\*

Jason E. Maher  
Registrar  
Grinnell College  
Grinnell, IA 50112  
641-269-3452 office  
641-269-4937 fax  
[maherjas@grinnell.edu](mailto:maherjas@grinnell.edu)  
<http://www.grinnell.edu/about/offices-services/registrar>

## Appendix G: DLAC 2015-16 Software and Hardware Use List

### FALL 2015

Software/Hardware	Class(es): Class Number, Section Number, Class Title	DLAS/IT	Accessibility Compliant?	
SketchUp Make (freeware)	Art 231, Section 01, Modern Art in Europe, 1900-1940	David Neville	No	
Camtasia Studio 8.5.2	DLAB Workshop (9/25/15)	David Neville	Yes. Partial to full support	
Livescribe Echo Smartpen	F15 Practicing Anthropology SEC 01; F15 Introduction to Sociology SEC 05	David Neville	No	
iMovie	TUT 100, Section 03, Rus Food & Cltr in Sovt Cntry; NRS 495, Sections 01 and 02, Neuroscience Seminar	Mike C; David N	Partial to full support	<a href="https://www.apple.com/accessibility/pdf/imo vie11_mac_vpat.pdf">https://www.apple.com/accessibility/pdf/imo vie11_mac_vpat.pdf</a>
CartoDB	DLAB Workshop (10/27/15)	Mike Conner	Sent request	
Mapbox	DLAB Workshop (10/27/15)	Mike C	Sent request	
Google Maps (My Maps)	Music 202, Section 01: Topics in America Music	Mike C	Sent request	<a href="http://www.google.com/docs/about/accessibility/">http://www.google.com/docs/about/accessibility/</a>
Skype (for Mac and Business)	French 303, Sections 01 and 02, Sites, Myth & Memory	David N	Mostly supported	
GoToMeeting	Social Studies 195, Section 01, Intro Peace & Cnflct Stds	Mike C	Sent request	
Omeka	CLS-HIS255 - History of Ancient Greece, HIS295: Global Cultural Encounter	Mike C	Yes	<a href="https://omeka.org/codex/Accessibility_Statement">https://omeka.org/codex/Accessibility_Statement</a>
MALLET	Sociology 395, Section 01, Culture	Mike C	a command line utility, would rely on OS accessibility features	

Tableau Public	Sociology 291, Section 01, Methods of Empirical Research	Mike C	sent request	
SIMILE Timeline	History 266, Section 01, History of the Modern Middle East	Mike C	unknown	not currently developed
Google Sheets	History 266, Section 01, History of the Modern Middle East	Mike C	supports with exceptions	<a href="http://www.google.com/sheets/about/accessibility/">http://www.google.com/sheets/about/accessibility/</a>
SurveyMonkey	Sociology 291, Section 01, Methods of Empirical Research	Mike C; David N	Partial to full support	<a href="http://help.surveymonkey.com/servlet/servlet.FileDownload?file=01530000002gRta">http://help.surveymonkey.com/servlet/servlet.FileDownload?file=01530000002gRta</a>
SPARKvue HD	Chemistry 100, Section 01, Chem is everywhere; Chemistry 363L, Section 03, Physical Chemistry Lab; Chemistry 221, Section 01, Organic Chemistry	Mike C	unknown (relies on ipad accessibility features)	<a href="https://itunes.apple.com/us/app/sparkvue-hd/id552527324?mt=8">https://itunes.apple.com/us/app/sparkvue-hd/id552527324?mt=8</a>
pyMOL	Chemistry 100, Section 01, Chem is everywhere; Chemistry 363L, Section 03, Physical Chemistry Lab; Chemistry 221, Section 01, Organic Chemistry	Mike C	unknown (relies on ipad accessibility features); contacted; received reply (12/21/15: no vpat)	<a href="http://pymol.org/">http://pymol.org/</a>
molecules	Chemistry 100, Section 01, Chem is everywhere; Chemistry 363L, Section 03, Physical Chemistry Lab; Chemistry 221, Section 01, Organic Chemistry	Mike C	unknown (relies on ipad accessibility features); contacted	<a href="https://itunes.apple.com/us/app/molecules/id284943090?mt=8">https://itunes.apple.com/us/app/molecules/id284943090?mt=8</a>

labarchives	Chemistry 100, Section 01, Chem is everywhere; Chemistry 363L, Section 03, Physical Chemistry Lab; Chemistry 221, Section 01, Organic Chemistry	Mike C	unknown (relies on ipad accessibility features); contacted	<a href="https://itunes.apple.com/us/app/labarchives/id533469293?mt=8">https://itunes.apple.com/us/app/labarchives/id533469293?mt=8</a>
Airsketch	Chemistry 100, Section 01, Chem is everywhere; Chemistry 363L, Section 03, Physical Chemistry Lab; Chemistry 221, Section 01, Organic Chemistry	Mike C	unknown (relies on ipad accessibility features); contacted	<a href="http://www.grayon.com/home/airsketch/">http://www.grayon.com/home/airsketch/</a>
MediaWiki	English 323, Section 01, Studies of English Literature: 1660-1798	David N	Partial compliance, depending upon how users create wiki pages.	<a href="https://www.mediawiki.org/wiki/Accessibility_guide_for_developers">https://www.mediawiki.org/wiki/Accessibility_guide_for_developers</a>

### Spring 2016

Software/Hardware	Class(es): Class Number, Section Number, Class Title	DLAS/IT	Accessibility Compliant?	
MediaWiki	CHM 222-03 Organic Chemistry	Gina Donovan	Compliance will depend on usage; many of the elements are visual, they will require a caption to be compliant.	<a href="http://www.ncbi.nlm.nih.gov/books/NBK82275/">http://www.ncbi.nlm.nih.gov/books/NBK82275/</a>
VoiceThread	SPN 285-01 Intro to Textual Analysis	Gina Donovan	Yes	<a href="https://voicethread.com/resources/VoiceThread-Accessibility-Whitepaper.pdf">https://voicethread.com/resources/VoiceThread-Accessibility-Whitepaper.pdf</a>
VoiceThread	SPN 320-01 Cult of the Spanish Speaking World	Gina Donovan	Yes	<a href="https://voicethread.com/resources/VoiceThread-Accessibility-Whitepaper.pdf">https://voicethread.com/resources/VoiceThread-Accessibility-Whitepaper.pdf</a>
Spectrometry app on 10 case iPads	CHM 362-01 Physical Chemistry with Lab	Gina Donovan	Unsure. Emailed 1/27/2016 for information	
SketchUp	ART 400-01, Seminar in Art History	David Neville	No	

ARIS	Student MAP	David Neville	No	
Neatline	ST: Civic Idnty Anct Grk Wrld (CLS-395-01)	Mike Conner	No; WAVE reports missing ALT text for images on the page that are generated by the OpenLayers map viewer. All Neatline exhibits will have this issue.	
Omeka	ST: Designing Empire (SPN-395-01); ST: Origins of Liberal Educ (HUM-195-01)	Mike Conner	Yes	
Custom website	Studies American Poetry I (ENG-326-01)	Mike Conner	The site is missing some ALT texts for some of the fascicle images. These can be fixed.	
WordPress	Chemistry Department Wiki; ST: Fem/Crtcl Criminologies (SOC-295-01); Literary Analysis (ENG-120-03)	Mike / Gina	Yes, no VPAT, but accessibility statement	<a href="https://en.support.wordpress.com/accessibility/">https://en.support.wordpress.com/accessibility/</a>
iMovie	Gods of Bollywood (REL-228-01)	Mike Conner	-	<a href="https://www.apple.com/accessibility/pdf/imovie_v10_mac_VPAT.pdf">https://www.apple.com/accessibility/pdf/imovie_v10_mac_VPAT.pdf</a>
Rstudio	Statistical Modeling (MAT-310-01)	Mike Conner	No VPAT or accessibility statement found	

## Appendix H: Draft of Emergency Response Procedures

### Evacuation Planning for People with Disabilities

*The content of this document is for informational purposes only. It is not intended for medical or legal advice.*

This document provides a general guideline of evacuation procedures for people with special needs and/or disabilities in case of fire and other building emergencies. Grinnell students and employees who may require special assistance in the event of an emergency evacuation should consider filling out the Grinnell College Emergency Planning Identification form (next page).

The College encourages proactive planning on the part of the entire college community for emergency conditions. Individuals with disabilities may require additional assistance with alerting, evacuating, and sheltering in the event of an emergency.

Most people will, at some time during their lives, have a disability, either temporary or permanent, that will limit their ability to move around inside or outside a building. One person may have multiple disabilities, while another may have a disability whose symptoms fluctuate. Everyone needs to have a plan to be able to evacuate a building, regardless of his or her physical condition. While planning for every situation that may occur in every type of an emergency is impossible, being as prepared as possible is important. One way to accomplish this is to develop a Personal Emergency Plan for students, faculty, and staff in need of assistance.

The College offers the opportunity, through a confidential process, to develop an emergency plan that could include such strategies as storing extra equipment or medications, providing emergency personnel with your class and personal schedule, specific evacuation procedures, sheltering procedures, volunteer rescue assistants, and designating means of communication in the event of an emergency. Although not required, faculty, staff, and students are encouraged to identify their concerns about evacuation in case of an emergency, and to develop an emergency plan that is effective for them. Grinnell students and employees who may require special assistance in the event of an emergency evacuation should consider filling out the Grinnell College Emergency Planning Identification form (next page).

**Self-Identification with the College:** As part of the new-hire orientation process, all new faculty and staff are asked if they might need assistance in an emergency evacuation. If they answer yes, they are given an Emergency Planning Identification Form.

Any student who registers with Disability Resources will be asked about emergency planning and will receive assistance from the coordinator of disability resources in completing the Emergency Planning Identification Form.

## Individual Plan Development

Individual emergency evacuation plans should include:

1. Developing familiarity with evacuation options.
2. Seeking evacuation assistants willing to help in case of an emergency.

NOTE: Most Grinnell College buildings have accessible exits at the ground level floor, which can be used during an emergency. In other buildings, individuals should work with the College's Director of Safety & Security and Disability or Accessibility Resources to identify safe areas to stay during an emergency until rescue assistance arrives or to arrange for alternative methods of accessibility. Elevators cannot be used because they have been shown to be unsafe to use in an emergency and in most campus buildings they will not work as they are automatically recalled to the ground floor.

Although self-identification is voluntary, students and employees are encouraged to notify the college of any assistance they may need in the event of an emergency. Students requesting assistance in planning for their needs during an emergency should meet with the Coordinator of Disability Resources and employees with Accessibility Services. Campus Safety and other emergency personnel will be informed of pertinent information regarding an individual's needs for assistance during an emergency. Please note, though, that an individual's immediate location will not always be known by Campus Safety. Any information provided for emergency purposes will only be used in the event of an emergency and will not be shared with personal other than those involved in emergency response procedures.

In addition to submitting an Emergency Planning Identification Form, any employee or student needing assistance is encouraged to share information with several reliable people in their classes, residence hall or work area about his/her/hir need for assistance during an emergency. These are their 'volunteer rescue assistants' who might assist in an actual evacuation. Such notification is intended to supplement proper identification using the Emergency Planning Identification Form.

Suggested information to share:

- Your schedule
- The types of assistance you might need in an emergency
- Emergency contact numbers
- Where you keep your emergency supplies
- How to operate your assistive devices, if applicable
- The size and weight of your assistive devices, in addition to whether or not they are collapsible, in case they have to be transported
- Location of Areas of Rescue

## Grinnell College Emergency Planning Identification Form

<b>General Information</b>	
Name:	Phone Number:
Campus Building (residence hall if student):	Room Number:
<b>Emergency Assistance Information</b>	
Please describe the type of assistance you may need during a building evacuation and when sheltering-in-place:	
Please describe assistance you may require during a personal medical emergency (e.g., allergic reaction, seizure, etc.):	
Please describe assistance you may require in the event of loss of power to the campus for a prolonged period of time:	
Please describe other types of assistance you may require in the event of an emergency:	

<b>Emergency Contact Information</b>	
Name:	Relationship:
Phone Number:	Alternate Phone Number:

Students: e-mail completed form to [wilkeaut](mailto:wilkeaut) or drop it off with Academic Advising (JRC 310)

Faculty/Staff: e-mail completed form to [krohn] or send by mail to Jennifer Krohn, JRC 205

If you require this form in an alternate format please contact Angie Story [story] or x4450

### Evacuation Options

NOTE: If it is possible for you to safely exit the building on your own, you should do so.

People with disabilities or impairments that impact evacuation in the event of a fire or other campus emergency have four basic options for evacuation:

**Horizontal evacuation:** using building exits to the outside ground level or going into unaffected wings of multi-building complexes.

**Stairway evacuation:** using steps to reach ground level exits from the building.

**Stay in Place:** unless danger is imminent, remain in a room with an exterior window, a telephone and a solid or fire resistant door. If individual requiring special evacuation assistance remains in place, they should dial 911 immediately and report their location to emergency services, who will in turn relay that information to on-site emergency personnel. If phone lines fail, the individual can signal from the window by waving a cloth or other visible object.

**Move to Area of Refuge or Area of Rescue:** An area of refuge or area of rescue is an area that can be used as part of the required means of egress for persons that are disabled. These areas, located on floors above or below the buildings' exits, can be used by disabled persons until

### Personal Ability Self-Assessment

rescue can be facilitated by the Fire Department. Campus Safety & Security can assist in identifying these locations. Areas of refuge can be pressurized stair enclosures, open air exit balconies, or fire rated corridors or vestibules adjacent to exit stairs and pressurized elevator lobbies. Many campus buildings feature fire rated corridor construction that may offer safe refuge. Taking a position in a rated corridor next to the stair is a good alternative to a small stair landing crowded with the other building occupants using the stairway.

Decide what you will be able to do for yourself and what help you may need before, during, and after an emergency based on the environment after the emergency, your capabilities, and your limitations.

Make a list of your personal needs and your resources for meeting them during an emergency. Think about the questions on the next few pages and write down your answers or record them using a cassette tape recorder to share with your support people.

These answers should describe both your physical abilities right now and the help you will need during an emergency. Plan as if you are having a bad day because of your disability and need additional assistance.

**Building Evacuation-Do you need help to leave your home or office?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Building Exits-Are there other exits you can use if the elevator in your building is not working?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Getting Help--How will you call for the help you will need to leave the building?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Mobility Aids--What will you do if you can't find your mobility aids or equipment you need for your service animal?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Ramp Access--What will you do if the building ramps have been damaged and can't be used?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Transportation--Do you need a specially equipped vehicle or accessible transportation?**

My Abilities Today:

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Help I May Need in an Emergency:

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**Electric Equipment--How will you use equipment that runs on electricity – such as dialysis machines, electrical lifts, and power chairs – if there is a power outage?**

My Abilities Today:

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Help I May Need in an Emergency:

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If your disability changes over-time, you will want to consider updating your emergency plan with the college if your answers to these self-assessment questions change.

A personalized emergency evacuation plan should be completed for each location you frequent. These plans should be completed in conjunction with disability resources or accessibility services. A copy of the plan will be stored with disability resources and accessibility services and will also be shared with emergency personnel and the building supervisor.

## Personalized Emergency Evacuation Plan

Name:

Building:

Locations frequented:

Phone number:

Building supervisor:

### Type of Emergency

This plan is valid for the following emergencies (check all that apply)

- Fire
- Tornado
- Fire
- Electrical failure
- Chemical/Gas Leak
- Other (please specify)

## **Required Assistance**

(refer to escape planning and audit form)

## **Evacuation Plan**

(step by step account from beginning of alarm or notification of emergency)

## **Appendix I: Draft of Reduced Course Load Policy**

### **CURRENT POLICY:**

*(2015-16 Academic Catalog and Student Handbook)*

#### **Course Load**

The normal course load for students graduating in eight semesters is 16 credits per semester. To remain in good standing, all students are expected to register for and complete a minimum of 12 credits per semester. The maximum load is 18 credits, including music ensembles and all practica (see college catalog for definition). A student requests permission to carry more than 18 credits in a semester (or fewer than 12 credits) by submitting a written request to the Registrar for action by the Committee on Academic Standing. Students registered for more than 18 credits per term are billed the per credit rate for the credits in excess of 18. Studio instruction in music or theatre or sport performance is not counted when determining credits in excess of 18.

Some first-year students may be advised to enroll for fewer than 16 credits. Students are not allowed to drop below 8 credits.

### **UPDATED POLICY:**

*(2016-17 Academic Catalog and Student Handbook)*

#### **Course Load**

The minimum course load for degree-seeking students is 12 credits per semester. However, normal scholarly progress for students expecting to graduate from Grinnell in eight semesters requires a course load of 16 credits per semester.

Approval from the Office of the Registrar is required to carry a semester course load of more than 18 credits. Students registered for more than 18 credits per term are billed the per credit rate for the credits in excess of 18. Music ensembles, studio instruction in music, and varsity sports (MUS 101, MUS 120, MUS 122, MUS 220, MUS 221, MUS 320, and PHE 101) are not counted when determining credits in excess of 18.

Approval from the Office of the Registrar is required for degree-seeking students to carry a semester course load of less than the 12 credit minimum. In addition, the student should consult with the Dean for Student Success and Academic Advising to gain an understanding of the impacts of carrying less than the minimum course load in any given semester.

The College strives to provide equal access for students with disabilities. Students seeking to carry a course load of fewer than 12 credits per semester as the result of a documented disability or medical condition should contact the Coordinator of Disability Resources to inquire

about the accommodation process. Grinnell expects degree-seeking students with disabilities to maintain a minimum of 8 credits unless they are enrolled in a ninth semester.

The full semester's tuition will be charged for the first eight semesters, regardless of individual semester course loads. Institutional financial aid is calculated based on minimum course load. Students enrolling for fewer than 12 credits in a semester will have federal and state financial aid adjusted according to the relevant federal and state regulations. Students are eligible for eight semesters of institutional aid from Grinnell, regardless of individual semester course loads.

### **For Internal Use Only**

## **Considerations if dropping below full-time enrollment status**

**Before a student drops below 12 credits in a semester, there are a number of things to consider:**

1. Students may withdraw from courses until the end of the 9<sup>th</sup> week of the semester with an endorsement from their faculty adviser. After the end of the 9<sup>th</sup> week and before final day of classes, students may petition to withdraw under the Emergency Course Withdrawal policy. See the *Student Handbook* for details about this policy and the Office of the Registrar's *GrinnellShare* site for the application form.
2. No student may drop below 8 credits.
3. There is no reduction in tuition cost. Students will pay the full semester's tuition even if enrolled less than full-time. (The only exceptions are occasional 9<sup>th</sup> semester students who are allowed to complete their degrees while being charged per credit hour.)
4. Students who do not make normal academic progress – i.e., earn fewer than 12 credits – during the semester will have their grades and credits reviewed by the Committee on Academic Standing. If deficient, this can result in a student being warned, placed on academic probation or academically suspended.
5. There may be implications for your Financial Aid. Talk with a staff member in the Financial Aid Office to review your situation, x3250.
6. There may be implications for your health insurance. Grinnell College's Student Assurance will allow you to be less-than-full time, but your personal policy (if you have one), may not allow this. Talk with your insurance carrier.
7. If you are participating on a varsity athletic team, NCAA rules do not allow students who are less than full time to compete. Talk with your coach about this.
8. To live in the residence halls, students must be full time. To have your situation reviewed, contact the Director of Residence Life, x3713.
9. If you have been approved to study off campus in a future semester, you were approved on the basis of the four-year plan that you submitted when you applied, and changes to that plan may make you ineligible to participate in your off-campus program. Talk with the Director of Off-Campus Study to review your situation, x4790.

10. If you are an international student holding F-1 status, a drop below full course load is allowed in limited circumstances only. It requires pre-authorization, so contact the OISA prior to a drop below full course load. Contact Karen Edwards or Brenda Strong, x3703, for more info.
11. Students need to maintain full-time enrollment status – both before and after the summer internship – to be eligible to receive internship funding. Consult with the Megan Crawford at the Center for Careers Life and Service, x4940 to discuss your situation, if this applies.