

# Additional Accommodation Information

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## General Overview

While Disability Access Services (DAS) at Arapahoe Community College (ACC) has always followed the requirements under Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act (ADAAA) of 2008, the recent updates to our accommodation process, including the changes to the letter itself, were implemented to align with the expectations of [HB21-1110](#) while continuing to follow current best practices for disability student services. These changes were informed by the most current guidance from the Office of Civil Rights, Colorado Community College System Policy [SP 19-60b](#), and the Association on Higher Education and Disability. This resource was created to provide clear and concise guidance on the accommodation process for all stakeholders, while ensuring that we can maintain the highest levels of service. That said, because disability services are provided on an individualized basis through an interactive and deliberative process, there may be unique situations where the guidance on this page may apply differently, or not at all. Please always consult with DAS if you ever have questions or concerns with specific cases or any of the information presented here. We are here to support instructors, staff, and students. We welcome questions and visitors. Reach out however you are most comfortable:

Stop by in person: Disability Access Services Office, M2710 Littleton Campus

Email: [disability.access@arapahoe.edu](mailto:disability.access@arapahoe.edu)

Phone: 303-797-5860

## Purpose of Accommodations

Academic accommodations are designed to reduce or eliminate barriers in the learning environment by ensuring that students with disabilities have equal access to course content, can participate fully in all activities, and that course policies do not have the effect of discriminating against a student based on their disability. DAS works in collaboration with instructors to ensure that students are supported in their learning, and that we remain in compliance with all relevant laws and regulations.

Students complete the intake process to establish accommodations with DAS. After completing the intake process, and at the start of each subsequent semester, DAS will send student's accommodation letter to the student's instructors for that semester. If you do not want your accommodation letter sent, please fill out [Accommodations Letter Request - Formstack](#) form.

## Accommodation Letters

Accommodation letters are provided by DAS to instructors to notify them that a student in their course has academic accommodations due to a disability or qualifying health condition. The letter outlines the accommodations and support services that a student with a disability is

entitled to, ensuring that they have equal access to educational opportunities. Because every student and class are different, DAS must engage in an interactive process on behalf of ACC in determining which accommodations a student qualifies for, and how those accommodations are implemented in each course.

Conversations around an accommodation letter can be difficult. Please remember that students come into the conversation with past experiences, good and bad, and that they have varying levels of comfort with self-advocacy. Additionally, there is an inherent power imbalance between instructors and students. As such, students may pay close attention to how these conversations go, especially regarding how disability, accessibility, and inclusion are discussed and implemented in the classroom. It is important for to be supportive and understanding when discussing the accommodation letter.

Ultimately, students and instructors want the same thing: for the student to have an opportunity to succeed in the course by meeting the learning objectives, and for there to be a clear plan on how their accommodations are implemented in each class. This guide was created based on feedback we have received from both students and instructors. It is intended to help everyone navigate the process and answer some of the more frequently asked questions around discussing accommodation letters, and to more fully explain how accommodations can be implemented.

#### Preparing to Meet with Students

Once you receive an accommodation letter, you will need to set up a time to discuss the letter with the student *in private* (via email, Zoom, or in a private area – if you do not have a space conducive to a private meeting, please contact DAS and we can arrange a space for you to meet). While we strongly encourage students to contact you to set up this meeting, it is ultimately the instructor's responsibility to reach out once they receive the letter. It is important that this meeting takes place as soon as possible after you receive the letter, as accommodations take effect immediately upon receipt of the letter.

Federal guidance on discussing accommodations is clear; once the intake process is completed and the student has their accommodation letter, students should never be in a position where they are justifying, negotiating, or otherwise arguing to receive their accommodations. Further, *instructors should never unilaterally deny any accommodation*. DAS staff is ultimately responsible for determining whether an accommodation is reasonable and appropriate.<sup>1</sup>

<sup>1</sup> This is not to say that all accommodations will be appropriate in your course or that your input; just that unilateral decisions in that regard are not permitted, and that the student is not the person to discuss that with. If you have concerns about an accommodation in your course, please reach out to DAS.

Students may require different accommodations for a variety of reasons, and it is important to understand that most disabilities and health conditions are non-apparent. A key part of discussing the letter lies in establishing a positive, supportive tone to start the conversation.

First and foremost is understanding that *disability related accommodations are not advantages*. From a compliance perspective, once a student has accommodations through the DAS office, it is inappropriate to ask the student for additional documentation (i.e., asking for a doctor's note to excuse an absence when they have an accommodation for additional absences). If a student

has a letter from DAS, those accommodations have already been deemed necessary to ensure equitable access. A positive and supportive tone, plus avoiding skepticism in initial conversations, and any subsequent discussions, goes a long way toward ensuring that students feel supported.

### Discussing the Accommodation Letter

Please utilize the following guidance when discussing the accommodation letter.

- 1) Set the time and location for the meeting.
  - a. *Ensure that the meeting takes place someplace where there is a reasonable expectation of privacy.* Do not conduct these meetings at the front of a classroom or in any other space that could create a breach of privacy.
  - b. It is best practice to email this request to the student so there is a record of you reaching out. In that correspondence, acknowledge receipt of the letter and express that you want to meet to ensure that the student is receiving adequate support in your course.
- 2) Seek understanding and clarify what the student needs in relation to each accommodation.
  - a. Currently, letters contain all accommodations a student may need, but not all those accommodations apply to every course. Further, students always have the option to not exercise any of their accommodations. For example, if you do not utilize timed exams and a student has an accommodation for extended time, that accommodation would not apply. Likewise, a student may only need extended time in one class, but not others.
  - b. Discuss each accommodation with the student, even those that you feel will not apply in your course. If ever in doubt on how an accommodation applies or will work for your course, ask the student and they should be able to articulate what they need. While this is not a negotiation, there should be agreement between you and the student on whether an accommodation applies in your course, and how it is implemented when it does apply.
  - c. If you and the student do not agree on which accommodations apply, or on how to implement an accommodation, or there is otherwise confusion in any respect, let the student know that you need to consult with the DAS office on how best to meet their needs, and then reach out to the DAS office. The DAS office is here to clarify any questions you or the student may have. We can serve as a third party in these meetings to ensure that everyone is on the same page, and we can provide resources to help ensure that the implementation of accommodations goes smoothly for instructors.
- 3) Establish a clear channel for communications, questions, and concerns.
  - a. It is best practice to email the student your understanding of their accommodations and to what extent each accommodation applies in your course after the meeting.
  - b. Provide them information on how best to contact you if there are questions or concerns and what their expectations should be in relation to how quickly you will respond (if you have a syllabus statement in this regard, feel free to refer them to that). You may want to encourage the student to respond to that email with their questions or concerns.
  - c. Feel free to include members of the DAS staff on any correspondence around letters, ideally their Specialist.

- 4) Contact DAS if you feel like a student needs additional support in your course. Do not modify or create your own accommodations for individual students.
  - a. There is a lot of guidance that we must consider when writing accommodations and determining for whom they apply. It is important to not make accommodations for individual students without involving DAS in that process.
  - b. If you want to explore other ways of supporting individual students with accommodations in your courses, or you otherwise feel that the accommodations someone has are not supportive, please reach out to DAS so we can reevaluate that as a team and ensure that we are not creating situations where we are out of compliance.
  - c. If you want to adjust your assignments and assessments for all students to create more equity in response to a particular accommodation, and those adjustments do not fundamentally alter a learning objective for your course, you are always free to do so; however, it is best to consult with DAS before doing so to ensure the adjustment you make has the intended impact.
- 5) Do not ask the student why they need an accommodation.
  - a. While it is best practice to ask questions on how best to implement an accommodation to support your students, *why* a student has an accommodation is protected information. Students can share about themselves to the degree that they feel comfortable, but please refrain from asking them specific questions about their disability.
- 6) Be wary of syllabus or course policies in direct conflict with specific accommodations or encourage students to not use them.
  - a. Do not offer bonus points or reward students for not utilizing their accommodations. This includes policies around attendance, late work, tardiness, use of screens, note taking technologies (recording tools), etc. If you ever have a question or concern about a course policy in relation to accommodations, please reach out to DAS.
- 7) What do I do if I have questions or concerns?
  - a. As you will note throughout this page, anytime you have questions or concerns you are urged to contact DAS. We are here to help both instructors and students.

#### TESTING ACCOMMODATIONS - GENERAL OVERVIEW

- **Student** – Please note that for accommodations that require advance booking, shorter notice than the minimum suggested may result in scheduling difficulties, potentially delaying the administration of your exams.
- Exams/quizzes should be scheduled through the Testing Center’s scheduling system. Students will reserve a time for exam/quiz to be taken in the Testing Center as early as possible, preferably **at least seven days in advance**, for exams taken in person.
- **Online students** – If you need access to a testing accommodation that you cannot access from your home, you may utilize our on-campus testing centers.
- **ACC Campus Instructor** -- Testing services are available outside of your classroom through the Testing Center. Please submit the test’s information to the Testing Center. It can also be found on the Testing page, under Instructional Testing, or by following this Formstack: [Faculty Test Administration Approval Form - Formstack](#). You can also drop off the test to the Testing Center (in the office or at the night drop) and complete a

form provided by Testing with instructions.

- **ACC Online Exams/Quizzes** – Please extend the online time for each exam and quiz accordingly. If you need assistance with the technology (i.e., D2L/LMS settings), please contact [Online Education Support | eLearning | ACC \(arapahoe.edu\)](#) or by calling 303.797.5900. For testing accommodations that require use of the Testing Center, please remember to include any relevant information on the coversheet as directed by the accommodation.
- **Colorado Online Instructor** – If you need assistance with technology, please contact [accommodations.online@cccs.edu](mailto:accommodations.online@cccs.edu). For testing accommodations that require use of the Testing Center, please remember to include any relevant information on the coversheet as directed by the accommodation.
- **All Online Instructors** - Students in online classes cannot be required to take exams in the Testing Center, or otherwise be subjected to proctoring that is not already required of all online students simply for exercising accommodations that can otherwise be self-administered (i.e. extended time is a setting in D2L and does not require utilizing the testing center or a proctor).

## Testing Accommodations

### Extended time on exams, quizzes, and other timed assessments – 1.5x or 2.0x

- **Student** will receive Extended time on exams, quizzes, and other timed assessments. Students will reserve a time for exam/quiz to be taken in the Testing Center as early as possible, preferably **at least seven days in advance**, for exams taken in person.

### American Sign Language (ASL) Interpreter during tests

- **Student** will use sign language interpreters to communicate during tests. Student must coordinate with Disability Access Services in advance.

### Alternate Format – Braille

- **Instructor** – Instructor will need to work with DAS/Testing Center to meet the needs of this accommodation. Shorter notice may result in delayed administration of the exam due to the time it takes to produce documents in Braille format.

### Student allowed breaks as needed during exams and quizzes.

Please contact the Disability/Accessibility Services office at your college with concerns or questions about how to facilitate breaks during exams.

- **Student** – Student allowed breaks as needed during exams and quizzes: Add 15 minutes per 1 hour (25 %) additional test time (please contact the Disability/Accessibility Services office at your college with concerns or questions).
- **Online Instructor** – Please increase the exam time by **15** minutes for each hour of exam time (beyond already approved extended time). For example, if a student is allotted 2 hours (with extended time), please provide 2.5 hours for the exam.

### Assistive Technology; Calculator for Math and Science Exams

- **Student** may use a calculator during exams.
- **Instructor** – If student is using the Testing Center, please indicate on the exam cover sheet what specific type of calculator is to be used for your course (this information is often included on the syllabus). If you do not note a type of calculator on the cover sheet, it will be assumed that the student may use any type. If you feel that this accommodation undermines an essential component of the course, please contact DAS immediately.

### Assistive Technology: Typed Responses

- **Student** – may use computer to type responses during exam

### Assistive Technology: Electronic Scribe for Testing in Private Room

- **Student** will reserve a time for exam/quiz to taken with an Electronic Scribing Tool (e.g. dictaphone, Word Dictate, etc). in the Testing Center and arrange for a scribe **at least 1 weeks in advance**

### Alternate Format – Enlarged Text

- **Instructor** – should send exam to Testing Center for conversion into sans serif font, size [x] point or larger.

### Flexible Parts Exams

- **Student** The test can be divided into small parts. After completing one part, the student will continue to the next part if able or take remaining parts on different days as needed.

### Access to Drink

- **Student** may bring a clear, spill proof container of water into the testing center while taking exams. The Testing Center staff may examine any food and drink containers prior to testing.

### Formula Sheet for ACC MAT department

- **Student** may use appropriate ACC Mat department- approved formula sheet for MAT 050, 055, 1340, 1420, 1440, 2410, 2420, provided by ACC's Testing Center. For MAT 1260, the sheet may be student created and instructor approved.
- **Instructor** - Please work directly with the student to determine the content to be included on the formula sheet, preferably at least a week before the exam so that any potential concerns or questions can be resolved in a timely manner. Keep a copy of the approved sheet to submit with the quiz/exam to the testing center.

You may choose to allow a student with this accommodation to bring their own note sheet to the exam rather than track and send those in yourself. In that case, indicate on the exam cover sheet that the student is allowed to bring in their own notes for the exam, and that the testing center should collect that note sheet with the exam (you may then pass it back to the student to use again on their next exam).

Failure to follow these guidelines can create significant complications in the event of a

dispute over the formula sheet. Please follow these guidelines carefully, and contact DAS if you have any questions, concerns, or require assistance. **If the student is asking for something that you feel causes this accommodation to undermine an essential component of the course, please let the student know you need to consult with DAS, and then contact DAS for further guidance.**

#### Magnification

- **Student** may use a magnification device or program (including CCTV) during exams. Please contact DAS office for assistance or questions regarding this accommodation if required software is not available.

#### Writing on Exam

- **Student** | Student is allowed to highlight and/or write on the exam.

#### Medical Technology

- **Student** may wear their medical assistive device during testing and check it as needed to regulate their health. This may be a separate device or their telephone.

#### Music/White Noise

- **Student** may use music with headphones during exams provided by the Testing Center.

#### Noise-Cancelling Headphones During Exams

- **Student** may use noise-cancelling headphones during exams. The Testing Center will provide noise-cancelling headphones, or the student may bring their own and the Testing Center will inspect the headphones prior to the start of the exam.

#### Private Room- External Processing

- **Student** is provided a private room to take exams. Students must coordinate with testing center as early as possible, preferably a week in advance.

#### Private Room for Testing- Reduced Distractions

- **Student** is provided a private room when possible. When not available, a reduced distraction testing environment will be provided. Students must coordinate with testing center as early as possible, preferably a week in.

#### Private Room- Reader

- **Student** The test can be taken with a reader. Student must coordinate with Testing Center, preferably a week in advance. Shorter-notice may result in delayed administration of ex

#### Assistive Technology

- **Student** may use screen readers (NVDA, Jaws, etc.) with headphones. Please provide Testing Center a copy of the exam 1 week in advance for formatting.

#### Scribe in Private Room

- **Student** The test can be taken with a Scribe. Student must coordinate with Testing Center, preferably a week in advance. Shorter notice may result in delayed

administration of exams.

### Assistive Technology: Spelling and Grammar

- **Student** will be provided a Spelling Dictionary, Spelling/Grammar Check, Word Prediction, a Dictionary or Thesaurus. (Please contact the Disability Services office at your college with concerns or questions about the accessibility of your exams for use with AT.)
- **Instructor** – Occasionally, this accommodation is not reasonable if your course has learning objectives related to spelling accuracy, or mastery of grammar. Sometimes, one of these technologies may be appropriate and reasonable, while other technologies would not be. Those determinations must be made on a case-by-case basis in consultation with DAS. If you have any questions, concerns, or feel that this accommodation undermines an essential component of the course, please contact DAS immediately.

### Split Exams

- **Student** may need to have quizzes or exams split into multiple sections to allow for breaks between sections.
- **Instructor - Please deliver each exam and quiz in parts to facilitate stopping and restarting the exam later.** “The student must complete each section of the exam before leaving the Testing Center for a break.” *Please consult with DAS regarding the number of sections and length between each section (the needs related to this accommodation will vary by student, course, and exam format).* Note that untimed, take-home exams, which allow the student the flexibility to stop and restart the exam as needed, may also be a way to meet this accommodation.
- **Online Instructor** – Please contact ACC DAS for questions about this accommodation or how to split up your exams and provide sections to students at separate times if needed. In most cases, it is possible to create largely the same experience as an in-person test by creating exams in sections or altering exam settings in D2L. **If you feel that this accommodation undermines an essential component of the course, please contact DAS immediately.**

### Staggered Tests

- **Student** When tests fall on the same day or are back-to-back, student will be provided the option to reschedule one of their tests to space them out.

### Assistive Technology: Talking Calculator

(Please contact the Disability/Accessibility Services office at your college with concerns or questions about the accessibility of your exams for use with AT.)

- **Student** may use talking calculator with headphones on exam.

### Text to Speech

- **Student** may use Text to Speech. (Please contact the Disability Services office at your



college with questions about the accessibility of your exams for use with AT.) Please provide the Testing Center a copy of the exam 3 days in advance.

## CLASSROOM ACCOMMODATIONS – GENERAL OVERVIEW

- **Instructors** - [HB 21-1110](#) contains a number of provisions specifically geared toward ensuring the accessibility of all digital course content. This applies to all content in D2L, and any media distributed or used in class, even when that content is not your own (i.e. if you show a video in class or link it in your D2L shell, that is functionally the same as handing out a worksheet that you created, and it must be fully accessible). When utilizing videos, please ensure they have human-generated closed captions for deaf and hard of hearing students, as well as visual description for blind and low vision students.<sup>2</sup> ACC and the wider CCCS system are developing procedures to ensure you receive support in meeting the expectations of the house bill. In the interim, if you have any questions about the accessibility of your course content, please call 303.797.5900 or by following this link [ACC IT Service Desk - Jira Service Management \(atlassian.net\)](#).
- Importantly, many aspects of HB 21-1110 were already required under Section 504 of the Rehabilitation Act, as well as Title II of the ADA. Even if implementation of HB 21-1110 is delayed, any federal requirements for ensuring the accessibility of course content still apply.
- Class accommodations are designed to ensure that students have full access to participate in all class activities and assignments, as well as to ensure that course policies do not have the effect of discriminating against students in relation to their disability or health condition. **If you have a question or concern about an accommodation, insofar as it may create a fundamental alteration of course content or learning objectives, please contact DAS immediately.**

## Classroom Accommodations

### Attendance Excused

- **Student** will be allowed additional excused absences

### Assistive Technology- Amplification

- **Student** must coordinate use of amplification devices with Disability Access Services.

### American Sign Language (ASL) Interpreter

- **Student** will use sign language interpreters to communicate in your class.
- **Instructor** - Please communicate directly with the student and the interpreter on how to ensure the best possible communication. Student may have challenges with new vocabulary and written communication. If you do not have experience in working with a person who is deaf or hard of hearing, please contact DAS to talk about the issue and ways to improve communication in your classroom.

### Books in Alternate Format

- **Student** must coordinate with Disability Access Services for conversion into accessible format. This may take 4-6 weeks to complete, communicate with your assistive technologist early so we can best support your book needs.

### Alternate Format – Braille

- **Instructor** need to work with DAS to meet the needs of this accommodation.

### Breaks During Class

- **Student** may need to leave the class/lab for a break. Contact the instructor if you need to leave for a break and cannot return to class.
- **Instructor** - Please allow the student to come and go from class without comment to protect the student's privacy. If the student is unable to return to class, they will contact you for support in gathering information or assignments they may have missed. Please contact DAS if you have questions or concerns about this accommodation.

### Closed Captioning

- **Student** must have closed captioning for all visual media.
- **ACC Instructors** – All videos that contain course content must be captioned; instructors should contact Learning Technology.
- **Online Instructors** - Please contact the Learning/Instructional Technology office at your college for assistance with this as needed.

### Real Time Captioning

- **Student** must coordinate with Disability Access Services in advance.

### Class Participation

- **Student** is provided an alternative method of being assessed for class participation/engagement. This can include, but is not limited to: No cold calling; flexibility around disability-related absences; non-speaking students, etc.

### Clinical Practicum/Placements

- **Student** should be assigned to clinical practicum/placements during [X] time only.
- **Instructor** – In collaboration with your program chair, please consult with DAS to determine the best way to meet this accommodation.

### Early Access to Course Content/Materials

- **Student** is provided access to syllabus, course schedules (including assessment dates), in-class activities, readings, and any other course materials as early as possible.
- **Instructor** - Please provide syllabus and assignment information as early as possible provided this accommodation does not undermine an essential component. Please work directly with the student to determine a plan for providing course materials in advance throughout the semester.

## Assignments and Handouts in Electronic Format

- **Instructor** – should provide copies of assignments and handouts in electronic format.

## Alternate Format – Enlarged Text

- **Instructor** provides copies of assignments and handouts in a sans serif font, [x] point or larger. To request assistance, instructor may contact Disability Access Services with 2 days advance notice.

## Ergonomic Furniture

- **Instructor** - Ergonomic furniture, usually a unique chair, desk, and/or table, has been placed in your classroom specifically for the student's use. Please do not remove this equipment from the classroom or allow other students in class to use it. If this equipment goes missing from the classroom after its initial placement, please contact DAS immediately.

## Food & Drink in Class

- **Student:** Student may eat and drink as needed.
- **Instructor** – If class takes place in a lab environment which does not allow liquids, please identify a specified safe area within the lab for the student to place the container.

## Headphones in Class

- **Student** may use headphones (for noise cancelling, white noise, or music) during class to assist with reducing distraction. Student will listen to white noise/music at a volume that does not distract others in the classroom. Accommodation should not interfere with the student's ability to take in auditory information.

## Copy of Lecture Materials

- **Student** may have a copy of lecture materials where available. Students may receive notes on days they are absent.

## Lifting Restriction

- **Student** cannot lift more than [x] pounds.
- **Instructor** – Adapt course activities and assignments as needed. Please contact DAS if this accommodation would modify a technical standard, or if you have other questions or concerns, including for help with adapting activities or otherwise implementing this accommodation in your course.

## Use of Magnifier

- **Student** must coordinate with Disability Access Services.

## Medical Technology

- **Student** may wear their medical assistive device during testing and check it as needed to regulate their health. This may be a separate device or their telephone. Testing Center

staff may examine this object prior to testing.

#### Photos: Student Technology

- **Student** may capture images of the board or screen in order to obtain all information from class sessions.

#### Physical Mobility Limitation

- **Student** is provided alternative opportunities to participate in class activities and assessments that do not require use, utilize or impact specific parts of the student's body.
- **Instructor** – Adapt course activities and assignments as needed. Please contact DAS if this accommodation would modify a technical standard, or if you have other questions or concerns, including for help with adapting activities or otherwise implementing this accommodation in your course.

#### Preferential Seating

- **Student** may choose a location in the classroom which best suits their requirements for learning. Student will communicate with the instructor regarding which seat has been chosen.
- **Instructor** - Please ensure the preferred seat is reserved for the student for up to 5 minutes into the start of class time.

#### Reasonable Flexible Deadlines

For more detailed information, please refer to our help document.

- **Student** – contact your instructor as soon as you can when this accommodation is needed. This accommodation is not intended to be used on every out-of-class assignment but may be used more frequently for time-limited in-class work. If you feel the need to use this accommodation frequently for out of class assignments, please reach out to DAS so we can explore other means of supporting you. **If you have any concerns or challenges with arranging the use of this accommodation with your instructor, please contact DAS immediately.**
  - Please note: This accommodation does not change the end dates for a course.
- **Instructors** - Students may need additional time to complete assignments. Please accommodate the student's requests for assignment extensions based on the parameters of the specific assignment (including discussion posts and in-class activities) and what is reasonable for the course. If a student asks for more time than you feel is

reasonable, please consult with DAS, as we need to avoid making any unilateral determinations in this regard.

- Students should communicate their need for the due date extension as early as possible, preferably before the due date. This is not always possible due to the nature of chronic, episodic disabilities, some with a rapid and/or unpredictable onset. When unforeseen circumstances related to a disability prevent timely communication, students will reach out to their instructors as soon as possible. Please contact DAS with any concerns regarding timely communication around this accommodation.

- If the student is using this accommodation more than occasionally for out-of-class assignments, please notify DAS, as this may be a sign that we need to put other supports in place. This accommodation is sometimes not reasonable for projects that are assigned early and remain open for long periods of time, though this determination must be made on a case-by-case basis in consultation with DAS. **If you feel that this accommodation undermines an essential component of your course, even if only for some of your assignments, please contact DAS immediately.**

#### Assistive Technology- Audio Recording Lectures

- **Student** : Student may use additional recording tools to augment visual or audio components of class. Student should contact DAS Assistive Technology Specialist to learn about available tools
- **Instructor** – This accommodation is supported by [State Board Policy and Procedure SP 19-50](#). If you have questions or concerns about a student audio-recording lectures, please contact DAS.

#### Lag Time: American Sign Language (ASL) Interpreter

- **Instructor** should allow additional time for interpreter communication to student.

#### Spelling and Grammar

- **Student** may use assistive technology (including: Grammarly, Spell Check, MS Office Editor, etc.), a dictionary or thesaurus for In class activities.
- **Instructor** – Occasionally, this accommodation is not reasonable if your course has learning objectives related to spelling accuracy, or mastery of grammar. Sometimes, one of these technologies may be appropriate and reasonable, while other technologies would not be. Those determinations must be made on a case-by-case basis in consultation with DAS. If you have any questions, concerns, or feel that this accommodation undermines an essential component of the course, please contact DAS immediately.

#### Spoken Directions

- **Instructor** provides spoken instructions/directions for all projects, assignments, and assessments.

#### Assistive Technology- Kinesthetic Tool

- **Student** may use a stress-relieving device (e.g. putty, fidget toy, plush, sensory strip, etc.). Device should not create a disruption to the learning environment.
- **Instructor** – A great deal of variety exists with regard to preferences and needs when it comes to use of kinesthetic tools. Kinesthetic tools come in a wide variety of forms. Most students utilize kinesthetic strategies and tools with no one noticing. That said, should a tool or strategy become distracting, please address the issue with the student. DAS can be supportive during these conversations; reach out if needed.

#### Student Technology

- **Student** is allowed to use technology within the classroom. This may include telephone, computer, tablet, or other forms of technology as needed.

### Sunglasses or Hat

- **Student** may wear tinted eyeglasses or sunglasses in the classroom.

### Transcript of Audio

- **Instructor** – Instructor should provide transcripts of all podcasts or audio files that contain course content. Refer to Learning Technology for any media conversion.

### Verbal Description

- **Instructor** should provide an audio description of visual material; refer to Learning Technology for any media conversion.

### Written Directions

- **Student** is provided written instructions/directions for all projects, assignments and assessments.

<sup>2</sup> You do not necessarily need to create these on your own. Additionally, inaccessible materials you are currently using may be available in a fully accessible format from a different source. Careful selection of materials and reliance on vendors that make accessibility a priority can avoid many challenges in this regard.