

Academic Accommodation Definitions

Should you have any questions about how these accommodations might be implemented or the applicability to a specific course, please contact the Director to discuss.

Classroom Accommodations

Attendance Policy Modification/Consideration for absences—This student, as with all students in your class, must exhibit proficiency in your course's learning outcomes in order to earn a passing grade and must be responsible for completing assignments. In short, you should not alter course objectives or expectations in order to accommodate this student. However, being flexible with due dates and the absence policy could be appropriate, as this student's disability may cause him/her to miss class periodically. If these accommodations threaten the credibility of the student's academic experience, please contact ODS and the student immediately.

Consideration for Breaks--This student has a disability that may cause him/her to periodically need to take a break, especially during lengthy class periods. Please be cooperative in allowing the student to take these breaks.

Adaptive Technology**—the student may need the use of a word processor, other computer-based equipment, or other adaptive devices for note taking.

Use of Calculator—if the use of the calculator does not fundamentally alter the nature of the course/test/assessment.

Signing Interpreter**—the student will be accompanied by an American Sign Language (ASL) interpreter and may need to work with the instructor in choosing an ideal location for the interpreter.

Computer Assisted Interpreting**—a trained stenographer who will record the class lecture will accompany the student. This information will be relayed with a few second delay to the student via a laptop computer.

FM System**—the student will need to use an assistive listening device that requires the faculty member to wear a small transmitter and lapel microphone. The student will wear a small receiver and ear bud or telecoil that enables only the student to hear the instructor's amplified voice with minimal background noise.

Limited time extensions on assignments***— While it might be appropriate to allow for some flexibility in due dates for course requirements for this student over the course of the semester, this does not suggest that your course objectives or expectations must be altered. The student is responsible for all work demanded of the other students in your class. Likewise, the student is responsible for mastery of any class content presented. If at any time you believe the requested due date extension poses a difficulty in maintaining the credibility of her academic experience, please contact the student and ODS immediately.

Note Taker*—the student may need access to course lecture notes and/or visually presented materials, such as overheads and information written on the chalkboard or white board, either from the instructor or a volunteer classmate.

Recorded Lecture*—the student should be allowed to bring recorder to class and record the class lecture.

Selective Seating—the student may need to sit in front of the class or in another location suited to adapting to his/her disability related needs.

Enlarged Course Materials*—the student will need to have class handouts and other course materials, including text books, in large print (usually Arial 24 font will suffice)

Adaptive Furniture--the student may need the use of adjustable height tables, chairs and/or lab stools to provide an accessible workspace.

Alternate Format course materials*—the student will need course handouts, texts and other materials provided to him/her in enlarged, audio, or electronic format. In some instances, it may take ODS a while to secure materials to convert to alternate format for students. ODS works closely with the UNO bookstore to secure books for this purpose, as well as Learning Ally, Access Text, BookShare, the publishers, and other resources. Document conversion is not a quick process and may take a while, even when the student requests materials in advance. ODS asks for some faculty consideration of this when there are delays in providing the materials to the student in a timely manner.

Alternate Format course presentations—based on the disability documentation, it is requested that you consider alternate options for any oral presentations required as part of the course work. Options, can include, but are not limited

to, allowing the student to video his/her presentation and show that to the class or make the oral presentation to you at a separate time in a private location. The student will follow up with you to discuss how to accommodate this request.

Testing Accommodations

Adaptive Technology—the student may need the use of a word processor, other computer-based equipment, or other adaptive devices for in class papers and for test taking.

Enlarged Test—the student will need to have tests enlarged (usually Arial 24 font will suffice.) For on-line tests this may be accomplished with the use of technology.

Use of Calculator—student should be allowed to use a calculator for testing when the use of the calculator does not fundamentally alter the nature of the course or testing.

Distraction-Reduced Environment—the student will need to take tests in a quiet, uninterrupted, and uncluttered environment. For on-line tests, the student will be responsible for ensuring the most distraction reduced environment.

Extended Testing Time—the student should be allocated time-and-a half, double or triple time.

Black Ink on White Paper—the student will need tests and all other class related materials printed clearly in black ink on white paper only.

Oral Proctor—the student may need someone to rephrase questions without alluding to the answers. **Reader**—the student may need someone to read the test to him or her.

Scribe—the student may need someone to record answers for him or her.

Scribe—the student may need someone to record answers on the scantron for him or her.

Audio Format Test—the student may need the test in audio format.

Brailled Test—the student may need test converted into Braille. If the instructor can provide the test electronically in advance of the test, ODS can produce a Braille copy for the student.

Testing Using a Computer—the student may need to use the computer for testing either due to specific technology needs or other disability related needs.

Consideration for Misspellings—the student should not be penalized for misspellings and/or should be allowed to use a Franklin Spell Checker or similar device.

***Attendance Policy Modification/Consideration for Absences**

In determining whether an Attendance Policy Modification/Consideration for Absences is a reasonable accommodation, consider the following:

Essential components of the course;
The reasons for the attendance policy;
How much interaction there is in class between the instructor and student;
How much of the learning is based on in-class participation;
How other students' learning is impacted if any student misses class a lot;
When flexibility in the attendance policy is available for other reasons, such as athletic travel;
Is there a reasonable modification to the attendance policy and what, if so? Is there a limit to the number of classes that can be missed?
The nature of the course assessments (tests and assignments, etc.) relative to the essential components.

IMPORTANT TO NOTE: Students need to understand that even with an Accommodation:
The accommodation is not a license to miss class whenever. For most every class there would be an absence limit that, once exceeded, would make it impossible to satisfy course objectives.
Responsibility for completing class work is always in effect.
Students should notify the instructor in regard to an absence and set a time to discuss briefly the missed materials as needed.

****Auxiliary Aids**

Excerpted from the "ADA Title III Regulation 28 CFR Part 36" <http://www.ada.gov/reg3a.html>

Sec.36.303 Auxiliary aids and services.

(a) General. A public accommodation shall take those steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids and services, unless the public accommodation can demonstrate that taking those steps would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations being offered or would result in an undue burden, i.e., significant difficulty or expense.

(b) Examples. The term "auxiliary aids and services" includes --

(1) Qualified interpreters, notetakers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments;

(2) Qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments;

(3) Acquisition or modification of equipment or devices; and

(4) Other similar services and actions.

*****Accommodation Guidelines: Extended time for individual assignments**

Why would a student need this accommodation?

A student with a disability would need extended time for individual assignments when the functional limitation imposed by their disability creates a barrier between him/her and the task of meeting certain deadlines. This may be due to the symptoms of the diagnosis, the unpredictable nature of the disability, the effects of medication or the need to use assistive technology to complete a task.

What is extended time for individual assignments?

Extended time for individual assignments applies to those assignments that the student would complete on his/her own. Discussions and group activities, whether limited to a single meeting or longer project, are not covered under this accommodation. Why the distinction? Modifications to time-bound discussions or group work could fundamentally alter the assignment and/or objectives of the assignment and are therefore not reasonable accommodations as defined in the law.

Students who have been approved for extended time for individual assignments are:

Advised to think of extended time as a period of days, not weeks, to be determined collaboratively by each individual faculty member and the student.

The accommodation does not guarantee that an incomplete will be approved at the end of the course. Incompletes are academic decisions, not accommodations, and are at the discretion of each individual instructor.

How do we implement this accommodation?

The Office of Disability Services recommends the following steps be taken to implement extended time for individual assignments:

1. Communicate: Communication is key. Students with disabilities are advised to open the lines of communication early in the term in order to discuss how much extra time is appropriate for their individual assignments. As a faculty member, you may consider adding a note to your learning contract to encourage/remind students to begin this dialogue or you can always begin the conversation with those students whom you know have been approved for academic accommodations.
2. Negotiate and agree upon a plan. Accommodations must be meaningful while not lowering standards. You are the chief academic officer of the course or study the student is enrolled in and the most valuable source of information that you have about the course objectives, requirements and assignments. Use your experience and expertise. If 'x' amount of time worked for students with disabilities in previous terms, continue to apply 'x'. If, with a full and honest effort, students with disabilities struggled with 'x', you may want to consider 'y' or 'z'. You may want to consider the non-disabled peer; knowing how long an assignment should take the average student to complete provides a baseline for determining extended time for individual assignments.
3. Implement the plan and adjust if necessary.

4. Assess: The accommodation and the work that the student submits. The accommodation is meant to provide the student access, not ensure his or her success. If the student submits exemplary work, grade it as you would exemplary work submitted by a non-disabled peer. If a student submits work that is sub-par, grade it as you would sub-par work submitted by a non-disabled peer.

5. Collaborate: Take advantage of college resources. It is okay to refer students with disabilities to the Learning Resource Center, Writing Center or other resources as long as the referrals are based on the quality of their academic work, not merely the presence of a disability.