

Academic Accommodation Glossary

Harper College is committed to ensuring an equal educational opportunity for our programs and services. Access and Disability Services determines reasonable accommodation on a case-by-case with input from the student, instructor, and Access Advocate staff. Your input in this process is important; accommodations should no way compromise the essential elements or objectives of your course. Access and Disability Service is available for a further consultant as needed.

Note: The instructor may receive a faculty notification letter throughout the semester since some students may register with ADS for accommodations later in the semester. Receiving Faculty Notification letter late in the semester is not retroactive to the beginning of the semester.

Alternative Formats

Alternate Print Formats:

Description: The alternative text offers the student access to print material through different ways such as text-read aloud, electronic files, large print, audio, and braille). The student who is interested in this service is required to show proof that they purchased the book to comply with copyright laws. Alternative text is provided for student's personal use only and cannot share with others.

Class Materials in Large Print:

Description: Description needed: Large print materials have different text sizes that are easier to read depending on their preference of the individual with low vision. Large print materials are most commonly available in 16-18-point type. The minimum for large print materials is 14-point type. ADS office encourages faculty members to reach out to the student to find out the student's preferred size.

Closed Circuit Television (CCTV):

Description: CCTV is an assistive technology that magnifies materials up to 44 times the original size by placing materials under built-in-video-camera while the individual user zooms out the reading materials. It is encouraged that the faculty speak with the student to find out what the materials will be compatible with the CCTV.

E-Text Kurzweil:

Description: Kurzweil is an educational assistive technology software that offers text to speech, a learning tool that supplements the concept of reading, and test-taking which makes materials accessible for all students with disabilities. Kurzweil text to speech software is available in print, online, or digital format to support better learning. The student is responsible for obtaining the reading materials from the faculty member before the ADS office can assist students with document conversion. If there is a unique situation, ADS will work directly with the faculty member to determine what reading materials needs conversion.

Alternative Testing

Ability to write answers directly on exam instead of using Scantron:

Description: Due to the student's nature of the disability, it can be difficult for the student to fill in the answers on the scantron. The student should be allowed to handwrite their response rather than computerized answer sheets (scantron/bubble forms).

Ability to take exams in two parts, on two separate days:

Description: This accommodation is reasonable for students who have chronic health or physical disability that taking long exams can lead to fatigue affecting their performance and attention during test time. ADS recommends splitting the exam in part A and B in two days to alleviate student's fatigue. In this case, the faculty member will need to divide and provide detailed instructions as to how two parts can be administered.

Ability to take short breaks during exams:

Description: Students may need to leave for a short period to take care of their medical condition. Breaks during exams should be limited to 5 to 10 minutes. Students are not allowed to access their books, notes, or mobile devices during the break.

Access to pre-screened music during exams:

Description: This accommodation is available to use in our testing center space. ADS will offer students with pre-loaded MP3 players that students can use while taking an exam/quiz. We will not permit the student to use a personal device.

ASL Interpreted exams:

Description: The interpreter should be available during exam time to interpret instructions, new information, and comments from the instructor, and questions posed by students. Signed-language interpreter administered test should be considered in the case of multiple-choice, true-false and short answer questions; the interpreter signs the questions and the student writes answers on the test or answer sheet.

Extended Time:

Types: Time-and-a-half (1.5x), double time (2x)

Description: Extended time is calculated based on the length of the time that the class is given to complete an exam. For example, if the class is given 50 minutes to complete an exam, students with time-and-a-half will have 75 minutes, and students with double-time will have 100 minutes.

Kurzweil reading software for exams in lieu of reader:

Description: Text to speech support allowing independent access for students with reading disabilities. Kurzweil software has features for multiple questions, response format including fill in the blank, multiple choices, and true/false in recording response. It will also allow students to go back to listen to the question as needed. The student will use a headphone while using the Kurzweil reader during the exam. ADS office will provide the student with the headphone.

Memory Aid:

Description: A memory aid is a tool used to trigger information that a student has studied but may have difficulty recalling due to cognitive disability. Memory aids can include acronyms, names, short phrases, definitions, pictures, table, schematic diagrams, sample questions, formulas, key terms/word charts. See link for more information: <https://www.harpercollege.edu/services/ads/20-01%20ADS%20Memory%20Aid%20Guidelines%20RRM.pdf>

Scribe for exams:

Description: The role of the scribe is defined as the physical act of writing or recording answers on behalf of the student who is unable to do during an exam. Scribe cannot assist the student with course materials. This accommodation is for students who have difficulty with writing due to their disability or unexpectedly wrist injury.

Reader for exams:

Description: The student starts with Test Kurzweil reader software, and if it does not work out for some reason, and this is an alternative accommodation ADS offer in-person reader. The role of the test reader is reading each question during the exam out loud. The reader does not rephrase the questions, explain or define words and concepts. This accommodation is reasonable for specific students who have comprehension challenges related to reading.

Reduced-Distraction Testing Environment: Testing Center A-148

Description: A reduced distraction testing environment means that the student needs a quiet space separate from the classroom to take the exam. It is a shared space where multiple students can test as long there is enough space to ensure no distractions such as paper shuffling, people entering/leaving the room, and tapping.

Testing Environment at ADS office:

Description: private room accommodation means that the student needs to take an exam alone in a quiet space separate from other students. For example, a student who uses assistive technology such as speech-to-text programs, the need for an interpreter, or scribe, reader, or disability-related need to get up and move around during the exam period.

Use of computer word processor for essay exam portion:

Description: The purpose of using a computer allows students to avoid physical fatigue or provide legible, better-organized answers to essays. The testing center will provide the student to use a word processing program without internet access.

Use of an instructor approved four-function electronic calculator:

Description: The use of a four-function type calculator on assessments requiring mathematical calculation (for example- $1+1$, $4*3$) not being evaluated or essential to the exam/quiz.

Assistive Technology:

Dragon:

Description: It is a speech recognition program that allows the user to speak into a microphone on a computer with the software translating the spoken words into text in a text program instead of typing. This accommodation is helpful for many people with a variety of different disabilities ranging from amputation to cumulative trauma disorders to multiple sclerosis.

Read and Write Software:

Description: Read and Write Gold is a literacy software that offers various tools designed for reading, writing, studying, and research. This feature allows the user to work with library articles, websites, and alternate format textbooks. It will read out loud the documents to improve reading comprehension, understand unfamiliar words with text and picture dictionaries.

Victor Reader:

Description: This assistive technology device is used by low vision and blind that has both text-to-speech capabilities and digital audio support that a student can read electronic files with synthetic speech or digitally recorded books with human speech.

Smart Pen:

Description: A smart pen is an assistive technology that a student can record spoken words and synchronize them with notes written on special paper.

Classroom Accommodations:

Ability to tape record lectures:

Description: This accommodation allows students with disabilities to have equal access to information during class to supplement their notetaking needs. Students should have the opportunity to record lectures using a digital recorder provided by the ADS or personal device. Recording lectures is an alternative option instead of peer note-taker. Students can discuss with the instructor to determine best placement for recording the lecture.

Instructor may object to recording classes that include interactive, self-disclosure, personal reflection, confidential discussion from students, and presenters as part of the class curriculum. If these open discussions are not appropriate for students taking notes, then instructor should make a general announcement in class to ask all students to stop taking notes which include turning off the recording device.

Qualified students with disabilities who are eligible to utilize recording as accommodation are required to review and sign the "agreement for recording lecture accommodation" form before the utilization of the tape recording.

Accessible Furniture in Classrooms:

Description: For students who need accessible furniture for their classes should contact the Access Advocate to evaluate the classroom setting as soon as possible. ADS will need one-week advance notice

to ensure that the accessible furniture is in place for the first day of class. ADS will make an effort to accommodate late requests but cannot guarantee that the furniture will be in place for the first day of class.

Breaks during class and Permission to step out of class sessions due to medical condition-discuss with student & ADS Staff:

Description: Students with chronic health and physical disabilities, sitting, and or remaining in the same position for long periods during a lecture can worsen symptoms of their disability. It is reasonable to allow students to step out for a short break.

Copies of Instructor's notes:

Description: Some students with specific disabilities may not catch all the information during the lecture and may request PowerPoint slides if available for review. The instructor is not required to create new materials to meet this request.

Extended due dates for assignments- to be discussed with student and ADS Staff:

Description: Extended due dates for assignments can be regarded as a reasonable accommodation for students with disabilities that impact their ability to attend class and turn in assignments or may become ill when an assignment is due.

Access Advocate will contact each instructor to set up the parameter related to the extended due dates on assignment at the beginning of the semester. ADS recommend that the extended due date agreement should be set up within two weeks after the class begins. Instructor, access advocate, and the student must discuss the need for an extension of how and when the assignments will be turned in as soon as possible. After the discussion, the agreement must be recorded in writing and sent to the student and instructor by the Access Advocate. The parameters of the extension shall not fundamentally alter the requirements of the course.

Flexible Attendance:

Description: Flexible attendance is considered a reasonable accommodation for students with specific disabilities or chronic medical conditions. Access Advocate will contact each instructor to set up the parameter related to the attendance at the beginning of the semester. ADS recommend that the attendance agreement should be set up within two weeks after the class begins. Instructor, Access Advocate, and Student should be engaged in conversations to arrive at a reasonable agreement and re-confirm the new proposed arrangement through email.

Each course has its attendance expectations, and requirement varies. The questionnaires below are general for your guidance on how to evaluate reasonable attendance accommodation. Feel free to contact the assigned access advocate for further consultation:

1. What are the course description, syllabus, practice, and policy regarding attendance?
2. Is there classroom interaction between instructor and students and among students?
3. Do student contributions constitute a significant component of the learning process?
4. Does the fundamental nature of the course rely on student's participation as an essential method of learning?

5. Which method is used to calculate the final grade?

If a student goes beyond the reasonable number of absences or these absences have not been discussed, please contact the assigned access advocate of this situation and can assist you in how to proceed. If the student does not complete or meet course expectations after the initial agreement, the student should be graded accordingly.

Flexibility in class participation:

Description: Adjusted class participation may be available for a student who experiences a disability that prevents their functioning during cold-calling sessions, in-class discussions, and or oral presentations. If class-participation is an essential learning objective, then the instructor can notify the student an advance notice that cold-session participation will happen on a specific date so that they can prepare their response.

Food or drink in class:

Description: To manage a student's disability condition, s/ he may need to bring food and drink to the classroom/lab.

Information on board read aloud for students with visual disabilities:

Description: Students who are either blind or have limited vision may not be able to see the information written on the board. The instructor is asked to read written information aloud to provide the student with equal access to the information.

Preferential Seating:

Description: Students with specific disabilities may need preferential seating such as sitting near the front or back of the room or a clear view of the instructor or sign language interpreter/in-person captioning, seating near or away from windows, and doors. The student and instructor are encouraged to discuss the preferential seating for the semester as soon as possible.

Use of personal laptop/tablet for notetaking in class:

Description: Due to the nature of the student's disability may experience challenges taking notes by hand may request permission to use a laptop or tablet in class.

Deaf and Hard of Hearing:

Assistive Listening Device:

Description: Students who have hearing loss will use an assistive listening device (ALD) during the lecture. The student will give you a small transmitter by turning it on and microphone to clip it on.

Captioning of media:

Description: It is required that media be captioned for Deaf and hard of hearing students. Before ADS can begin producing a captioned copy or a printed script alternative, your department, division, or the Harper Library must attempt to procure a captioned copy/permission from the publisher. Our library

may already own a captioned copy of media you require, thus please contact the library (x6184) to find out if one exists in their catalog.

If you cannot find a captioned copy of the media, you may submit a captioning request to our office immediately by going to our web page (<http://goforward.harpercollege.edu/services/ads>) and click on "Request captioning or interpreting services." If you have any questions, contact Sara Lucas at (slucas@harpercollege.edu). We work on a 'first come first serve' basis, and it takes approximately 8-10 hours to caption one hour of video. Please request media captioning in a timely manner as we receive a high volume of requests at the beginning of the semester.

Certified Deaf Interpreter:

Description: Certified Deaf Interpreter-Holders of this certification are deaf or hard of hearing and have demonstrated knowledge and understanding of interpreting, deafness, the Deaf community, and Deaf culture. Holders have specialized training and/or experience in the use of many tools to enhance communication. Holders possess native or near-native fluency in American Sign Language and are recommended for a broad range of assignments where an interpreter who is deaf or hard-of-hearing would be beneficial.

Interpreting:

Description: The interpreter translates from spoken English to American Sign Language for the student. When a student responds in ASL, the interpreter then voices for the student. Some students may choose to voice for themselves. It is important to work with the student to identify the best placement for the interpreter in the classroom so that the student has the best visual access to the teacher and interpreter. It is helpful for the instructor to provide copies of handouts, lecture material, reading and vocabulary lists that might help the interpreter understand and quickly follow the information presented in class.

Real Time Transcribing:

Description: Real-time captioning/transcribing is a method using specialized software to convert spoken language into the visual text while the student will use a laptop computer screen or tablet to read during the lecture. There are two types of real-time transcribing services ADS offer to the students:

1. Communication Access Real-Time (CART):

Description: The captionist uses a stenographic machine and computer software to transcribe the spoken words into written word for word text. This service captures verbatim all that is communicated, including um's and ah's of the speaker.

2. Typewell and C-Print:

Description: Typewell provides a transcript based on meaning rather than the word for word translation provided by CART.

It is helpful for the instructor to provide copies of handouts, lecture material, reading and vocabulary lists that might help the captionist understand and quickly follow the information presented in class.

Notetaking Services:

Note-taking Assistance:

Description: The ADS office requests that students attend the first week of class and determine whether or not a notetaker is needed for their class. If the student confirms that a peer notetaker is needed, then you will receive a second email with a script. We kindly ask that you read the script to your students in the class; this will assist in recruiting a notetaker.

Other:

Early Syllabi:

Description: ADS appreciates having the syllabus earlier will give a student time to review the overview and expectations for the course before the start of the class. If it is not possible, then the past syllabus from the previous semester will be acceptable.

No penalty for spelling errors with instructor approval:

Description: This accommodation applies to students who have a learning disability which impacts their spelling may qualify for reasonable accommodation for in-class assignments and exams. Students can use the spelling check device and or won't penalize for spelling errors. If spelling is essential to the course requirement, then this accommodation is not reasonable.

Service Dog:

Description: A service animal is trained to do specific work or perform tasks for the benefit of a person with a disability, including, but not limited to physical, sensory, psychiatric, intellectual, or other mental disabilities. Examples of work or tasks include assisting individuals who are blind or have low vision, pulling a wheelchair, assisting an individual during a seizure, and providing physical support and assistance with balance and stability to individuals with a mobility disability.

Lab Assistant:

Description: The role of a lab assistant is to assist with various lab requirements and procedures that a student with a disability may need support in completing. The lab assistant only performs tasks directed by the student, they do not explain or interpret lab assignments/questions, and the result of their support should not guide a student in any way. Examples that the lab assistant will help with pouring, lifting, retrieval of supplies and equipment.

Use of stress relief gadget:

Description: Some students with disabilities may be eligible for this accommodation and may bring stress relief gadgets such as stress ball to class.