

Regular Check-ins & Instructions / Directions

REGULAR CHECK-INS

The student may require regular check-ins with the instructor to ensure that the student stays on track to complete assignments on time. If needed, the student will schedule individual time with the instructor to request additional assistance and feedback on progress.

INSTRUCTIONS / DIRECTIONS

The student may require written instructions, repetition of oral instructions/directions, and/or additional explanation of assignments and other course requirements. If needed, the student will schedule individual time with the instructor to request additional explanations and/or feedback on progress.

Regular Check-ins & Instructions / Directions

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

Examples of application in the classroom:

- Multiple ways of teaching / reinforcing or demonstrating concepts
- Visual demonstrations paired with written instructions or additional resources for students to follow along with
- Syllabus design:
 - Early planning
 - List of required texts / audio clips
 - Simple layout
 - Minimal jargon / acronyms
 - Explain preferred communication style
 - Office hours - offering time(s) throughout the week when students can reach you
- Formal feedback on projects before final submission

- 1-ON-1 SUPPORT
- MULTIMODAL LEARNING
- REPETITION OF INFORMATION

Alternative Format for Course Materials

The student will be offered direct access to the required readings (published textbooks) in the alternative, accessible formats of their choice through the use of <https://bookshare.org/>. The instructor or student must email access@cca.edu the book title, author, and ISBN number to receive access.

Students may also use the text-to-speech software, <https://www.naturalreaders.com/> to convert onscreen text or documents to spoken word.

If the course material is not accessible, please notify access@cca.edu. We will ask the instructor to reconsider using inaccessible material and refer them to our Universal Design for Learning guide.

Alternative Format for Course Materials

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM: • MULTIMODAL LEARNING

Examples of application in the classroom:

- Multiple ways of teaching / reinforcing or demonstrating concepts
- Syllabus design:
 - Early planning
 - List of required texts / audio clips
 - Simple layout
 - Minimal jargon / acronyms
 - Explain preferred communication style
 - Office hours - offering time(s) throughout the week when students can reach you
- Handouts, pre-written notes to summarize important learning objectives

Audio Recording & Note-Taking Assistance

AUDIO RECORDING

The student may use an audio recorder for lectures, labs, or studios. (Recorded material will be used only for successful course completion and not for duplication and distribution.) The use of a tape recorder agreement form must be signed before audio recording lectures, labs, or studios can begin.

NOTE-TAKING ASSISTANCE

The student will be given access to the software <https://notetakingexpress.com/>. This software allows the student to upload audio recordings of the class, to be transcribed into notes sent directly to the student.

Audio Recording & Note-Taking Assistance

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

- MULTIPLE NOTES
- CONTENT PROCESSING RESOURCES
- REPETITION OF INFORMATION

Examples of application in the classroom:

- Rubrics or clear instructions for students to reference when working on assignments away from instructors / the classroom
 - Include directions and measurable expectations
 - List specific due dates
- Video recordings of class or accessible tutorial videos to reference
- Students utilizing recording devices to record the audio from a lecture

Early Access to Course Materials

The student may request access to course materials before the start of the semester and during the semester if they are available. The student will work with the instructor to find the best mode to implement this accommodation.

Early Access to Course Materials

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

- ADDITIONAL TIME TO PROCESS ASSIGNMENTS

Examples of application in the classroom:

- Syllabus design:
 - Early planning
 - List of required texts / audio clips
 - Simple layout
 - Minimal jargon / acronyms
 - Explain preferred communication style
 - Office hours - offering time(s) throughout the week when students can reach you
- Sending presentation materials in advance of classroom discussion
 - This may include asking students to submit their presentations early for the benefit of those who need to visually follow along

Testing Accommodations

If needed, the student will make arrangements with the Instructor at least one week before the original test date for the testing accommodation(s) indicated below:

- Additional time (x 1.5) for in-class quizzes, tests, exams

Alternate testing site with a limited amount of external distractions

Testing Accommodations

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

- ADDITIONAL TIME TO PROCESS ASSIGNMENTS

Examples of application in the classroom:

- Substitute timed tests for take-home exams
- Choose alternative assessment types: papers, series of quizzes, presentations

Breaks & Preferential Seating

BREAKS

The student is allowed to take a 10-minute break during courses/studios that meet up to 1.5 hours, a 15-minute break during courses/studios that meet up to three hours, and two 15-minute intervals during courses/studios that meet up to six hours.

PREFERENTIAL SEATING

Please allow the student to select a preferred seat to allow them access to the educational material. The student should notify the instructor of their preference so the instructor may assist in reserving the space for the student.

PREFERENTIAL SEATING with SERVICE ANIMAL

Please allow the student to select a preferred seat to allow them access to the educational material. The student should notify the instructor of their preference so the instructor may assist in reserving the space for the student.

Breaks & Preferential Seating

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM: • FILL HERE

Examples of application in the classroom:

- Students with some medical conditions may become dizzy and disoriented, or may lack physical stamina. Thus they may be unable to quickly get from one location on campus to another. For these reasons, a student may be late getting to class or need a break. Please be patient when this happens.
- Preferential seating may be necessary to meet student needs, please help them save the seat they share they prefer.



Assignment Extensions or Accepting Partially Complete Assignments

Meeting deadlines is considered an essential component of the curriculum. However, extended time on course assignments may be a reasonable accommodation in certain situations because a medical or clinical condition poses challenges in completing assignments by deadlines with short notice.

Due to a documented disability that is episodic or chronic, the student may need additional time (up to 48 hours) to complete and submit written assignments or studio projects on occasion. If extra time is required, the student must contact the instructor to arrange and agree on a new due date/time before the original deadline. This accommodation does not apply to group projects or in-class presentations.

This accommodation applies only under the following circumstances:

- An assignment was not listed on the syllabus initially and is given to students with one week or less to complete;
- The assignment deadline is listed on the syllabus, but the student did not get the necessary information to complete it until there is one week or less to the deadline;

An unexpected medical or physical episode interferes with the student's ability to complete the work in the expected timeframe.

Assignment Extensions or Accepting Partially Complete Assignments

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM: • FILL HERE

Examples of application in the classroom:

- Formal feedback on projects before final submission
- Flexibility on assignment requirements that still meet the course objectives
- To ensure students understand how using this accommodation is reasonable, email access@cca.edu, and the student sharing the agreement

Trigger Warnings

The student may request trigger warnings regarding matters shared by the student with the instructor. The trigger warning should offer sufficient time for the student to take their break, then re-engage with the class afterward.

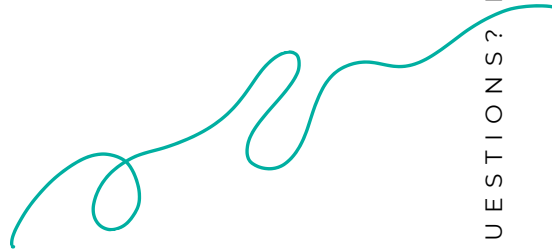
Trigger Warnings

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

- ADDITIONAL TIME TO PROCESS ASSIGNMENTS

Examples of application in the classroom:

- Letting students know triggering material is being shown in advance
- Sharing this information in the syllabus is extremely helpful for the student



Alternative Assignments

Depending on the student's needs, the student may need to work on an alternative assignment to meet a particular learning objective. Students and instructors are welcome to schedule consultations with access@cca.edu while creating alternative assignments.

Alternative Assignments

FOR SUPPORTING STUDENTS WHO MAY BENEFIT FROM:

- MULTIMODAL LEARNING

Examples of application in the classroom:

- Multiple ways of teaching / reinforcing or demonstrating concepts
- Flexibility on assignment requirements that still meet the course objectives
- Encouraging students to integrate their preoccupied interests to help motivate/focus students.