

Creating a **Community of Care:** Access, Accommodations, and Disability Services

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about Accommodations

about Accommodations

**What are three questions that you have
about Accommodations?**

Importance of Accommodations

Academic Accommodations

- Accommodations are pivotal in ensuring **equity** in education.
- They **remove barriers**, allowing all students to showcase their true potential.
- Types:
 - Modifications,
 - auxiliary aids,
 - adjustments, or
 - services

Focusing on the Goal

The goal of accommodations is to provide equal access to the **learning objectives** of the course.

It is important to consult with us if there is ever a question about whether the accommodation is missing the goal or might be **unreasonable**.

Access / Disability Services

Process

Process Outline

1. Student **discloses** disability to us.
2. We engage in an **interactive process** to understand their needs.
3. Accommodations are **approved**.
4. Student **opts-in** each semester,
 - a. consenting for us to send an accommodation letter
 - b. or they can request one to share with you themselves.

Process Outline

5. We **send** the letter to the student, and if they choose, their faculty members.
6. Student **meets** with faculty to discuss letter.
7. Student or faculty **consults** with Access / Disability Services if issues arise.

Faculty Collaboration

Creating a Community of Care

- **Syllabus inclusion** highlights availability of our office to your students
 - Syllabus Statement [Example](#) available on portal:

Access/Disability Services (Office of the Dean of Students)

Disability Services provides services to eligible students with a documented permanent or temporary physical, psychological, or sensory disability (including pregnancy-related disabilities) that qualifies them for academic accommodations under the law. Students are encouraged to notify their instructor after class or during office hours if they need academic accommodations. To request accommodations and services through Disability Services, students must review the Access/Disability services portal page (<https://portal.cca.edu/thriving/access-disability-services/>).

Students who feel they may need an academic accommodation based on the impact of a documented disability may contact Disability Services privately to schedule an intake appointment to discuss their specific needs. Please contact access@cca.edu.

- **Refer** students for additional community support
 - access@cca.edu
 - Early Intervention: [Interim Progress Reports](#)
 - (This message goes directly to student)
 - [CCA CARES Form](#):

Area of Concern:

Please select the category that best describes the primary area of concern: *

- Academic (academic success support needs)
- Behavioral Concern (potentially missing student, disruptive behavior, potential threat of physical violence to self or others)
- Basic Needs (housing, food, financial insecurity)
- Disability Services (access and accommodations)
- Health and Wellbeing (mental, physical, health)
- Potential Policy Violation (student code of conduct, bias based on protected class, student sexual misconduct)

- **Consult** with us when Issues / Questions arise
 - Email access@cca.edu
 - CCA Cares Form
 - Or [schedule a consultation](#) with Marcos

Accommodation Letter

Example and 2023 Updates

Accommodation Letter Example



Access / Disability Services Accommodation Letter

TO: **Example Student** Instructors for **Fall 2023**
FR: Access / Disability Services (access@cca.edu)
RE: Academic Accommodations for **Example Student Fall 2023**

Example Student is enrolled in your course and is recognized by California College of the Arts as having a disability. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, assure students with qualifying disabilities the right to reasonable accommodations in college to provide them with equal educational opportunities. A "reasonable accommodation" is a modification that assists the student without altering an essential element of the college's academic program (including fundamental course requirements, standards of academic evaluation, instructor policies regarding attendance and participation, and student code of conduct).

ACCOMMODATIONS:

Access / Disability Services has reviewed this student's documentation and has determined the accommodations listed below to be appropriate.

- REGULAR CHECK-INS
- INSTRUCTIONS / DIRECTIONS
- ALTERNATIVE FORMAT FOR COURSE MATERIALS (BOOKS, ARTS, ETC.)
- AUDIO RECORDING
- NOTE-TAKING ASSISTANCE
- TESTING ACCOMMODATIONS
- BREAKS
- ASSIGNMENT EXTENSIONS or ACCEPTING PARTIAL
- ATTENDANCE POLICY MODIFICATION

Please note that the accommodations listed above are the ones mandated for the student. Instructors can adjust their academic policies to provide the required accommodations. Accommodations are made solely at the instructor's discretion and do not alter the nature of the college's academic program or provide inequity.

Also, please note that the student is responsible for promptly providing sufficient time to provide the required accommodations. Accommodations are made solely at the instructor's discretion. Feel free to consult access@cca.edu if you have questions about these accommodations.

If you have any questions about these accommodations, please contact Access / Disability Services for assistance.

TO: **Example Student** Instructors for **Fall 2023**
FR: Access / Disability Services (access@cca.edu)
RE: Academic Accommodations for **Example Student Fall 2023**

Example Student is enrolled in your course and is recognized by California College of the Arts as having a disability. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, assure students with qualifying disabilities the right to reasonable accommodations in college to provide them with equal educational opportunities. A "reasonable accommodation" is a modification that assists the student without altering an essential element of the college's academic program (including fundamental course requirements, standards of academic evaluation, instructor policies regarding attendance and participation, and student code of conduct).

2023 Updates

1. No need to physically/electronically sign accommodation letters
2. Both students and faculty should **simply respond to the email** with the accommodation letter, confirming that they have received and accepted its contents.

Accommodation Letter



California College
of the Arts

Access / Disability Services Accommodation Letter

INSTRUCTIONS

STUDENT:

- Students must [opt-in](#) to receive an updated accommodation letter each semester.
- It is your responsibility to present the letter to your instructor on time.
- Keep in mind that accommodations are not retroactive.
- You are strongly encouraged to review and discuss your accommodations with your instructor to make necessary adjustments/arrangements.
 - o You are not required to disclose specific details of your disability.
 - o It might be helpful to share about the barriers you may experience in the learning environment and how the accommodations are meant to mitigate them.

INSTRUCTOR:

- Please send a confirmation email that you have read and agree to provide the accommodations to:
 - o access@cca.edu
 - o Student's CCA Email
- For details and instructions regarding specific accommodations, please visit <https://portal.cca.edu/thriving/access-disability-services/academic-accommodations/>
- The letter is confidential information between you, the student, and Disability Services.
- Viewing the letter by anyone other than yourself and the student is inappropriate.
- Instructors are requested to take necessary safeguards to ensure confidentiality (i.e., keep the letter secure when not referring to it).
- The student may request time to review and discuss the accommodations with you to make the necessary adjustments/arrangements promptly.
- If you believe that an accommodation might fundamentally alter an aspect of the learning objectives within your course, please consult access@cca.edu.

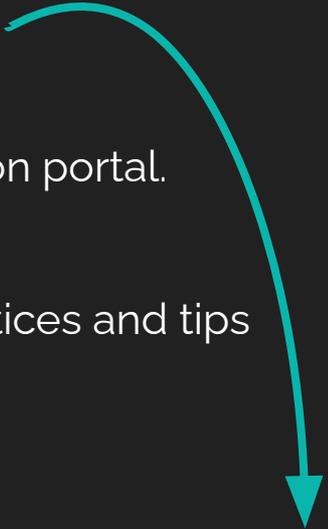
Please feel free to contact access@cca.edu with any questions about reasonable accommodations. We are also available for consultations.

INSTRUCTOR:

- Please send a confirmation email that you have read and agree to provide the accommodations to:
 - o access@cca.edu
 - o Student's CCA Email
- For details and instructions regarding specific accommodations, please visit <https://portal.cca.edu/thriving/access-disability-services/academic-accommodations/>
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Please feel free to contact access@cca.edu with any questions about reasonable accommodations. We are also available for consultations.

2023 Updates

3. Accommodation letters will include a link to **accommodation descriptions/instructions**
 - a. These are not on the letter anymore because they are available on portal.
 - b. I plan to include faculty tips and best practices on portal later.
 - c. Victoria will lead a discussion today for you all to share best practices and tips
- 

<https://portal.cca.edu/thriving/access-disability-services/academic-accommodations/>

Letter is Missing Instructions



Access / Disability Services Accommodation Letter

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ACCOMMODATIONS:
Access / Disability Services has reviewed this student's documentation, interviewed the student, and determined the accommodations listed below to be appropriate.

- **REGULAR CHECK-INS**
- **INSTRUCTIONS / DIRECTIONS**
- **ALTERNATIVE FORMAT FOR COURSE MATERIALS (BOOKS)**
- **AUDIO RECORDING**
- **NOTE-TAKING ASSISTANCE**
- **TESTING ACCOMMODATIONS**
- **BREAKS**
- **ASSIGNMENT EXTENSIONS or ACCEPTING PARTIALLY COMPLETE ASSIGNMENTS (up to 48 hours)**
- **ATTENDANCE POLICY MODIFICATION**

Please note that the accommodations listed above are the only accommodations that are considered legally mandated for the student. Instructors can adjust their academic policies to fit students' unique circumstances. Still, these adjustments are made solely at the instructors' discretion and should not alter the fundamental nature of the college's academic program or provide inequitable treatment of students.

Also, please note that the student's responsible for promptly presenting this notification to you, granting you sufficient time to provide the required accommodations. Accommodations are not to be given retroactively; feel free to consult access@cca.edu if you have questions about the timing of the student opting in.

If you have any questions about these accommodations, please email access@cca.edu. Thank you for your assistance.

ACCOMMODATIONS:

Access / Disability Services has reviewed this student's documentation, interviewed the student, and determined the accommodations listed below to be appropriate.

- **REGULAR CHECK-INS**
- **INSTRUCTIONS / DIRECTIONS**
- **ALTERNATIVE FORMAT FOR COURSE MATERIALS (BOOKS)**
- **AUDIO RECORDING**
- **NOTE-TAKING ASSISTANCE**
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Instructions Available on Portal

Example:

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.*



Early Access to Course Materials

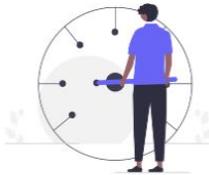
The student may request access to course materials before the start of the semester and during the semester if they are available. The student will work with the instructor to find the best made to implement this accommodation. The student may request assistance from access@cca.edu.



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 for in-class quizzes, tests, exams (specified on accommodation letter)
- Alternate testing site with a limited amount of external distractions



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.



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,
- 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.



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 to receive access.

Students may also use the text-to-speech software speechify.com to convert onscreen text or documents to spoken words.

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.



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 audio recording 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.



Interpreting the Letter

Next Steps with Student

When a student presents an accommodation letter:

1. **Assess** whether accommodations might significantly change the core learning objectives of your course.
2. **Clarify** with the student how accommodations might mitigate their unique barriers to learning.

When a student presents an accommodation letter:

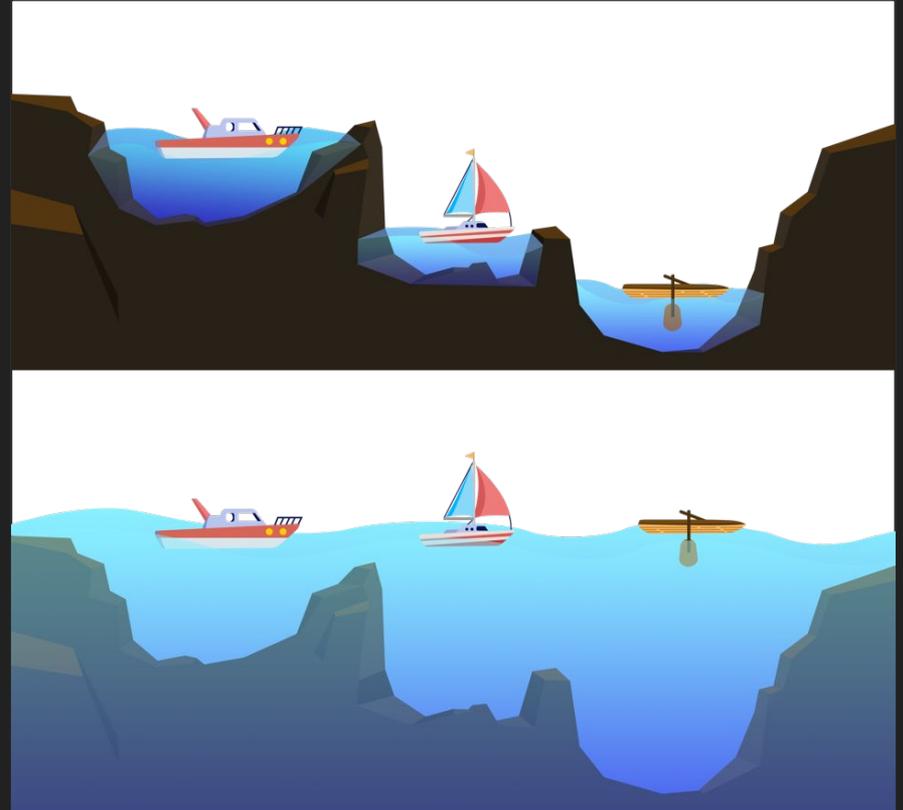
3. **Avoid Denial:** It's essential that instructors refrain from outright denying an accommodation.
4. **Articulate Concerns:** If you believe the accommodation is not reasonable in light of your class objectives or pedagogical methods, contact access@cca.edu.
 - Help us understand the context of your course then we will collaborate on a solution.

Proactive Course Design

Thinking Ahead Accommodates Every Student

Embracing **Universal Design for Learning**

In essence, while UDL might require an initial investment of time and thought, it pays off by reducing the workload in the long run, ensuring smoother course delivery, and enhancing the overall learning experience for all students.



3 Core Principles

- **Representation:** Offer multiple, flexible methods of presentation to cater to different ways students perceive information.
- **Action & Expression:** Allow students various ways to express what they've learned, recognizing that individuals differ in how they can navigate a learning environment and express what they know.
- **Engagement:** Understand that learners have different ways of being engaged, and what is motivating for one might not be for another.

Practical Implementation

- **Diverse Materials:** Use a mix of text, videos, and interactive content for students to reference.
- **Flexible Assessments:** Offer choices in how students demonstrate their understanding,
 - I.E. written assignments, presentations, or discussions.
- **Interactive Learning:** Encourage group discussions, peer teaching, and hands-on activities.

Collaboration is Key

- **Continuous Improvement:** Gather feedback from students about what's working and what's not.
- **Iterate:** Use this feedback to make continuous improvements to the course design.
- **Share Best Practices:** Collaborate with fellow faculty members to share and learn about successful UDL strategies.

Faculty Pro-Tips

Discussing What Works

Is a student required to share a Letter of Accommodation with you as an instructor?

Briefly: FERPA and relationship to accommodations?

Let's iterate on some
creative ways
of responding to
Accommodations:

A letter of accommodation requests **ADDITIONAL TIME**:

- Consider allowing a student to turn in work that is in-progress on the due date.
- Look at the work in terms of development and problem solving rather than finish.

A letter of accommodation requests **ADDITIONAL TIME:**

-If an accommodation requests 20% more time on assignments, think about grading something 80% finished on the due date. Give it some wiggle room.

-Place greater emphasis on the early iterations of the project: creative thinking, sketching, responding to small-group peer suggestion, asking for help.

-Allow student to turn in all finished work at the end of the semester so they can stay up to date with the rest of the class.

A letter of accommodation requests **REGULAR CHECK-INS & SUPPORT WITH INSTRUCTIONS/DIRECTIONS:**

- Make it fun, like a hang-out. Invite them to walk with you to the cafe and join you for coffee to discuss the prompt and their understanding of presented materials. Ask questions.
- Schedule (four) ten minute one-on-one meetings at the beginning of the semester. Send calendar invites to the student. They don't have to use them but it may help to know that they can.
- Schedule more curricular peer evaluation in general. It will help every student.

A letter of accommodation requests **REGULAR CHECK-INS & SUPPORT WITH INSTRUCTIONS/DIRECTIONS:**

-Play a call and response game with project prompts to test whether the class unilaterally understands.

Repetition helps with comprehension without making it about the accommodation.

-More collaborative work in general. Students are coming out of pandemic mindset and will benefit from more problem-solving in small groups where they can practice social skills and iterate on assignments together.

REAL LIFE SCENARIOS

As Food for Thought...

A student has a letter of accommodation that includes **additional time on assignments** and **regular check-ins**. You notice in the woodshop that they are having difficulty perceiving depth while hand-sawing a stick of wood but vision is not noted on their letter.

What are some possible responses?

-difficulty perceiving depth while hand-sawing a stick of wood

This is a safety issue that needs to be addressed **immediately**.

Pause the activity.

Talk with the student privately/gently about your observation and work together to create a modification for the assignment that does not include sharp tools.

If you need assistance with assignment modification, reach out to your Program Chair or access@cca.edu.

What has worked
well for you?