

Faculty Guide for Accommodation Services at Kirkwood Community College

Created by the Learning Services Department
Kirkwood Community College
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Accommodation Services

Accommodation Services, a part of the Learning Services department, offers support for students with disabilities. These services are available to eligible students at no cost. Using a team approach to assist students, staff on main campus and all county centers work with students to determine reasonable accommodations and ensure that faculty are aware of accommodations needed.

Kirkwood Community College has established policies and procedures to implement provisions of the Americans with Disability Act (ADA) and Section 504 of the 1973 Rehabilitation Act. These policies and procedures are used to determine reasonable accommodations for students with disabilities to meet academic and technical standards required for their educational program.

Accommodation Services Staff

Arron Wings, Dean of Learning and Library Services, 2063 Cedar Hall. x5624

Amanda Thompson, Coordinator, Accommodation Services, 2024 Cedar Hall. x5439

Barbara Mussman, Accommodation Case Manager. 2020 Cedar Hall. x5454
Accommodations Case Manager on main campus.

Elissa Teets, Accommodation Case Manager for Iowa City. 2023 Cedar Hall (Main Campus), One Stop office in Iowa City. x7752

Nic Jones, Department Assistant in Learning Services. 2063 Cedar Hall. x5574.

Nic processes files for all Kirkwood students requesting accommodation and is a good point of contact for students who have questions about the process of requesting accommodations.

Case Management for the County and Regional Centers is handled by designated staff at each site, in coordination with the main campus staff. Students attending High School Academies may also receive accommodations and will work with a designated Accommodations Case Manager at each center.

Why We Do What We Do

We are committed to providing equal access to students with different aptitudes, personal challenges and forms of disability in order to allow these students the opportunity to pursue their educational goals.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to access these rights, it is the policy of the Kirkwood Community College for students with disabilities to request accommodations through the Learning Services Department in order to determine eligibility for academic accommodations.

Historical Context

In 1990 the Americans with Disabilities Act (ADA) was passed that extended civil rights protection for people with disabilities to ensure they have equal access and are not discriminated against based on their disability. The ADA protects individuals with disabilities in the areas of employment in public and private sectors, transportation, public accommodations, telecommunication relay services and services provided by state and local government. The ADA extends the standards of compliance beyond Section 504 of the Rehabilitation Act of 1973 to include employment, communications and all policies, procedures and practices that impact the treatment of students with disabilities. The emphasis focuses on the entire scope of the institution's activities, including facilities (physical access), programs and employment.

Colleges and universities receiving federal financial aid dollars must not discriminate in the recruitment, admission or treatment of students. Enrolled students who have documented disabilities may request accommodations or auxiliary aids which will enable them to participate in and benefit from all postsecondary educational programs and activities. Postsecondary institutions must make appropriate changes to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities.

Under Section 504 of the Rehabilitation Act of 1973 universities may not:

- Limit the number of qualified students with disabilities admitted to the institution;
- Make preadmission inquiries as to whether or not an applicant is disabled, except as necessary to provide Affirmative Action for persons with disabilities;
- Use admissions tests or criteria that inadequately measure the academic qualifications or likelihood of success of students with disabilities;
- Exclude a qualified student with a disability from any course of study;
- Limit eligibility of a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of having a disability;
- Counsel a student with a disability toward a more restrictive career;
- Use methods of evaluating students which fail to represent a disabled student's actual achievement;

- Establish and apply rules or policies that have the effect of limiting participation of students with disabilities. (American Council on Education brochure)

Feel free to refer to Kirkwood’s established policy in Policy Manager on KIN. Policy name: [“Accommodation Services for Students with Disabilities”](#)

Accommodations Request Process

Students requesting accommodations will follow these steps:

1. Complete an Accommodations Request form by following this link: [online Accommodation Request form](#). If preferred, the student can obtain a paper copy of this form from the Learning Services office (2063 Cedar Hall, 398-5574, 8-5 Monday-Friday or at any of the off campus sites).
2. Provide a copy of documentation which describes their disability and how it affects their academic life. If the student doesn’t have a copy of documentation, he/she should contact the Learning Services office to sign a release form allowing us to request information from an appropriate school or medical professional.
3. Once the Accommodations Request form and the documentation are received, **AND** the student is registered for classes, the student will receive the name and contact information of their Accommodations Case Manager.
4. Student is responsible to contact the Accommodations Case Manager to make an appointment.
5. Student and their Accommodations Case Manager will discuss appropriate accommodations and write an Accommodation Plan. A new plan is written every semester. Once the plan has been written:
 - a. The student shows of the plan to the faculty to obtain their signatures. An electronic copy of the plan will be emailed to the faculty’s Kirkwood email address for their records.
 - b. For students enrolled in KTS or ATAW courses, a copy of the plan will be sent to the Distance Learning office, who will then distribute the plans to the appropriate faculty.

Role of the Accommodations Case Manager

The Accommodations Case Manager provides or arranges for reasonable accommodations for students with disabilities to ensure access to courses, programs, facilities, services and activities on campus. The Accommodations Case Manager role includes:

- Providing information, supports and referral to students with disabilities
- Assisting students with obtaining disability documentation and determining reasonable accommodations
- Promoting student self-advocacy, independence and skill development
- Maintaining strict confidentiality of protected information
- Facilitating communication and providing ongoing consultation and problem solving assistance for students, faculty and staff
- Assisting students in understanding their disabilities and their legal rights and responsibilities

Accommodation Descriptions

Below is information regarding specific accommodations faculty may see on a Student Accommodation Plan. If you have questions or concerns regarding the accommodations, please contact the student's Accommodations Case Manager.

Exam/Quiz Accommodations:

- Students with any exam/quiz accommodations will take their exam at the Test Center on the campus where they attend classes, unless otherwise arranged with faculty
- Extended Time: Time and a half (1.5x) or double time (2x) will be approved. Example: if all students in the class receive an hour to take the exam, a student with accommodations will receive 90 minutes (1.5x) or 120 minutes (2x) to take the exam.
- Calculator to be used on math or science exams/quizzes
- Allow use of computer to type responses: could be for short answer/fill in the blank, essay or multiple choice tests.
- Private Room: to be arranged by the student and must be reserved at least 3 business days in advance. This is a quiet space for students to take their exam in free of distractions
- Exams read by Assistive Technology: If the Student Accommodation Plan indicates the test may be read aloud by assistive technology, an electronic copy of the exam must be submitted to the Test Center using one of the following formats: Word (.doc/x), PDF (.pdf) or TALON/website.
- Alternative Exam Reader: This indicates the student will have the exam read aloud by a staff person
- Scribe: Student may need someone to write essays or short answers for them due to their disability, or may need assistance filling out the scantron
- Faculty are requested to send all exams/quizzes to the test center or submit via www.kirkwood.edu/testsubmissions with the Exam Instruction Sheet. Please include all information pertinent to the student's exam including any above accommodations.
- Faculty and students should discuss exam/quiz arrangements that need to be made (e.g. date/time to take exam/quiz, if there is flexibility when exam/quiz needs to be completed, etc.)
 - If there are circumstances when a testing accommodation may not work for your course, such as a pop quiz, or quiz over a video, contact the Accommodations Case Manager to discuss possible alternatives for the student.

Classroom Accommodations:

- Use of an Electronic Device to record and/or take notes with faculty approval
 - Electronic devices may include, but are not limited to: laptops, tablets, iPad's, SmartPens, tape recorder or digital recorder, etc.
 - Please refer to Kirkwood's [Recording Devices](#) Policy
- Access to lecture notes, PowerPoints or other note taking aids: This is for any notes the faculty may have readily available for the students to use as guides, outlines, or aids. It is not expected that the faculty create these if not readily available.

- Help a student identify a good note taker in class: Faculty can help a student get copies of another student's notes to add to their own personal notes. It is the student's responsibility to obtain the copies of notes, however, in some cases it may be helpful that the faculty assist in setting up this exchange with both students.
- Specific Seating: Students will indicate a preference of where to sit in the classroom to allow them to utilize their accommodations.

Accommodations through Learning Services (we want the faculty to be aware of these accommodations but unless otherwise noted, the faculty is not in charge of providing these):

- Electronic Textbooks: These are digital copies of textbooks publishers allow us to release to students with a disability. Students are required to show proof of purchase of the textbooks prior to receiving the digital copies. These formats allow students to use assistive technology software to access the book material by hearing a voice read the text. This is handled through Tutoring Services.
- Assistive Technology: These are technology tools that assist a student with a task they may otherwise have difficulty with. For more information on specific Assistive Technology available at Kirkwood Community College, visit www.kirkwood.edu/assistivetech
- Sign Language Interpreter: Learning Services hires an interpreter to be in the class with the student. A Sign Language interpreter may also be needed when a student takes an exam.
- Adjustments to desks, tables, chairs will be arranged by the Learning Services staff. Faculty will be notified if needed.

Additional Accommodations/Information/Comments/Clarifications Section:

Please pay attention to this section of the Student Accommodation Plan. This will provide detailed information for the faculty to be aware of when it comes to the student and their accommodations.

Suggestions for talking with a student who is struggling and may need accommodations

- Talk to the student at a time where the rest of the class will not hear the conversation.
- Tell the student about your concerns, the inconsistencies you see in their work, areas they seem to lack understanding and specific examples of where the student is not making good progress.
- It is ***not*** appropriate to ask the student if he/she has a disability and students are not obligated to disclose their disability to anyone outside of Learning Services, specifically their Accommodations Case Manager. You ***can*** ask the student if they have had these types of difficulties before or received academic support in past educational experiences.
- If the student responds that he/she knows or suspects they have a disability, suggest they come to the Learning Services main office (2063 Cedar Hall) to learn about getting academic assistance or accommodations.

Syllabus Statement

Be sure to include this statement in each course syllabus:

Academic Accommodations:

Students with specific academic and/or classroom needs may request individualized accommodations. Students wishing to request accommodations should complete an 'Accommodation Request Form' which is available at the Learning Services office, 2063 Cedar Hall, or online at www.kirkwood.edu/accommodations. Students will be asked to provide documentation supporting their request. An accommodation plan must be completed each semester and given to faculty before academic accommodations will be provided.

Accommodation Services Advisory Board

In the fall of 2014 an advisory board was formed to give the Accommodations staff an opportunity to have regular dialogue with faculty from across campus. This board is made up of a faculty representative from each academic department on campus, the Accommodations staff, Dean of Learning Services and is chaired by the Manager, Accommodation Services. The board meets four times a year. For information on who represents your department on this board, please contact your Dean.

Frequently Asked Questions

How can students request accommodations?

Students can request accommodations in two ways. Students can complete an Accommodations Request Form by following this link: [online accommodation request form](#) OR if preferred, the student can obtain a paper copy of this form from the Learning Services office (2063 Cedar Hall, 398-5574, 8-5 Monday-Friday).

Am I obligated to comply with what is written on a Student Accommodation Plan?

A faculty should not simply refuse an accommodation they feel is unreasonable without first engaging in an interactive process. If an accommodation concerns you for any reason, it is important to discuss this with the student and their Accommodations Case Manager to explore reasonable alternatives to the request. Faculty are not permitted to unilaterally decide what accommodation the student should have.

What if I do not agree with the requested accommodation as written on the student's accommodation plan?

Contact the student's assigned Accommodations Case Manager to discuss your concerns. Following that discussion, there may be a need for the student, the Accommodations Case Manager and the faculty to discuss possible alternatives. Until a decision is made, the original accommodation must be provided. The student has the right to be involved in the interactive process of determining the appropriate accommodation.

Why don't all students provide their Accommodation Plan at the beginning of the semester?

Students can request accommodations at any time throughout the semester, so you may receive a Student Accommodation Plan any week of the semester. We recommended students complete their accommodation request and plans early in the semester so they can use their accommodations throughout the entire semester, but it is the student's choice. Accommodations become effective on the date the student provides the Student Accommodation Plan to the faculty and are **NOT** retroactive.

How do I adjust the amount of time allowed on an exam or quiz in TALON?

Follow these steps to add extended time to quizzes for specific students. These steps are also available in the Talon Instructor Training Course on TALON, in the Quiz Module underneath Quiz Settings.

1. After you have created a quiz, access the Quiz settings. To access the quiz settings, click on the Quiz and click the "Quiz Setup" button.
2. Click on the "Restrictions" tab.
3. Scroll down and select "Special Access Settings." Special Access can be given to students who need extra time on a quiz or perhaps an extension on the end date. Click "Add Users to Special Access" to customize the special access settings.

Advanced Availability

Advanced Availability

- Allow selected users special access to this quiz
 Allow only users with special access to see this quiz

Add Users to Special Access

4. Here you will see several special access settings including "timing". There are three radio buttons available to choose from. Select "Enforced Time Limit" and a box will open up below which will allow you to add to the time limit manually for the specific student according to their accommodations. You'll see the time limit you originally set for the quiz.

Timing

No changes No enforced time limit Enforced time limit

Time Limit

60 minute(s)

Assign an alternative grace period

Grace Period

5 minute(s) before flagged as late

5. Next, select the users (student) from the list displayed and click "Add Special Access." Save and Close the quiz.

The screenshot shows a web interface titled "Users". At the top left, there is a "View By:" dropdown menu set to "User" and an "Apply" button. Below this is a search bar labeled "Search For:" with a magnifying glass icon and a link to "Show Search Options". A table below the search bar has a header "First Name ▲, Last Name, Id" and one row containing "Sara Honchar". At the bottom of the interface, there are two buttons: "Add Special Access" and "Cancel".

Need Help with Talon?

Talon users enjoy 24/7 year-round support. When you need technical support with Talon call 1-877-478-7074, email talontechnicalsupport@d2l.com or fill out the [Talon Support Form](#).

Do all students have to schedule a time in the test center for their exams and quizzes?

If the accommodation is simply for *extra time* to take their test, they do not need to contact the Test Center in advance of taking the test. Students who request a *private room* or a *reader* need to contact the Test Center at least 3 business days in advance of the test date to schedule these accommodations.

What if a student tells me they have a disability, but doesn't have a Student Accommodation Plan? Do I still need to provide accommodations to the student even without a plan?

No, you are not required to provide accommodations to students who have not had you sign a Student Accommodation Plan from our office. Please refer the student to our office to see what types of supports the student may be eligible for. *Although it is ultimately the faculty's decision to provide any exceptions to their course policy, it is recommended that faculty do not provide accommodations without first having the student request accommodations through the Learning Services department.*

Can students taking online courses receive accommodations?

Yes, students are able to receive accommodations for online courses. Student Accommodation Plans will be sent to the Distance Learning office who will then email the plan to the faculty teaching those courses. As always, if questions or concerns arise, please contact the student's Accommodations Case Manager.

Is a student required to tell me what their disability is?

No, students are not required to disclose their disability or the nature of their disability to you. It is also not appropriate to ask the student disclose that information. You will know a student has followed the necessary steps to receive accommodations once they bring you a copy of the accommodation plan. If you noticed a student is struggling, you can refer them to speak with the Learning Services department.

Can students receive extra tutoring hours as an accommodation?

According to law, tutoring is personal service and is not considered a reasonable accommodation for students attending colleges and universities. Kirkwood has chosen to offer free tutoring to any Kirkwood student enrolled in credit classes. Students can request individual tutoring for 2 different classes each semester, for up to 2 hours per week for each class. To request a tutor, students must go to Tutoring Services in room 2071 Cedar Hall. Tutoring Services will make every attempt possible to find an individual tutor when a student makes a request, but it is not guaranteed. Tutoring Services also has walk-in tutoring available for students in math, science, computer skills and a variety of other subjects at the main campus and the Iowa City campus. Students taking classes at sites away from main campus should be aware that it is more difficult to find individual tutors at those sites. An option for these students is to have a tutor on main campus work with the student via Zoom. For more information on Tutoring Services, please visit www.kirkwood.edu/tutoring

If a student with a disability is working with a one-on-one tutor and feels they would benefit from more time with that tutor, the student should contact their Accommodations Case Manager to discuss their needs.

A student told me they would be missing class regularly. Should I accommodate them for missing more classes than my attendance policy allows?

Accommodations for class attendance will be considered only when a condition directly related to the student's disability has been shown to interfere with their ability to attend class. Students are expected to follow the attendance policy established by the instructor and stated in the course syllabus. Students must request an attendance accommodation through their Accommodations Case Manager. The Case Manager will then discuss with the instructor the possibility of granting a modification to the attendance policy for that class and engage in an interactive process to determine what a reasonable attendance accommodation may be.

Neither the college nor the faculty member is required to waive essential or fundamental academic requirements of a course. In determining the importance of attendance as a factor in grading the Office of Civil Rights¹ has suggested that four questions be addressed:

- Is there classroom interaction between faculty and students, and among students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely upon student participation as an essential method for learning?
- To what extent does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- How do you calculate attendance in the final grade?
- What is the classroom policy regarding attendance?

¹ The Office of Civil Rights (OCR) is a sub-agency of the U.S. Department of Education who serves student populations facing discrimination. Their mission is "to ensure equal access to education and promote educational excellence throughout the nation through vigorous enforcement of civil rights." For more information visit: www2.ed.gov/about/offices/list/ocr/aboutocr.html.

Appendix A outlines information for student who are considering requesting an attendance accommodation. Appendix B is the template that will be used in order to document the agreed upon attendance accommodation.

A student told me they would be missing class regularly. Should I accommodate them for missing deadlines on assignments and exams?

Accommodations for these situations will be considered when the disability related condition has been shown to interfere with the student's ability to complete an assignment on time or has missed taking an exam at the scheduled time. Students must request this accommodation through their Accommodations Case Manager. The Case Manager will then discuss with the instructor the possibility of granting a modification to the assignment or exam deadline for that class.

Neither the college nor the faculty member is required to waive essential or fundamental academic requirements of a course. Students are still be expected to complete assignments and exams to the same standards of all other students.

Please read the complete document regarding assignment deadlines and exams dates (Appendix B) at the end of this document.

Can a student bring a Service Animal/Dog to class?

"Service Animal or Service Dog" is defined by law as any guide dog or signal dog specifically trained to do work or perform tasks for people with disabilities including physical, sensory, psychiatric, intellectual or other mental disabilities. Service Animals/Dogs are permitted to accompany a person with a disability on Kirkwood property for college activities, services and programs. There is no gear, ID, paperwork or proof of any certification required by law for the Service Dog to work in public.

Only two questions can be asked if it is not immediately clear a dog is a service dog:

1) Is the dog required because of a disability? and 2) What tasks or work is the dog trained to perform? The service dog must be under control by the student at all times. If the service dog is out of control or disrupting, the student must be allowed to get the dog under control. If the service dog continues to be out of control or disrupting, the student can be asked to remove the dog from the classroom or campus.

If a service dog in a classroom causes problems to another student or the instructor, for instance, due to allergies or phobias, remedial actions will be discussed to address the problem. Learning Services will assist with these discussions and help determine appropriate alternatives.

Students are not required to notify Learning Services or register the service dog with our office but we appreciate when the student informs us that they will have a service dog on campus.

NOTE: Service Animals/Dogs are not the same as "emotional support" animals. Animals on campus which are identified as 'emotional support' animals would only be allowed if the student has provided sufficient documentation to Learning Services which verifies the need for the student to have their emotional support animal because of a disability. If a student is approved to have an emotional

support animal on campus it would be written into the student's accommodation plan. The plan would document the parameters for the student's use of the emotional support animal on campus.

Kirkwood's policy for "[Service Animals](#)" is located in Policy Manager on KIN.

What if a student is being disruptive, rude or threatening?

All students must abide by the Student Code of Conduct, as written in the Student Handbook, even if you believe that the behavior is a manifestation of their disability. Please discuss the student's behavior with their Accommodations Case Manager to determine if extra support can be provided to the student to improve classroom behavior.

If the student is displaying behavior that is violating the student code of conduct, such as being threatening or verbally abusive, contact the Dean of Students. Please see "[Student Conduct Code](#)" in Policy Manager on KIN for more information on the process or contact the Dean of Students office.

Can parents be involved in the accommodations process?

This is the choice of the student. If students want to allow parents to communicate with their case manager, students must complete a 'Consent to Release Information' with the Learning Services department. *Our consent form does not give faculty permission to communicate with parents of students;* it only gives the Learning Services staff the ability to communicate what the student wishes.

If a student wants the faculty to communicate with their parents, a [Consent for Release of Educational Records](#) must be submitted to the One Stop office. Each department has a designated staff that is able to access these forms once they have been submitted to the One Stop office.

For further questions regarding FERPA and Consent, contact One Stop or visit www.kirkwood.edu/onestop.

Where can I find information about Closed Captioning requirements and how to caption my own videos?

There are several resources available on campus for faculty to learn more information about Closed Captioning. KCELT offers faculty development courses on topic such as Closed Captioning. New this 2015-2016 academic year, KCELT will be offering a Closed Captioning Self-Paced and Workshop course on the topic of captioning videos shown in class. See www.kirkwood.edu/kcelt for more information.

Faculty may also contact the Instructional Designers for more information or assistance:

- Alan Peterka, Instructional Designer, Distance Learning
- Emily McWorthy, Instructional Designer, Distance Learning
- Wilson M. Rojas, Instructional Designer, KCELT/Institutional Effectiveness/Research
- Vicky Romano, Instructional Designer, KCELT/Institutional Effectiveness/Research

If faculty have any questions regarding an accommodation for a student requiring closed captioning, please contact the students Accommodations Case Manager.

Resources/Links for Further information

Kirkwood Learning Services: <http://www.kirkwood.edu/learningservices>

Accommodation Services: <http://www.kirkwood.edu/accommodations>

Kirkwood Assistive Technology Lab: <http://www.kirkwood.edu/assistivetech>

- Includes a list of free and low cost apps for all students

Kirkwood Test Centers: www.kirkwood.edu/testcenter

Test Submissions: www.kirkwood.edu/testsubmissions

KCELT: Kirkwood's Center for Excellence in Learning & Teaching offers learning events (institutes, initiatives, session offerings, consultations, instructional coaching, and curriculum design support.

<http://www.kirkwood.edu/kcelt>

Kirkwood One Stop: www.kirkwood.edu/onestop

Kirkwood Policies in Policy Manager:

[Accommodation Services for Students with Disabilities](#)

[Recording Devices](#)

[Student Conduct Code](#) (or <http://www.kirkwood.edu/catalog/current/student-conduct-code.htm>)

Universal Design

AHEAD: <http://www.ahead.org/node/496>

UDL on Campus: <http://udloncampus.cast.org/home>

DO-IT: http://www.washington.edu/doi/CUDE/ude_onlinetut.html

Do-It: Faculty Room (Information on Universal Design & Specific Information about ADHD, ASD, Blindness, Deaf/Hard of Hearing, Health Impairments, Learning Disability, Low Vision, Mobility Impairments, Psychiatric Impairments, Accommodations, etc.):

<http://www.washington.edu/doi/programs/accesscollege/faculty-room/overview>

National Center for Universal Design: <http://www.udlcenter.org/aboutudl>

Iowa ASCD: <http://iowaascd.org/index.php/members1/approaches-to-learning/universal-design/>

Association on Higher Education and Disability: <http://ahead.org/>

Teaching Every Student in the Digital Age: <http://www.cast.org/teachingeverystudent/ideas/tes/>

Universal Design and Videos: <http://ncdae.org/resources/cheatsheets/youtube.php>

Laws and Requirements

- http://udloncampus.cast.org/page/policy_legal
- <https://nfb.org/national-federation-blind-and-association-american-publishers-applaud-introduction-%E2%80%9Cteach-act%E2%80%9D>
- <http://www.udlcenter.org/advocacy/referencetoUDL>
- Office of Civil Rights: www2.ed.gov/about/offices/list/ocr/aboutocr.html

Closed Captioning

Legal Requirements: <http://www.3playmedia.com/2015/02/17/legal-requirements-closed-captioning-online-video-us-ada-section-508-cvaa-fcc/>

FCC Closed Captioning Rules: <https://www.fcc.gov/guides/closed-captioning>

Captions, Transcripts, and Audio Descriptions: <http://webaim.org/techniques/captions/>

Guidelines for Captioning: <http://www.captioningkey.org/index.html>

National Association of the Deaf: <https://nad.org>

Web Accessibility Information

Web Accessibility: <http://www.w3.org/WAI/Resources/>

Web Accessibility Standards: <http://www.w3.org/standards/>

Web Content Accessibility Guidelines: <http://www.w3.org/standards/webdesign/accessibility>

Web Accessibility In Mind (webAIM): <http://webaim.org/>

Web Accessibility Evaluation Tool (WAVE): <http://wave.webaim.org/>

Appendix A

Accommodations for Class Attendance, Assignment and/or Exam Deadlines

Information for Students

Accommodations for class attendance will be considered only when a condition directly related to your disability has been shown to interfere with your ability to attend class. In most cases, class attendance is critical to mastery of the knowledge and skills taught in a specific course. Students are expected to follow the attendance policy established by the instructor and stated in the course syllabus. Kirkwood Community College will make every effort to reasonably accommodate students' disability related academic needs. However, neither the college nor a faculty member is required to waive essential or fundamental academic requirements of a course because of the nature of the student's disability.

Accommodations for Attendance Request Process

- 1. Contact your Accommodations Case Manager.** Your Accommodations Case Manager will determine if modifying an attendance requirement is a reasonable accommodation due to the effects of your disability. Please discuss the relevant issue with your Accommodations Case Manager early in the semester. Attendance accommodation requests must be made in a timely manner and are not retroactive.
 - If you do not have an Accommodations Case Manager, you will need to request accommodations. Please fill out an online request form (www.kirkwood.edu/accommodations) and submit documentation to the Learning Services office at 2063 Cedar Hall, 319-398-5574.
- 2. Accommodation Agreement for Attendance.** Since each class and situation is different, the extent of the accommodation will be determined after a discussion between your Accommodations Case Manager, your instructor(s) and you. The agreed upon accommodation will be outlined in the Accommodation Agreement for Attendance. A copy of this agreement will be given to you, the instructor and kept on file with your Accommodations Case Manager. If you have questions or concerns about the agreed upon accommodation, you should discuss them with your Case Manager who can determine if renegotiation with the instructor is necessary. It is possible you may have an attendance accommodation for one or some of your classes but not all of them.
- 3. Accommodation Considerations.** To determine the appropriateness of an attendance accommodations (including missing assignment and exam deadlines) these things will be considered for each course:
 - statements in the syllabus and course description regarding attendance
 - grading methods
 - whether student participation and interaction is an essential method for learning
 - the impact, if any, which non-attendance will have on the educational experience of the other students
- 4. Student Responsibility.** You will be responsible for contacting the instructor (phone, email or in person) to inform them of your disability-related absence. In most cases you will not need to give your instructor details of the reason, but it is important to keep the lines of communication open to develop trust between you and your instructor. Follow the procedures outlined in the Accommodation Agreement for Attendance.

Consider the following when requesting an attendance accommodation:

- Modification of the attendance policy does not mean that unlimited absences will be permitted. The number of absences permitted will be made on an individual, case-by-case basis.
- With an attendance accommodation in place, you are still required to meet all of the academic course requirements and complete all assignments and examinations. You will be graded according to the criteria stated in the class syllabus.
- It is the student's responsibility to obtain the material and notes from missed classes. The instructor is not required to reteach the class.
- Absences for non-disability related reasons will not be excused by the accommodation.
- It's important for you to realize that even with an attendance accommodation, missing classes could impact your academic performance because you will not have the benefit of such things as full classroom interaction and the opportunity to ask questions while the material is being presented.
- If you find that you are not doing well in the class, even with the accommodation in place, you may need to consider withdrawing from the class or requesting an incomplete grade to complete the work after the end of the semester. An incomplete grade request is subject to the approval of the instructor and the Dean for that academic department.

Limitations in relation to Assignment and Exam deadlines:

- You must complete the assignment to the same standards of all students. An assignment will not be shortened, minimized or eliminated. Instructors will use the same grading scale with all students. You will not be excused from completing exams required for the course.
- Putting this accommodation into place does not assure your class grade won't be affected. You will still need to complete all class assignments and tests. This is not to be considered as an excuse to submit late work that was assigned well in advance of the due date.
- Be aware that the outcome of putting off tests or assignment completion may snowball and have negative effects on your ability to successfully complete the class. Delaying due dates or making up exams may interfere with your ability to complete future assignments and tests on time. Again, this accommodation will not allow you to skip assignments or tests at any time throughout the semester.

Appendix B

Accommodation Agreement for Attendance

The purpose of this form is to clearly define the expectations in regards to a disability-related attendance accommodation. This form is to be completed by the student, instructor and Accommodations Case Manager after a discussion about the extent of an adjustment in attendance policies may be reasonable for a particular class.

Student Information:

Name: _____ K#: _____ Email: _____

Course Information:

Course Name: _____ Course #: _____ Section #: _____

Instructor Name: _____ Instructor Email: _____

Agreement (to be completed with Student, Instructor and Accommodations Case Manager):

1) **Maximum number of disability-related absences allowed for this student for this course:** _____
(days/hours)

Explain:

2) **How and when will the student notify the instructor of a disability-related absence (email, phone, etc.)?**

E.g. is it acceptable for the student to notify the instructor of a disability-related absence after the missed class session?

3) **Outline the procedure for turning in homework/assignments/projects due the day of a disability-related absence.** Include maximum number of days assignments may be late, if any, and how assignments are to be submitted.

4) **Outline the procedure for making up a missed quiz, exam, or in-class graded assignment given on the day of a disability-related absence.**

This agreement is valid with an approved attendance accommodation as indicated on the student's accommodation plan for the current semester only when both the student and the instructor have signed this form. A copy of the completed form is required to be given to the student, the instructor and the Accommodations Case Manager.

If the maximum number of allowed absences is exceeded during the semester, the student and instructor must meet to discuss an appropriate course of action (such as: the student will be granted an incomplete if appropriate; student will be advised to withdrawal from the course; the number of absences allowed will be reviewed, etc.).

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Accommodations Case Manager Signature _____ Date _____

The Office of Civil Rights (OCR) has provided the following guidelines to assess if attendance is an essential part of a class:

1. Is there classroom interaction between the instructor and students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely on student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say (in regards to attendance and late-work/makeup work)?
6. Which method is used to calculate the final grade?
7. What are the classroom practices and policies regarding attendance?

Other questions to consider:

8. Are completed homework assignments used as class content when they are due? (e.g. problem sets reviewed as the first lecture on that content)
9. Does the instructor provide lecture content that can only be provided within the classroom setting?