**Academic Accommodations and How to Implement**

**TESTING ACOMMODATIONS**

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| **Accommodation** | **What it Means** |
| Extended time for tests and quizzes  1.5x (time and half)  Extended time for tests and quizzes  2x (double) | Student is given additional time based on the total time given to the rest of the class. This is for any quiz or exam both paper-based and online. |
| Distraction-reduced environment | Exams should be administered in a minimally distracting environment. Student may use the testing center during hours of operation. Instructors/departments can also arrange for use of another suitable quite location such as a quiet office space or conference room not in use. |
| Use of computer with spell check and grammar check | Student will use the word processor with access to these features when writing written responses or essays. |
| Use of computer with assistive technology: Kurzweil, Dragon, ZoomText, JAWS | Student will use a computer with the software program that accommodates their disability. These technology programs are available on the computers in the testing center. The student may require a text-to-speech program to read the test, a voice-to-text program to dictate all written answers, or a screen enlarging program to manipulate visual details on the exam. |
| Avoid use of Scantron | Allow student to put their answers on another form of answer sheet or orally provide their answers as a scribe fills out the Scantron. |
| Use of basic calculator | Student can use a simple function calculator. Calculators available in the testing center. |
| Occasional supervised breaks | Student is allowed to take 10 minute or less breaks during lengthy exams. Breaks are supervised. |
| Avoid early morning or back-to-back exams | Student may need to take their exams at an alternate time due to a health condition. |

**CLASSROOM ACCOMMODATIONS**

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| **Accommodation** | **What it Means** |
| Preferential seating | Student will discuss with the instructor to plan seating arrangement based on individual need and room layout. |
| Provide additional wait time for verbal responses. | Student may need more time to gather thoughts and organize them before verbally sharing them. Pose the question and allow students a chance to think them through and write down their ideas before calling on students for their responses. |
| Use of FM system | Student uses an assistive listening device that includes a microphone and FM receiver. The microphone can be attached to the speaker’s clothing. The speaker should repeat any questions asked or responses provided by other students in the class (due to limited microphone range). |
| Use of lab assistant or personal aide | Student may need assistance from another individual who attends class with them. *(The lab assistant often provides the “hands” or physical “doing” of the job and/or visual assistance. The student w/ a disability provides the brains and “decisions” to manage the job.)*  Ex. Student with low-vision requires a lab assistant for safe assistance with certain tasks such as pouring and cutting.  Ex. Student with limited dexterity and/or mobility requires a lab assistant with certain tasks such as lifting, reaching, carrying and manipulation of objects. |
| Provide electronic access to handouts/worksheets | Email the student or post the handouts to Moodle for the student to access during class activities. |
| Provide enlarged print handout/worksheets | If in-class work is worked on, prepare in advance and provide enlarged versions of the handout/worksheet. The font size will be specified. SAS can assist in enlarging the documents with advanced notice. |
| Use of audiobooks or electronic textbooks (SAS will provide) | Student will provide SAS will proof of purchase. SAS will locate or create accessible versions of textbooks. |
| Peer notetaker (arranged by SAS) | SAS will identify a peer notetaker within the class and offer payment for bringing a copy of the notes to the SAS office after class. The student is still responsible for attending class and taking their own notes (if able). |
| Use of notetaking program | Student will use their laptop or tablet in class to take notes independently using an audio recording & notetaking program. The student signs a recorded lecture agreement. The recordings are only for personal study use. |
| Use of audio recorder | Student will use an audio recording device to revisit verbal lectures. The student signs a recorded lecture agreement. The recordings are only for personal study use. |
| Access to class PowerPoints | Email the student prepared slides or post them onto Moodle for the student to access during class. |
| Use of computer with assistive technology: Kurzweil, Dragon, ZoomText, JAWS | Student will use a computer with the software program that accommodates their disability. The student may need to use this during class for writing activities. |
| Use of basic calculator | Student can use a simple function calculator. |
| Occasional breaks | Student may need to step out of the classroom for a brief period of time (typically not more than 5 minutes). Please inform SAS if concerns with overuse. |
| Detailed instruction and advanced notice for papers and projects. Please put all directions for assignments and deadlines into written format. | Provide written directions and guidelines for all assignments. Give reminders and advanced notice of upcoming projects and papers for the student to properly prepare and meet with you to discuss their plan and/or ask questions. This student may require more time to read, process, review and formulate ideas. |

\*This is not an exhaustive list of all possible accommodations.

\*Accommodations are determined on a case-by-case basis and may change over time.