OFFICE OF
ACCESSIBILITY &
ACCOMMODATIONS
EASTERN ILLINOIS UNIVERSITY™

Faculty Guide to Accommodating

2023-2024

Contents

WELCOME

In conjunction with the overall mission of EIU, The Office of Accessibility & Accommodations (A&A) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities.

A&A collaborates with students with documented disabilities to determine reasonable classroom accommodations, auxiliary aids, and support services that are individualized and based upon disability documentation, functional limitations, and a collaborative assessment of needs. Students are encouraged to use advocacy skills to facilitate the provision of authorized accommodations specific to class needs and personal preference. Eastern may not be able to meet all personal preference requests but does provide reasonable accommodations, auxiliary aids, and services pertaining to housing and academics. Accommodations align with Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, and 2008 amendments.

Note: Eastern does not provide personal assistance or equipment, i.e., homework assistance, typing, personal laptops, or personal aids, etc. This office does not accommodate for campus architecture/access (we are happy to note concerns and send those concerns to facilities).

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more of the major life activities, has a record of such an impairment, or is regarded as having an impairment.

A major life activity includes:

Walking	Learning
Seeing	Working
Speaking	Sleeping
Hearing	Caring for one's self
Breathing	Performing manual tasks

The ADA also covers bodily functions including immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

A&A requests, reviews, and maintains disability-related documents, determines eligibility for services, and develops plans for reasonable accommodations for students.

Effective communication between faculty, students, and A&A staff plays a crucial role in appropriately providing accommodations.

Students who are registered with the A&A and have approved accommodations will provide documentation of disability to A&A, meet with the Director of A&A to discuss appropriate, reasonable accommodation for the University setting as well as discuss any potential conflicts between requested accommodations and essential components of a class, program or college.

- Students will send their letters to their instructors via electronic data base. The database will send an email to the instructor with the letter attached. The email will contain the course and section number the student is sending the letter for. It will also contain a section where the student can add an optional note to the instructor to request an appointment or anything else the student wishes to communicate to you.
- Students will follow up with instructors during office hours to begin to build a rapport and to allow their instructors to put a face to a name.
- Students who feel they may need course specific supports beyond their noted accommodations will speak directly with their instructor regarding their request.

FACULTY AND STAFF START WITH UNIVERSAL DESIGN FOR LEARNING

Universal design in education involves using a variety of methods or strategies in teaching as well as in assessment." By applying universal design concepts, you may effectively reach and actively engage all students, including those with disabilities" (Faculty Guide to Accommodation Students with Disabilities, p. 14, Kutztown.edu).

SOME STRATEGIES FOR UNIVERSAL COURSE DESIGN

- Include a statement on your syllabus that invites students to meet with you to discuss disability-related accommodations and other learning needs.
- Utilize multiple methods to deliver content (including lecture, discussion, hands-on activities, web-based interaction, and fieldwork) to engage all learners.
- Use examples that appeal to a variety of students with respect to race, age, gender, and disability.
- Provide printed or web-based materials which summarize content that is delivered orally.
- Face the class and speak clearly.
- Use only captioned videos and ensure PowerPoint presentations and web pages are accessible (provide text descriptions for any graphics or photos).
- Provide printed materials in accessible electronic format.
- Provide printed materials early or post to D2L so students can access the materials in alternate formats before class.
- Provide multiple ways for students to demonstrate knowledge and mastery of course content. (Kutztown.edu)
- Second – work with your Chairs/Deans to ensure all courses include a statement of Functional Expectations "In order to successful complete this course students must be able to x, y, z".
- Take time to review letters of accommodation and if you have any questions about an accommodation, reach out to A&A.

TIPS FOR EFFECTIVE COMMUNICATION

1. Give students the opportunity to privately discuss with you their need for accommodations. If a student catches you in a space that does not allow for a

confidential conversation, suggest that you meet in your office, in an empty classroom, or remotely. It is okay to schedule an appointment to meet at a better time or location/platform. (If you choose to do the latter, please follow up with the student. It can be difficult for some students to muster the courage to seek you out initially, much less twice).

2. Encourage students to discuss their strengths and weaknesses as they relate to your course.
3. Students are not required to disclose their disability and by law you are not permitted to ask.
4. Remember that not all students or disabilities are the same. Therefore, not all accommodations work for every student/disability category.
5. Most reasonable accommodations are easy to arrange. Discuss with your students how you will implement their accommodation plan (how, when, where). Invite the students to make suggestions based on their experiences in other courses. You can always choose to do more than the letter states to assist a student, just not less. For example, you have a student who has done well in your class, attends regularly and contributes positively. This student experiences a death in their family and needs to travel out of state for a funeral. You can choose to show grace in your attendance policy and accept late work, even if the accommodation letter does not include these things.
6. Keep in mind that some students are self-advocating for the very first time. Please be patient and helpful as the student explains their need for accommodations.

NAVIGATING SOME OF THE MOST COMMON ACCOMMODATIONS

TESTING

There are a multitude of conditions that may require a student to have accommodations for testing. These may include: Extended time to take the test, Alternate Location, Test Reader, No Scantron, or a combination of any of these.

For tips on utilizing the Testing Accommodation Center (TAC) please follow this link: https://www.eiu.edu/accommodations/testingaccommodationcenter.php. Please note that TAC does require a 48 hour notice for testing.

For additional information regarding testing using D2L: https://www.eiu.edu/accommodations/onlinetestingaccoms.php

TESTING ACCOMMODATION CENTER

The Testing Accommodation Center (TAC) housed in The Office of Accessibility & Accommodations accepts faculty requests to proctor tests, quizzes and exams for students with test accommodations. If a student in your class has talked to you about a testing accommodation and given you a letter from our office, you may want to ask us to proctor exams and provide testing accommodations. You may continue to do this yourself as well.

Location: McAfee 1214
Phone: 217-581-6583
Email: Sdstac@eiu.edu

Test request procedure:
1. Instructor submits test request through the online submission form (https://www.eiu.edu/apps/disability-services).
    a. Tests may be scheduled within the following times (Hours subject to change): Monday-Friday, 8:30 am - 4:00 pm.
    b. The *test request* must be received by TAC 48 business hours' in advance to schedule the exam.
    c. The *exam document* must be uploaded/delivered no later than 8 am the day *before* the student's scheduled alternate exam time.
    d. When the above notice is given, the student will be offered the same date/time as the classroom exam to take the test. If the student is not able to schedule on that day/time, TAC will ask the student for their class schedule to show that they have class conflicts. If a class conflict is shown, the test will be scheduled the following day. If the student is not able to schedule on one of those days, TAC will contact the faculty member for further instruction.

   e. If the faculty member does not want the test scheduled during the classroom exam, please email us.
2. TAC contacts the student to schedule exam date and time.
3. Instructor is notified by email of the date and time the student will be testing, as well as the status (completed, rescheduled, canceled).
4. Student takes exam.
5. Exam is returned following directions given to us by instructor. Return options are as follows:
   a. Scantrons: TAC will hand deliver the alternate exam scantron to the Office of Testing and Evaluation unless otherwise requested by the instructor. OTE will hold your class scantrons until the alternate exam is completed and combine it with the rest of the class before it is graded.
   b. Instructor Pickup Only: Pickup in McAfee 1214
   c. Instructor Designee (No Undergraduates)
   d. Scanned and emailed to instructor. Original returned via campus mail in sealed envelope: Please note that pencil does not always scan well and may not be readable. Campus mail takes 2-3 business days.
   e. Scanned and emailed to instructor. Original to be picked up by instructor/staff only (please note that pencil does not always scan well and may not be readable). Pickup in McAfee 1214.
   f. Returned via campus mail in sealed envelope: Campus mail takes 2-3 business days.

TAC FAQs

My student is not showing up in my class list. Check to see that you have chosen the correct course AND section number. If they still don't show up, please email us.

What are my options for delivering the exam? Exam documents can be uploaded electronically or delivered in person. If the student requires a test reader, the document must be a PDF or Word document.

I have multiple students. Can I just send the exam once? If you are scheduling multiple students for the same class, please upload the exam document with each student. We

have limited staff for TAC and this is how we ensure that the correct test is provided to the correct student.

My document won't upload, help! If you have difficulty uploading a document, please call or email us and we'll work with you to get the document to us.

ACCESSIBLE DIGITAL MATERIALS

Digital materials posted or linked in an online course should utilize the principles of Universal Design for Learning (UDL) and reflect a commitment to accessibility, ensuring all learners can access all course content and activities and can easily navigate and interact with course components.

Accessible Text and Image Guidelines

Text and images used in an online course should be accessible to all learners. The use of Universal Design for Learning (UDL) guidelines regarding text and images reduces barriers to access so all learners can interact with course content.

Note: All recommendations listed below refer to text and images in all files, documents, LMS pages, and webpages.

Images: All images that convey meaning must include Alt text. The alt text provides the content in an alternative text-based format which can be read aloud by a screen reader. If an image is merely decorative (non-essential to understanding the content and purpose), it should be marked as decorative, and the Alt text is left empty or null.

Tables: All tables should be set up as text and not embedded as images. Tables should not be presented as screen captures. Tables should be set up with headings for columns and rows and used only for summarizing data, not for formatting. Tables should have captions, alt-text or alt-tags, and be formatted so that headings repeat.

Headings: Titles, headings, etc. should be formatted using styles (Heading 1, Heading 2, etc.) found in the word processing software (such as Word) or in the formatting toolbar on webpages. Do not merely utilize a larger or bold or italic font. A logical heading hierarchy should be used to show the relationship between main headings and subheadings.

Lists: Lists should be bulleted (unordered) or numbered (ordered) and convey a hierarchical content structure.

PDF Files: PDF files that contain text must not be image scans. All text contained in PDF files should be selectable and searchable. (See Appendix A)

Color: Text colors alone should not be relied on to convey meaning. The meaning should also be conveyed in another way that does not require perceiving different colors. For example, if the colors red and blue were removed from the list below, the members of teams, Tiger and Cardinal, can still be deciphered.

> Michael (Tiger)
>
> Ryan (Tiger)
>
> Julie (Cardinal)
>
> Kim (Cardinal)

Underlined Text: Text should NOT be underlined unless the text is a hyperlink. Underlining is reserved to indicate navigation.

Creating Accessible Microsoft Word Documents

Whether you are creating a Word document or publishing a PDF that started in Word, it is best to ensure that the original Word document is accessible when you create it or edit the document for accessibility before publishing as a PDF. It is also best to save a copy of the document in Word before exporting it to PDF.

Resources:
- [Word Accessibility Quick Tips](https://www.dhs.state.il.us/page.aspx?item=36443) (Illinois Department of Human Services https://www.dhs.state.il.us/page.aspx?item=36443)

Creating Accessible Microsoft PowerPoint Presentations

Whether you are creating a PowerPoint presentation or publishing a PDF that started in PowerPoint, it is best to ensure that the original PowerPoint presentation is accessible when you create it or edit the presentation for accessibility before publishing as a PDF.

Resources:
- [Make Your PowerPoint Presentations Accessible](#) (Microsoft https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25)
- [PowerPoint Accessibility](#) (WebAIM https://webaim.org/techniques/powerpoint/)

Creating Accessible Microsoft Excel Spreadsheets:

Whether you are creating an Excel spreadsheet or publishing a PDF that started in Excel, it is best to ensure that the original Excel file is accessible when you create it or edit the file for accessibility before publishing as a PDF.

Resources:
- [Make Your Excel Documents Accessible](#) (Microsoft https://support.microsoft.com/en-us/office/make-your-excel-documents-accessible-to-people-with-disabilities-6cc05fc5-1314-48b5-8eb3-683e49b3e593)
- [MS Excel: Optimizing Spreadsheet Accessibility](#) (WebAIM https://webaim.org/techniques/excel/)

Creating Accessible PDF Files:

If publishing a document as a PDF file such as a Word document or a PowerPoint presentation, it is best to ensure that the original file is accessible when you create it or edit the file for accessibility before publishing as a PDF. Additional remediation using Adobe Acrobat may be needed. PDF files must not be image scans. All text contained in PDF files should be selectable and searchable. Optical Character Recognition (OCR) in Adobe Acrobat can be used on some scanned documents (see Appendix A).

Resources:
- [PDF Files: Accessibility Best Practices](#) (CITL, University of Illinois https://citl.illinois.edu/docs/default-source/default-document-library/making-pdfs-accessible.pdf)
- [PDF Accessibility](#) (WebAIM https://webaim.org/techniques/acrobat/)

- [Creating Accessible PDFs](#) (Section508.gov https://www.section508.gov/create/pdfs/)
- [Create Accessible PDFs in Word](#) (Microsoft https://support.microsoft.com/en-us/office/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed)
- [Creating PDFs From Scans](#) (University of Washington https://www.washington.edu/accessibility/documents/scans/)

Accessible Text and Images in D2L Brightspace
Resources:
- [How to add Alt Text to images in D2L](#) (https://documentation.brightspace.com/EN/le/content/instructor/about_accessible_courses_course_content.htm?Highlight=accessibility)
- [Alt Text for Images in D2L Brightspace](#) (https://community.brightspace.com/s/article/Alt-Text-for-Web-Page-Images)
- [Accessible Course Content](#) including Tips when creating HTML content in D2L (https://documentation.brightspace.com/EN/le/content/instructor/about_accessible_courses_course_content.htm?Highlight=accessibility)
- [Accessibility Features for Screen Readers](#) in D2L (https://documentation.brightspace.com/EN/le/-/learner/accessibility_features_for_screen_readers.htm)
- [Improve Accessibility in Your D2L Brightspace Course](#): Color Contrast Checker and Table Formatting (https://community.brightspace.com/s/article/Three-More-Ways-to-Improve-Accessibility-in-your-Brightspace-Courses)
- [D2L Brightspace Accessibility Checker](#) (https://documentation.brightspace.com/EN/le/html_editor/instructor/use_accessibility_checker.htm)

Accessible Multimedia Guidelines
Multimedia, such as audio and video, must be accessible to all learners. Universal Design for Learning (UDL) guidelines regarding multimedia address reducing barriers to access so all learners can interact with course content. All audio in an online course should have a transcript and all video should have closed captioning.

- Audio: A transcript should be provided for all audio recordings.

- Video: Provide closed captioning for all video recordings.

Creating Accessible Multimedia: With advances in technology, transcripts and closed captioning can easily be automatically generated for audio and video files. The transcripts can also be easily edited for accuracy if needed.

Note: Video files should not be uploaded to D2L. Video files should be uploaded to Kaltura then linked in D2L.

Resources:
- Captions, Transcripts, and Audio Descriptions (WebAIM https://webaim.org/techniques/captions/)
- Kaltura: How to Request and Edit Captions in Kaltura (https://www.eiu.edu/kalturasolutions/caption.php)
- Zoom: How to Enable Automatic Audio Transcription (Closed Captioning) for Cloud Recordings in Zoom (https://support.zoom.us/hc/en-us/articles/4409311220621-Enabling-or-disabling-audio-transcription-for-cloud-recordings-)
- Zoom: How to View or Edit Audio Transcription for Cloud Recordings in Zoom (https://support.zoom.us/hc/en-us/articles/115004794983-Audio-transcription-for-cloud-recordings)

Accessibility Checklist for Online Course Development
- Accessibility Checklist for Online Course Development by Becky Menendez (Instructional Design & Online Learning, Community College of Baltimore County)

ALTERNATE TEXTBOOK MATERIALS

Alternative textbooks are an accommodation for students with visual limitations, learning disabilities, or other cognitive or physical limitations that significantly affect the ability to read and/or comprehend print material. Students will receive this support via A&A.

ASL INTERPRETERS/CART SERVICES

ASL Interpreters and CART services are accommodations approved for students who are deaf or hard of hearing in order to provide equal access to lecture content. A&A contracts with an outside vendor to provide these services.

Interpreter/Cart Sample Email

When A&A knows of this need, you will receive an email from our office outlining information and expectations. See sample email.

Subject: Accessibility & Accommodations: Confidential Deaf/HoH Student in Upcoming Course

Hi Professor Kammerling,

Our office organizes services for students who are deaf or hard of hearing. You have a student, STUDENT NAME, who is Hard of Hearing, registered for your **COURSE NAME – COURSE NUMBER – SECTION NUMBER** class. We will be scheduling Remote CART services (explained below) for the Fall 2022 semester for **Face-to-Face** classes. **Online classes will use automated live captioning** as explained below. In addition, this student will also need **closed captioning** for all videos and audio for class (details below). If there are any questions we can answer, please feel free to discuss with the student or contact us. Also, here are some helpful guidelines for teaching deaf and hard of hearing students: https://www.eiu.edu/accommodations/GuidelinesforTeachingDeafHoHstudents.pdf

Please respond to this email and let me know the following:

1. Is the course information below correct?
2. Are there any dates that the class will not be meeting in person? (We will cancel remote CART for those sessions. Please notify us throughout the semester ASAP when class will not be meeting in person.)

Our records indicate that the class is:

Course Delivery: Face-to-Face
Meeting Times: TR, 11 am - 12:15 pm

FOR FACE TO FACE CLASSES:

What is the instructor's role?

- The student will provide you with a lapel microphone to wear at the beginning of each class when these services are needed. **Please clip it to your shirt** and return it at the end of class. It is important that you clip it on your shirt so that the captioner can hear you clearly. The student is responsible for making sure the mic is disinfected, charged, turned on and ready to go.
- Notifying The Office of Accessibility & Accommodations when a class session is cancelled or otherwise will not be meeting in person. We need 48 business hours' notice to cancel CART without being billed for it. If you know in advance that class will be cancelled, let our office know immediately so we can cancel without being billed. Of course, if it's an illness, emergency, or something else out of your control, we understand and wouldn't expect you to be able to give advanced notice, but DO please us notification as soon as possible.

Please note these common situations:

- For student questions and anytime anything is spoken off microphone, it is very important that you repeat what is spoken into the microphone so that the student can catch all the information. The captioner will not be able to hear anything not spoken directly into the microphone.
- For any presentations given by anyone other than you, please pass the mic to the presentation speaker.
- If there is small group work, the students in the group may need to pass the microphone around so that the captioner can capture the discussion if the student feels it is necessary. These situations are the most challenging ones for everyone involved. The background noise makes it extremely difficult for the student to hear. If the course is designed to have daily small group discussions, or if the class is completely discussion

16

based, please contact me so we can find solutions and provide the appropriate microphone for the situation.

See below for more information about remote CART.

CLOSED CAPTIONING:

In addition, this student will also need closed captioning for all videos and audio for class. (You should have received notification of this already through our automated system that notifies instructors as soon as the student registers for courses.) You can caption your own lectures using the instructions below or contact your ISS for additional help:

- If you use YouTube videos many professional videos have great closed captioning (things like news stations, documentaries, etc.). However, please note that many times, creators on YouTube use the automated captions on their videos without confirming that they are accurate. If they don't edit them for accuracy, the video will not meet ADA requirements.
- Using Microsoft Streams to Caption: https://www.eiu.edu/kalturasolutions/stream.php
- For assistance with captioning or other accommodations, please contact your Instructional Support Specialist for support or the Help Desk at EIU Technology Support techsupport@eiu.edu.

FOR ONLINE AND HYBRID CLASSES WITH SYNCHRONOUS (LIVE) COMPONENTS:

We will be using the built-in automated captioning for sessions delivered live through Zoom or MS Teams. If you need assistance, please contact your instruction support specialist at ticket_iss@eiu.edu.

- Zoom – https://support.zoom.us/hc/en-us/articles/207279736-Enabling-and-managing-closed-captioning-and-live-transcription
- Teams - https://support.microsoft.com/en-us/office/use-live-captions-in-a-teams-meeting-4be2d304-f675-4b57-8347-cbd000a21260

FURTHER INFORMATION ABOUT CART:

Captioners Code of Professional Ethics:
https://www.eiu.edu/accommodations/CaptionersCodeofProfessionalEthicsforEducation.pdf

What is Remote CART? Audio of your lecture is transmitted to a "captioner" (sometimes also called a "writer") off campus, who instantly translates the audio into text using a stenotype machine (just like court reporting but for the educational setting). The student then uses an iPad or computer to see real time text of your lecture scrolling across the screen. The audio is NOT recorded. The captioner is listening live. In addition to the live text, the student does receive a written transcript after the lecture.

CART is sometimes referred to as captioning or remote captioning, however, it is not the same as closed captioning. Closed captioning is for videos and broadcast programming.

What if I don't think this course will work with this service? Please contact us immediately so we can find a workable solution.

Communication with the Remote CART company:

We use an outside company to provide this service. Due to our rural location, it is difficult for us to locate local service providers. AI-Media is EIU's contracted vendor. They organize and assign captioners. Please be aware that a representative from AI-Media and the assigned captioner may contact you to request class materials from you or to just to introduce themselves.

D2L and Course Materials: The captioner assigned to the class session may be added to D2L for your class. Captioners do prepare for each session by reading through the course materials. It is important for them to familiarize themselves with terminology and understand the vocabulary of the subject matter. If they are unable to find what they need on D2L, or if you don't use D2L, they may request that you send some instructional materials by email. Neither you nor EIU is expected to provide a textbook to the captioner, but they may ask for the title and edition to obtain the book themselves.

What about confidentiality?

- Remote CART does NOT record audio of your lecture.
- CART captioners are certified through a national professional organization and have a code of ethics very similar to sign language interpreters. You will find attached the portion of the code of ethics that pertains to post secondary education.

If you have any questions, please contact us.

Thank you!

The Office of Accessibility & Accommodations

Captioning Required Sample Email

When our office is notified of additional captioning needs you will receive the following email. – Keep in mind following UDL guidelines regarding accessible materials will meet this accommodation and prevent last minute changes.

Subject: Captioning Required

A student registered for the course below will require: CAPTIONED VIDEOS, DVDS, and AUDIO RECORDINGS. Although Eastern Illinois University is not able name the student in advance, we can notify you now regarding enrollment to give you time to prepare your coursework if needed. Please note, this is an automated email that is sent to you as soon as a student with this accommodation registers for your class.

Semester:

CRN:

Course:

Instructor:

For assistance with captioning, please see the resource below and contact your ISS for support at ticket_iss@eiu.edu. Using Microsoft Streams to Caption: https://www.eiu.edu/kalturasolutions/stream.php If you have questions about

student accommodations, please contact The Office of Accessibility & Accommodations at 581-6583 or studentdisability@eiu.edu.

PEER NOTE TAKER

Note taking is an accommodation for students with hearing, visual, motor limitations, or those who have learning or cognitive disabilities that significantly affect the ability to take notes in class. The note taking accommodation is designed to enhance the student's learning process in some instances by allowing students to focus on the lecture, allowing for a second set of notes in order to ensure all information is accurately recorded, or to allow notes for someone who is physically unable to obtain them.

The instructor should ask for a volunteer to share their notes. The volunteer should type their notes, email them to the instructor, who can then BCC the notes to however many students have this accommodation. A UDL version of this might be to post the note-takers notes to D2L for anyone who may need a copy.

PREFERENTIAL SEATING

Preferential seating is an accommodation for students who have disabilities that affect their ability to see, hear, sustain attention, or participate in activities in the same ways as other students. Preferential seating allows students to sit in a location that is most beneficial for their learning. If the student has a visual impairment or hearing impairment, seating closer to the front of the room may be most appropriate, but a student who experiences anxiety in the classroom may need seating in an aisle seat, back row, or near the door.

STUDENT MAY NEED TO LEAVE CLASS TO RE-GROUP AND RETURN

This accommodation is approved for students with various physical or psychological conditions to provide a break to relieve physical or emotional discomfort during class. Students with this accommodation are encouraged to sit near the door in order to minimize disruption during class.

USE OF TECHNOLOGY IN THE CLASSROOM

(Including, but not limited to, Computer, iPad, Calculator, Braille Note)

This accommodation is often approved for students with hearing, visual impairments, or those with motor limitations in order to have equal access to the lecture or course materials. Depending on the disability/need the student may use the technology to take notes, read electronic documents, or to access other applications.

LESS AFFORDED, YET POSSIBLE ACCOMMODATIONS

Flexibility in Regard to Assignment Deadlines

All students are expected to comply with assignment deadlines stated in the syllabus and/or established by the professor. However, some students with disabilities may be approved for an accommodation of consideration of "reasonable flexibility" in regard to assignment deadlines. Reasonable flexibility, in this case, means an exception to the assignment deadline/late policy. Please note: students are not required to present medical documentation verifying the need for this flexibility.

This accommodation is generally approved for students who have impairments which are chronic or episodic in nature and may cause difficulties meeting assignment deadlines. These disabilities might include, but are not limited to, students with diabetes, epilepsy, cancer, migraines and conditions requiring on-going or specialized medical treatment.

Students with psychological disabilities who experience an exacerbation of symptoms and students who have reduced or limited stamina and have difficulty sitting, reading, writing/typing, and/or using the computer for extended periods due to illness or injury, may also be approved for this accommodation.

Determining Reasonable Flexibility

We do realize that "reasonable flexibility" is subjective. To assist with this, we have outlined some factors that can be considered when providing reasonable flexibility with assignment deadlines:

- What are the expectations for the assignment and the course?
- How do the assignments impact the student's learning process and the learning experience for others in the class?
- Do the assignments (and associated learning outcomes) build on one another sequentially or are they independent of one another?

- What length of assignment extension would substantially alter the outcomes, integrity and nature of the course?

For example, in courses where lab assignments are due every Wednesday, it might be reasonable upon request to extend the deadline until Friday. This short extension considers the expectations associated with the original deadline and allows the student time to make up for time lost due to impairments arising from their disability. At the same time, this short extension ensures that the student stays on track with the content and receives feedback in order to progress in the course. For larger assignments and projects, an additional week or two might be reasonable depending on the factors listed above.

Accommodating Extended Assignment Deadlines

To help set parameters and clarify expectations, a discussion about extended deadlines should occur between the professor and the student as early as possible in the semester. The discussion should include:

- What is the late assignment protocol established in the syllabus?
- What is a reasonable assignment extension if a disability related flare up causes a deadline to be missed?
- How and when should the student notify the professor regarding the need for a disability related deadline extension?

Attendance

Students are expected to follow the attendance policy established by the professor in each class. However, some students with disabilities may be approved for an accommodation of consideration of "reasonable flexibility with regard to attendance due to a disability." Reasonable flexibility, in this case, means an exception to the attendance policy when educationally feasible.

This accommodation is sometimes approved for students who have impairments which are chronic or episodic in nature and may cause difficulties with regular class attendance. These disabilities might include, but are not limited to, students with diabetes, epilepsy, cancer, migraines and conditions requiring on-going or specialized medical treatment. Students with psychological disabilities who experience an exacerbation of symptoms may also be approved for this accommodation.

Personal Frequency Modulation (FM) System

An FM system is an accommodation for students with audio processing and hearing difficulties. It provides students access to the Professor's voice/lecture through a transmission signal. The FM system is a simple set of equipment that includes a transmitter unit and a receiver unit. The professor wears the transmitter with a lapel microphone during class and the student wears the receiver. The student is responsible for providing the transmitter and microphone to the professor at the beginning of class and getting it back at the end of class.

Accommodating Disability-Related Absences

To help set parameters and clarify expectations, a discussion should occur between the professor and the student early in the semester before absences become an issue. This will allow the student to make informed decisions about alternatives. Addressing the Functional Expectations for the course/major is helpful here as well.

The discussion should include:

1. If in-class participation is essential to the learning outcomes of the course, how many classes (beyond what any student is allowed) can be missed before the integrity of the course is impacted?
2. How and when should the student notify you of a disability related absence?
3. It is reasonable for the student to notify you of an absence either before or after the missed class, depending on the nature of the disability. **Please note**: At no time is the student required to present you with medical documentation/ medical excuse for disability related absences.
4. What is the procedure for turning in homework/assignments/projects due the day of the absence?

A general rule for determining a reasonable timeframe for a makeup or postponement of an assignment (such as a paper, exam, or quiz) is the time equivalent to that which was missed. In certain courses, it may be appropriate to consider an alternative assignment, reading, or project to make up for missed class discussions or projects.

Evaluating the Role of Class Participation and Attendance

The Office of Civil Rights (OCR) has provided the following guidelines to be used in considering whether attendance is an essential element of the course:

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

This accommodation should be provided unless the accommodation threatens the integrity of the course as offered.

INTERNSHIPS, PRACTICUMS, AND CLINICAL EXPERIENCES

- Make students aware early in their program that practicum, student teaching, alternate learning experiences are required for graduation.
- Assist students who disclose a need for specific accommodations in identifying sites that will meet their needs (i.e. transportation, physical accessibility).
- Remind the student to work with the site directly regarding how to request reasonable accommodations. Please remember, it is the student's responsibility to disclose their disability to their site, not the faculty member or the university.

STUDY ABROAD

It is important to note that on campus, we follow ADA (Americans with Disabilities Act) as well as 504. When a student studies abroad, the country they are studying in may or may not have a version of these in place.

(Kutztown University of Pennsylvania, 2019c). (CHADD, 2019) (Learning Disabilities Online, 1998)

APPENDIX A

CREATING ACCESSIBLE SCANNED DOCUMENTS

Sometimes it is necessary to scan a document (such as a segment of a book) for an instructional need. When documents are in electronic form, they are easier to distribute and can be more accessible than print documents for students with disabilities. However, in order to be fully accessible, certain steps must be followed to be sure the scanned document is of high quality. Even if a document is not needed for a person with a disability, a poor scan often negatively impacts the end user's experience. It is common for users to listen to the written word whether out of preference or because of a disability. For our accessibility tools to work in these situations, high quality scans are necessary.

Evaluate need

Before scanning a document, first evaluate if this particular document is needed and cannot be substituted. If it is necessary, search for the document online to see if an electronic version already exists. This can save time and energy. Most documents stored in online databases through our library are already accessible.

What is a high-quality scan?

A high-quality scan is one that is easy for everyone to read, including people with low vision or who use assistive technologies to read text electronically. High-quality scans should be free from:

- Text that is cut off
- Crooked pages
- Dark gutters (the margins where shadows occur from curvature in the book's spine)
- Poor contrast
- Pages that are rotated 90 or 180 degrees

- Handwriting
- Highlighting
- Underlining
- Watermarks/coffee stains
- Excessive use of script or italic fonts
- Blurring

Be sure to consider these issues when (a) choosing an original source and (b) producing the scanned version.

EXAMPLE A

Scanned page with unreadable text in the margin.

392 • APPENDIX 3. STEVE HENRIKSON: TLINGIT WARRIORS AND THEIR ARMOR

Body armor

Tlingit warriors protected their torso and extremities with hide and wooden armor, worn separately or together. Tlingit terms for hide armor include: *qeka*, "protector" [term not confirmed in modern orthography]; *ḵée* (long hide armor); *x'daan yinaa.át* (hide armor); and *l.uljíni*, "without arms" (hide armor vest). Other terms reference armor of wood: *niyaahdát* or *yinaahdát*, "protecting thing" (possibly referring to a breastplate); *gádkw* (slat armor, from very strong wood); *gushkeit*, "lap cover" or *sankeit*, "waist cover" (possibly slat armor); *wandaa*, "about the edge" or "surface of the edge" (rod armor?); and *g'úskeit*, "foot shield" (leg armor?).

Skin armor is nearly universal among North American Natives, and the Tlingit had access to some of the thickest hides—walrus, sea lion, and moose—that were folded and pieced to create loose fitting armor of two or more layers. The skins were prepared in such a way that the finished product could be up to half an inch in thickness and so hard and stiff that it may have required soaking with water to wear. Hide armor is in the form of a sleeveless tunic, sometimes with additional pieces to protect the shoulder and arm, and in one case an entire sleeve featuring an extension to protect the back of the hand and the thumb, similar to sleeved armor worn by Japanese samurai. Many armor tunics are fitted with leather ties on the front, probably to allow a dagger to be worn (Hough 1895).

To make an armor tunic, a hide is often folded in half across the middle, folded again in the opposite direction, and stitched across the top to form shoulder seams, with toggles or thongs fitted to close the open side. The tunic protected one side of the warrior with two layers of the thickest part of the hide (from along the backbone of the animal), and it was this side that the warrior presented to the enemy. Much of the armor is undecorated, but some is painted with images of crests or spirits. Some of the earliest armor is decorated with strips of geometric quillwork on the front, placed horizontally or in the form of a V, and fringed along the bottom. Later, some armor was patterned after Euro-American naval jackets and cloth vests, with Chinese coins standing in for mother of pearl buttons.

While the Tlingits used the hides of animals available locally, they favored an imported variety. The journals of eighteenth-century Euro-American traders frequently mention "clemmons"—armor made from elk skin purchased from the Chinookans of the lower Columbia River and traded in turn to the northern tribes for sea otter furs. The traders found the barter in clemmons quite lucrative, with the Tlingits trading a "skin for a skin" or better in

trade. The armor skins were prepared up the Columbia River by inland Natives and traded down to the coast to the Chinookans at the mouth of the river, who had direct access to Euro-American trading vessels (Corney 1965, 149). The Chinookans and other tribes in coastal Oregon and Washington also used these hides for armor as well.

For the northern Northwest Coast people, elk skin armor must have had some advantage—in weight, flexibility, effectiveness, or availability—over armor made from local creatures. Samuel Burling, trading with the Tlingit at Sitka Sound in 1799, reported that "Their first inquiry always is for Kas' or Clemmel" (Vaughan and Holm 1982, 75). Captain Charles Bishop reported in 1796 that

the best trade is the leather war dresses....We procured such a quantity, that at the least estimation is expected will procure us nearly 700 prime sea otter skins. These dresses are made from the hide of the moose deer which are very large and thick. This is dressed into a kind of white leather, and doubled & is when properly made up a compleat [sic] defense against a spear or an arrow and sufficient almost to resist a pistol ball (1967:128).

Some clemmons were decorated by Chinookan artists prior to being traded north. In 1774, Fray Benito de la Sierra saw hide armor worn by the Natives near the mouth of the Quinault River (on the present-day coast of Washington). The armor was "painted with the reproductions of the skulls of their victims as emblems of their prowess" (Baker 1930). Mikhail Tikhanov's 1818 painting *Tlingit Leader in Battle Dress, Baranov Island* (color plate 10) depicts the warrior wearing a clemmons decorated with Chinookan style humanoid faces or heads.
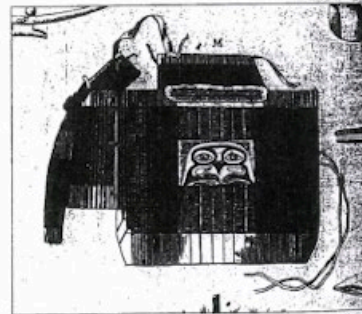
Figure 33. *Wooden armor (slats) woven together with fine threads made of sinew. Lisianskii 1812 atlas, plate 2, detail M. Courtesy of Rare Books, University of Alaska Fairbanks.*

27

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Court behind it. It has voided laws creating Negro districts in cities, but upheld those compelling separate railroad accommodations, declaring that segregation is not discrimination when the facilities offered both races are substantially the same. Taking the same ground, the Interstate Commerce Commission recently dismissed a complaint filed by eighteen Negro seamen against the Atlantic Coast Line. The men asked for "a bold declaration that segregation in and of itself today must be regarded as constituting an unlawful discrimination." That puts the Negro attitude on segregation in a nutshell. The Commission responded, "What complainants asked us to decide is in its essence a social question and not a question of inequality of treatment."

This makes it lawful, if somewhat grotesque, for incidents like the following to happen. On a crowded troop train going through Texas the colored soldiers were fed behind a Jim Crow curtain at one end of the dining car. In the main section, along with the white folks, a group of German war prisoners dined—and no doubt fed their illusions of race superiority on that Jim Crow curtain.

The assignment of Negro units in the Army to menial jobs is a widespread practice. Colored inductees go to camp for military training and find themselves assigned to service units—cooking, shoveling coal, waiting on the white officers. Entering service, they may find themselves building the Burma Road, or African bases, or encountering winter temperatures of 50 degrees below zero hacking the Alaska Highway or the Canol pipeline out of the Canadian wastes. Meanwhile white units trained at the same time are in the fighting war, where the Negro longs to be. "The sight of masses of Negro soldiers constantly blocked off into separate groups and assigned to menial jobs," a white officer writes, "generates in the mind of the average soldier a powerful feeling of superiority and of being 'different'."

A highly trained Negro technologist turned up in the psychotic ward of a hospital. His Army service was picking up papers around the officers' quarters in a Southern camp. When he was transferred to radio work his mental troubles vanished. Another inductee, a brilliant bio-chemist, had a fantastic Army career. At the reception center on the Pacific Coast the officers proposed to use his years of medical training to the Army's advantage. He was sent to Camp A for training and assigned to a post in the biological laboratory. Before he could start work he was shipped further east to Camp B, and enrolled for technical training as an mortr. He passed this course with high honors, and was promptly shipped to Camp C—farther west—classed as corporal and assigned to the Army Air Forces. A week later he found himself at Camp D in the Southwest, assigned to labor detail. That meant

losing his corporal's stripes gained in another division. He wrote his wife:

I find that this post is the "Port of Lost Hope." . . . Merciful God, I have not been so close to loss of faith as I am at this moment. . . . All this build-up for something to respect, only to be treated like a brainless gorilla fit for nothing more than a post-hole digger and a stringer of wire, a yard bird. . . . I swear if this was Guadalcanal or Australia or North Africa I would expect nothing and would give everything, even my life. . . . It is mockery, let no one tell you differently, this sudden opening up of the so-called exclusive branches of the services to Negroes. We are trained, become skilled—and then the oblivion of common labor.

It is no secret that the Air Corps wished no Negro inductees. But it was forced to let the color bar down late in 1940 and created ten "Aviation Squadrons (Separate)" which served no specific military need and were assigned to whatever odd jobs of common labor the various air fields could offer. There was no equivalent white organization and these Negro units would probably never have come into existence but for the necessity of making some provision for the Negroes enlisted in the Air Forces.

The Air Corps began by training Negroes for combat aviation in only one branch—pursuit flying. A segregated base was set up near Tuskegee Institute and advanced training was at Selfridge Field. Pursuit flying is the most difficult type of combat aviation. Perhaps the Air Corps was paying tribute to the Negro; possibly it was trying to discourage him. In any event, the pursuit flyers not only made good in training, but the Ninety-ninth Squadron, the first and only one sent abroad, has won special praise from Secretary of War Stimson and others for its fine spirit and the specialized dive bombing the men were called upon unexpectedly to perform when the squadron was on loan to the British Eighth Army in Italy.

In 1943, schools for bombardiers and navigators were opened to Negroes and the first squadron, known as Squadron 10, was graduated on February 26, 1944, at Hondo, Texas, and will now receive training as bombardiers.

In some respects the Navy, with its ancient and Southern-gentleman traditions, tallies with the policy of the modern Air Command. Between 1922 and 1942 Negroes were "the chambermaids of the Navy," acting as stewards, chefs and messboys. Several months after Pearl Harbor the Navy broke down and admitted colored men as apprentice seamen with the chance of becoming petty officers. It has let down the bars to women—but no dark-skinned women. There are no colored Waves, Spars or Marine Corps Auxiliaries. And since no Negro could be commissioned up to a few weeks ago, there are no Negro chaplains in the Navy.

EXAMPLE C

Scanned with the original not aligned well on the scanner. The page is tilted, text is blurry, and some text disappears into the margin.

516   Generalist Practice with Organizations and Communities

familiar with word processing programs, which are made by many companies and allow the computer to operate as a typewriter. We can type data that appear on the screen, revise the data in numerous ways, print the data using our printer, and/or save the data for later retrieval. Agencies use word processing software to enter data in client files, keep worker records of client contact, send letters, and the like.

Software may be designed for a single purpose, such as word processing, or be "integrated," allowing several functions to be accessed within a single program. An integrated system might allow you to type a letter to a client, look in a database to find the client's home address and your last contact with the client, and then use a calendar program to schedule an appointment on your first open date next month. If you were using single-purpose software, you would have had to exit or minimize one program before going into another.

Software exists for an infinite variety of purposes. *Database software* allows us to maintain extensive records and retrieve that data quickly. We might like to know which of our clients we have not seen in the past month. We can easily get a list of those clients and their addresses (sorted by client name or by date if we prefer). If we want to know for which clients a report to the court is due this month, the database will tell us. Just about any piece of information can be entered into a database system. Figure 14.1 shows the way information might be displayed in a database.

Of course, much more information can be contained in a database than what is represented here. We could list the presenting problem, names of family members, and any other data. At the same time, databases are useful for purposes other than maintaining client records. We could, for example, use a database to keep membership records for a community association or organization, to maintain a record of contributors to a political campaign, or to save a list of social workers and their agencies, phone numbers, and other information. You can also have the database reorganize information into reports. You might want a report on all members of your organization who have not paid their dues. As you can see, a database can be a useful piece of software, whether you are working with macro, mezzo, or micro problems.

Spreadsheets are software packages that allow us to calculate and maintain various kinds of financial or numerical information. Spreadsheets are essentially electronic accounting ledgers into which we type the same type of information we would write into an accountant's ledger. All software spreadsheets allow us to keep track of what we spend on various projects, and changes in a figure can be automatically reflected in the changed total. Figure 14.2 displays a typical spreadsheet.

A real spreadsheet could have many more columns and rows, depending on the financial information you were recording. Spreadsheets allow you to build formulas and automatically recalculate totals. This way, as the number of purchases you make increases, the total spent at the bottom changes along with it. Thus, the $780.22 shown in Figure 14.2 would keep changing as new items were entered into the spreadsheet. You can also calculate what a 5 percent increase in your

NAME	STREET ADDRESS	CITY, STATE, ZIP	TELEPHONE	LAST APPT.
Abbot, Lois	1234 Hollywood Dr.	Los Angeles, CA 19876	835-4578	2-12-04
Costello, Bud	4321 Mudslide Rd.	Los Angeles, CA 19876	835-8754	3-24-04
Hardy, Stanley	3454 Bonk Circle	Huntington Beach, CA 19874	458-2345	3-12-04
Laurel, Olivia	987 W. Hartburn La.	Huntington Beach, CA 19874	458-9345	3-18-04
Mangreen, Newt	1776 Idea St.	Los Angeles, CA 19876	777-6666	7-4-05
Peru, Rosina	1890 Money Blvd.	Los Angeles, CA 19876	345-1945	11-3-04

FIGURE 14.1 Information in a Database

Scanned page with good alignment, clear text, and no stray markings.

another *rock en español* band's music provided the soundtrack for Coors Light beer commercials during *Monday Night Football* broadcasts, and still others as background music for Levi's jeans commercials aired during the Super Bowl and otherwise regularly on television. In 2001, *The Tonight Show* host Jay Leno hosted Los Aterciopelados,[7] a rock band from Colombia that became wildly popular throughout the world in the 1990s and continues to produce some of the most highly regarded *rock en español* and Latin alternative music in the 2000s. By the early to mid 2000s, Colombian pop-rock star Shakira could be seen in as many Pepsi commercials as MTV music videos, and was being touted by the music industry as 'the next Madonna.' Most recently, the Colombian pop-rock star Juanes was a featured artist at the 2009 NBA All-Star game. As a result of these and other cultural shifts such as 2000 US Census data revealing the emergence of Latinos/Hispanics[8] as the largest minority group in the US, contemporary Latino/as are opening up new areas increasingly worthy of scholarly investigation.

Worth noting is the fact that although the latest US Census revealed that Latino/as are now the largest minority group, the news came on the heels of a decade of controversy for Latino/as. From legacies of racism and ethnocentrism to controversial proposals in the 1990s like California's Proposition 187 (which sought to eliminate social services for undocumented immigrants based on their undocumented status),[9] from complicated social issues like affirmative action to heated 'English-only' debates, from increasing immigration from Latin America to rampant xenophobia and antiforeigner sentiment after September 11, 2001, and most recently, from increased visibility in popular culture to the increase in hate crimes against Latino/as, the rising tide of the Latino/a demographic in the US must be further contextualized through discussing complex social issues. In other words, a correlate can be proposed here that while scholars recognize that Latino/as are now more visible than ever in mainstream American culture, the supposed emergence of Latino/as in popular music is an issue that provides insight into contemporary issues in politics and relevant societal questions and, as I argue here, provides further insight into questions of cultural identity.

All of this establishes the rationale for this research and the questions that follow: What else can be gleaned from the notable presence of Latino/as in US popular culture? Can Latino/as in popular music aid better understanding of Latino/as, Latino/a identity, or, perhaps, the complications of Latino/a identity discourse(s)? In short, one of the aims of this chapter is to reiterate the fact that popular music should not be dismissed as just popular music but is, in fact, an important cultural site of discourse, debate, and conflict. Thus, a premise of this chapter is that some of the tensions and complications of Latino/a identity are articulated in media and popular culture. At the same time, some further

7   Guzmán and Valdivia, 'Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture,' 208–9.
8   The 2000 Census uses the category of 'Spanish/Hispanic/Latino.'
9   For more on Proposition 187, see Hasian and Delgado 'The Trials and Tribulations of Racialized Critical Rhetorical Theory: Understanding the Rhetorical Ambiguities of Proposition 187,' and Ono and Sloop, *Shifting Borders: Rhetoric, Immigration, and California's Proposition 187.*

Before scanning, change settings

When changing the scanning settings, please:

- Be sure the DPI (dots per inch) is set between 300 and 400. Documents scanned at a low resolution will not be recognized by conversion software. Scanning documents at 600 dpi might be necessary for certain STEM content or other highly formatted documents.
- Scan the document in black/white or 24-bit color depending on (a) whether the color of the original is important, and (b) whether your choice of color will have an effect on contrast.
- Check if the scanner has built-in Optical Character Recognition (OCR) capabilities. OCR turns images of text into text that is copy and pasteable. Often, this option is identified as saving a document as a Searchable PDF.
- Consider removing the binding of the book if the gutter is small or tightly bound. This allows for high-speed scanning. The book can then be re-bound with spiral binding for low cost at a local copy shop.
- While scanning
- During the scanning process, please be aware of the following:
- Scanning books with a spine – A book with a spine will not naturally lie flat on a scanner which means text on the edges of the page will be distorted. Please push the spine of the book down while scanning to ensure that all the text is copied in a clear manner.
- Don't combine pages – Limiting each print page to one electronic page will improve reading on mobile platforms. This also helps to speed up the conversion process using OCR software.

Name documents consistently

A consistent, logical naming scheme will help instructors and users to identify and locate documents. Choose a naming scheme that would be clear to someone outside of the class/environment. Please:

- Avoid strings of numbers
- Include more than one identifier in the title. An identifier can include the course name, author, name of document, date, organization, year published, etc.

https://www.washington.edu/accessibility/documents/scans/

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