

HOW DO I ACCOMMODATE MY STUDENTS?

Information and ideas to help instructors give students what they need at NCC

Reasonable Accommodations Plans (RAP) are developed by the Disabilities Support Coordinator (DSC) based on documentation provided to support the student's need for accommodation.

Accommodation plans fall under 504 of the Rehabilitation Act and therefore **MUST be followed** (or both the instructor and NCC could face legal ramifications under federal and state law).

The following is to help instructors by providing guidelines on how to meet a student's listed accommodations.

If as an instructor, you have a question or concern about the plan in general or a specific accommodation, please contact the Disabilities Support Coordination; in the meantime, you still need to provide the listed accommodations while you are waiting to discuss the plan with the DSC.

EXTRA TIME ON TESTS AND QUIZZES

(Even if a student is viewed as a strong student academically, if they request extra time, it must be provided). Any request that seems unreasonable can be discussed with the DSC:

- * Students may take their test/quiz in room 100 in the Testing Center. The Academic Success Center Testing Coversheet must be completed by the instructor (please provide as much detail as possible). If a lecture will be occurring after/before a test, the student can make sure they are there at that time.

While the Testing Center holds the responsibility of making sure there are enough spaces for all students, a 24 hour notice requesting a seat in the Testing Center is required.

- *When possible/feasible instructors and students can make arrangements to either have students come to class early or stay late in order to get the extra time that they need.

- *If it's a night class, students can take the test in the Testing Center during the day OR if the instructor can find a quiet space near the room (out in the hallway, in an office, etc.).

- *If the class or test is through Blackboard, students can go over the time (however, the professor will need to adjust the BB setting accordingly and may have to grade the test manually).

****Alternative Testing Methods****

Many students with writing issues, processing issues, major test anxiety, etc. could benefit from demonstrating their knowledge of the content ORALLY. Instructors are asked to consider this option. Those who have tried this with students are often amazed at how much information that student can demonstrate through another testing medium.

Some students, for example those with dyslexia, have the option of taking their test in the Testing Center and their test is read aloud to them.

COPIES OF NOTES:

If this accommodation is on a student's plan (or if it says "if requested" *and* the student requests notes), you must provide classroom lecture notes to the student. You can use one or more of the following strategies to meet this accommodation.

*Ideally, notes would come in typed format making it easier for both the student and professor. Handwriting is not always easy to read and students with sight issues or specific learning disabilities benefit from typed notes that can be enlarged easily on a computer or for use with a screen reader. Also, for professors that may have multiple students with the copy of notes accommodation, it is easier to disseminate electronic copies.

*PowerPoints or notes uploaded to Blackboard are another great way to meet this accommodation and allows all students access to good class notes. The PP and uploaded notes need to provide the key in-class lecture information.

*Professors can use the ENO board to capture notes/problems written on the board. It saves the notes electronically and can then be uploaded to Blackboard or e-mailed to students.

*As a last resort, you can elect a class note-taker. Perhaps there is someone in class who takes notes on a laptop or is simply a good note-taker, the instructor can approach the student (or ask the entire class) to see if anyone is willing to be a class note-taker. The notes, if not electronic, could be taken on carbon copy paper (available in the Academic Success Center) or regular paper and then copied by the instructor (do not identify the student needing the notes).

UNDER NO CIRCUMSTANCES should the student with disabilities be expected to or asked to find their own note-taker. This would be a violation of the student's privacy.

AUDIO RECORDING CLASSROOM LECTURES:

Students who have this on their plan and wish to record **MUST** be allowed to do so.

Instructors who are concerned about copyright law can help to cover theirs/others privacy by:

*Check with the DSC to make sure that the student has signed the Audio Recording Guidelines and Permission form or have the student sign one and keep it in your class file.

*Include a statement in the syllabus which informs other students that audio recording may occur within the course during the semester. For example:

"Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. **Only students with prior written permission from the instructor or the Disabilities Support Coordinator may audio record class lectures** (for educational purposes only).

Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes."

*IF a compromise can be reached that is agreeable to *both* the student and professor (i.e. making sure that the student gets extensive notes in lieu of audio recordings) then you may speak with the DSC to get the OKAY to make the adjustment to the accommodation.

USE OF A FOUR-FUNCTION CALCULATOR (+, -, X, /):

This accommodation is provided to students with Math related disabilities, dyslexia and problems with rote memory. Studies have shown that if students do not understand the “problem” being asked, having a calculator does not give them any advantage. Four-function calculators help students with functions that the rest of us have simply ‘memorized’ such as multiplication tables.

OPPORTUNITY TO CLARIFY DIRECTIONS, QUESTIONS, ETC WITH THE INSTRUCTOR OUTSIDE OF CLASS:

Due to various disabilities, many students can benefit from having clarification about information or directions so they are not “lost” when they attempt to do their work/study. Also, many students have difficulty with self-advocacy or feel very anxious asking questions in class.

Although many instructors may not have office hours, it is important to have communication with a student that feels he/she needs that extra clarification. Please note that when a plan has this accommodation listed, it states that a mutual time will be discussed and agreed upon by the instructor and student. For example, if a student wants to have a discussion with the instructor right after class, but the instructor’s schedule does not allow it, simply set an appointment with that student to answer questions face to face, via telephone, or even email.

AIDES/INTERPRETERS:

If a student comes to class with an aide in the classroom—that aide is there for physical support reasons and should be listed on the student’s RAP. If not, please notify the DSC as soon as possible. The aide should not be completing the students work with the exception of possibly taking lecture notes. Other students have aides that assist them (with time management, organization, transportation) but the aid does not attend classes.

Interpreters should also be listed on the RAP.

OCCASIONAL PHYSICAL BREAKS FROM CLASS:

Some students require physical breaks from class as it helps their physical and mental needs. Breaks should be within reason which is explained to students. If a student is missing WAY too much class time and abusing the privilege, time can be accumulated and counted towards absences.

ALTERNATIVES TO PUBLIC SPEAKING:

Many students have such high anxiety about public speaking that they would prefer to take a ZERO on the assignment. Others have Speech-Language difficulties that can impact their ability to communicate and give oral presentations. As long as the course objectives are not compromised,

*It is acceptable for professors to allow students to do an alternative assignment.

*A speech/presentation can be given to an instructor (or an instructor and DSC) in lieu of presenting to the entire class to demonstrate their knowledge.

USE OF LAPTOP/TABLET & OTHER ASSISTIVE TECHNOLOGY:

Students with disabilities that impact grapho-motor skills as well as other specific learning disabilities will benefit from taking notes on a laptop as opposed by hand. Handwriting notes can be too time consuming and may not legible. These students should be allowed to use technology in class for: notes, writing assignments and short/essay questions on tests.