



FREQUENTLY ASKED QUESTIONS ABOUT REASONABLE ACCOMMODATIONS

What are reasonable accommodations?

Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program (U.S. Department of Education, 2007).

Why do some students receive accommodations?

Students with disabilities who are otherwise qualified receive reasonable accommodations to ensure that they are provided equal access to all Randolph College programming and academic pursuits. Reasonable accommodations do not compromise academic integrity or create a fundamental alteration of the course and/or program.

Who determines if a student is eligible for academic accommodations?

The Coordinator of Access Services gathers information about the student's disability/condition through an interactive interview; documentation including psychological reports, letters/narratives from medical service providers, and information from previously attended secondary and post-secondary institutions may be requested. Eligibility for academic accommodations is then determined by the Coordinator.

Examples of Reasonable Test Accommodations

Extended time on quizzes, tests, and exams:

Typically, extended test time is allowed for students with processing issues, attention issues, reading and/or writing deficits, and anxiety. Students with physical and/or medical disabilities may also qualify for extended time.

Testing in a reduced distraction setting:

Students with AD/HD, ADD, Autism Spectrum Disorder, and anxiety often require an environment with reduced distractions in order to fully focus on the task at hand. Small group testing is available in the Testing Center in the ASC; individualized testing rooms are also available.

Use of laptops for quizzes, tests, and exams:

Students with deficits in written expression or dyslexia may require the use of a laptop during tests in order to have access to voice recognition and text-to-speech software. Students with fine motor issues may also require the use of a laptop.

Examples of Reasonable Classroom Accommodations**Use of assistive technology for taking notes:**

Students with auditory processing disorder, dyslexia, deficits in written expression, or fine motor issues are allowed to use assistive technology including audio recorders, laptops, and “Smart Pens” for note taking purposes. Students making audio recordings must sign an “Audio Recording Agreement” in order to utilize this accommodation.

Designated note taker:

Students with auditory or visual processing issues, dyslexia, deficits in written expression, or physical disabilities (fine motor, hearing, vision) may require a volunteer or paid note taker in order to have access to lecture notes.