

**RANDOLPH COLLEGE  
FACULTY GUIDE  
FOR WORKING WITH STUDENTS  
WITH DISABILITIES**

Access Services  
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# GENERAL INFORMATION

## **Federal Laws**

Under the administration of the Dean of the College, Access Services implements and coordinates reasonable accommodations and disability-related services that afford equal access for all students to Randolph College programs and activities. The laws that provide guidance to Access Services regarding accommodations for students include Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendments Act (ADAAA) of 2008.

### **Section 504 of the Federal Rehabilitation Act**

Section 504 of the Federal Rehabilitation Act states:

*“No otherwise qualified individual with a disability in the United States . . . shall solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”*

The term “qualified,” in post-secondary education, means that the student meets the academic and technical standards required for participation in the class, program, or activity but has a physical and/or mental impairment that limits one or more major life activities. Examples of major life activities can include, but is not limited to, caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, and working. Major life activities also include school-related tasks such as learning, reading, concentrating, thinking, and communicating.

Section 504 has promoted the development of disability-related services in educational settings. While colleges and universities are not required to provide special educational programming for students with disabilities, they are required to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the participation of students with disabilities in the same program and activities available to student without disabilities.

Although colleges and universities must assure that students with disabilities have the same opportunities as all qualified students to be successful on the basis of their intellectual abilities and academic achievements, post-secondary institutions are under no obligation to guarantee the success of students with disabilities in higher education. Students with disabilities at the postsecondary level must be proactive in disclosing their disability, self-advocating for their needs, and reaching out for the services provided.

### **Americans with Disabilities Act and the Americans with Disabilities Amendments Act**

The Americans with Disabilities Act (ADA) of 1990, along with the Americans with Disabilities Amendments Act (ADAAA) of 2008, prohibit discrimination based on disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. The ADA requires state and local governments to provide qualified

individuals with disabilities equal access to their programs, services, and activities, and strengthens Section 504 by extending coverage to all organizations not previously covered.

While ADA prohibits discrimination on the basis of a disability, it does not release students with a disability from meeting the same essential qualifications for admissions to a program, course, or degree.

To comply with the ADA and ADAAA, colleges and universities are required to make reasonable accommodations in their practices, policies and procedures, and to provide auxiliary aids and services for persons with disabilities, unless to do so would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, and accommodations they offer, or would result in an undue financial or administrative burden on the institution.

<http://www.ada.gov/cguide.htm>

## **ACCESS SERVICES MISSION STATEMENT**

The mission of Access Services is to ensure that qualified students are provided equal access and reasonable accommodations appropriate to their disability in all Randolph College programming and academic pursuits.

Access Services also provides information and referral on issues of accessibility, as well as training and staff development to the College community.

## Students with Disabilities

When working with students with disabilities, please keep the following in mind:

- Students with disabilities have qualified for your course because of their abilities. They must meet the same standard of admission, earn the same placement scores, and meet the same prerequisites as any other student.
- Students with disabilities are entitled to the same opportunities as any other students in the course. This includes both the right to demonstrate excellence and the right to fail. Students with disabilities are also entitled to privacy. If they have not chosen to disclose their disability, then you should assume they need no accommodations.
- If a student with a disability fails your examination, has he or she failed the "test format" or failed to learn the material?
- Students with disabilities have the same responsibilities in pursuing a quality education as do all college students and must be actively involved in the educational process. To the extent manageable, students with disabilities bear the primary responsibility for making the necessary adjustments to the learning environment. For some accommodations--modified testing for example--the cooperation of faculty is vital.
- It is always the student's responsibility to initiate the process by informing you of their needs. If students choose to disclose part way into a semester, accommodations begin with disclosure and are not retroactive.

## **Rights and Responsibilities of Randolph College Students with Disabilities**

Section 504 of the Rehabilitation Act States:

“No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

### **Students with disabilities at Randolph College have the right to:**

- be treated with respect and dignity and receive equal and fair treatment
- equal access to educational and co-curricular programs, services, jobs, activities, and facilities available through the College
- receive reasonable, necessary, and appropriate accommodations in a timely manner
- confidentiality in all matters of documentation and educational record

### **Students with disabilities at Randolph College have the responsibility to:**

- self-disclose to Access Services in order to initiate the accommodation process
- provide appropriate documentation of a disability to Access Services, if requested.
- request accommodations in a timely manner from Access Services to ensure that they are in place as soon as possible
- meet with the Coordinator of Access Services and obtain an Academic Accommodations Letter for the current semester
- meet with faculty to review the Academic Accommodations Letter and discuss accommodation needs
- understand that academic accommodations are not retroactive and begin only after faculty receives a copy of the Academic Accommodations Letter
- notify Access Services as soon as possible if assistance is needed with accommodation-related issues
- follow established procedures for testing through Access Services
- notify Access Services if textbooks or other printed material, enlarged or otherwise formatted, are needed
- update documentation with Access Services, if required
- contact Access Services with any classroom accessibility issues that cannot be solved independently



## **Randolph College Faculty Rights and Responsibilities When Working with Students with Disabilities**

### **Randolph College faculty have the right to:**

- establish and maintain academic standards for courses
- determine course content and how it will be taught
- consult with Access Services to determine what accommodations are reasonable for a given course
- ask for a formal Academic Accommodations Letter if a student requests academic accommodations
- refer students to Access Services if the student requests an accommodation but cannot provide an Academic Accommodations Letter
- contact Access Services to confirm and/or ask for clarification about specific accommodations
- evaluate the academic work of students with disabilities according to the same criteria of evaluation utilized for all other students in the class
- award grades appropriate to the level of the student's demonstration of mastery of material
- fail a student who does not perform to passing standards
- set and enforce behavioral expectations for each class

### **Randolph faculty to do not have the right to:**

- refuse to provide an approved reasonable accommodation for a documented disability
- ask for specific details about a student's disability
- ask the student to provide proof of a disability
- review a student's disability documentation and/or diagnostic data
- discuss a student's disability and/or accommodations with others

### **Randolph faculty have the responsibility to:**

- understand the laws and university's guidelines regarding students with disabilities
- refer students to Access Services when necessary
- provide requested accommodations and academic adjustments to students who have documented disabilities in a timely manner
- maintain appropriate confidentiality of records concerning students with disabilities except when disclosure is required by law or authorized by the student
- provide handouts, videos and other course materials in accessible formats upon request
- evaluate students based on their abilities rather than their disabilities

## Maintaining Confidentiality of Student Disability Information

It is not mandatory for students with disabilities to disclose their disability during the admissions process nor at any point during their time at Randolph College. However, in order to qualify for accommodations, it is necessary for a student to self-identify as having a disability and to submit appropriate documentation to Access Services. Any documentation submitted is confidential and treated in accordance with federal and state regulations. This documentation is stored separately from the student's general academic file; a student may choose to share this documentation with other campus departments at their own discretion.

Disclosure of disability is a voluntary process. Information related to a disability may be shared by Access Services only with the permission of the student or as permitted by federal law. Staff and faculty are advised that disability matters are confidential and should not be shared with others; attention should be taken to handle academic accommodations in a discreet manner.

All disability-related information including documentation, accommodation letters, correspondence, and consultations are confidential and managed in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations. This includes electronic, paper, verbal, and any other types of communication.

In addition to fulfilling legal obligations, maintaining a high standard of confidentiality also serves to maintain an environment in which students with disabilities feel respected, safe, supported, and protected.

Please use the following guidelines to ensure that confidential student information is secure:

- All information that a student shares with a faculty member should be used specifically for arranging reasonable accommodations for the course of study.
- Do not leave student disability information visible on your computer or in any printed format that others can see.
- Refrain from discussing a student's disability status and necessary accommodations within hearing range of fellow students, faculty, staff, or others who do not have an "educational need to know."
- Do not assume that students registered with Access Services are aware of other students' disability status.
- Unless the student voluntarily discloses, faculty should not tell others in the class about the student's disability.
- Unless the student voluntarily discloses, faculty should refrain from asking the student for specific information about their disability. The Academic Accommodations Letter is all that is necessary to justify the accommodation.
- Discuss Academic Accommodations Letters and logistics of implementing accommodations with students in private.
- If a student requests classroom and/or testing accommodations, but does not have an Academic Accommodations Letter, please refer the student to Access Services.

## **Physical Access Statement**

Randolph College administration, faculty, and staff are committed to ensuring that every student is provided equal access and reasonable accommodations appropriate to their disability in all College programming and academic pursuits. Students with chronic and temporary physical disabilities have the right to barrier free access to on-campus spaces. In addition to residence halls, dining, and athletic facilities, the College strives to provide accessible classrooms for students using crutches or a wheelchair. The Coordinator of Access Services will continue to make every effort to inform and advise students as their needs emerge and become evident. However, on occasion, a student may struggle unnecessarily to get to class unaware that help is available. Therefore, if you have a student who has a chronic or temporary physical disability, please contact Larvail Jones, Coordinator of Access Services ([ljones@randolphcollege.edu](mailto:ljones@randolphcollege.edu)) so that arrangements can be made to temporarily relocate to an accessible space.

## **Procedure for Changing Classroom Location Due to Chronic Disability or Physical Injury**

- Faculty contacts Access Services to request to relocate class to a more physically accessible location. If student initially contacts Access Services, they are instructed to contact their faculty.
- Coordinator emails the Academic Programs Coordinator in the Registrar's Office with faculty name, class, meeting days and times, as well as current classroom location.
- Academic Programs Coordinator indicates available locations; Access Coordinator contacts faculty.
- Faculty accepts new location; Coordinator notifies Academic Programs Coordinator.
- Faculty notifies students of location change.
- In cases of short-term physical injury: Faculty notifies Access Services when student with injury is healed; Access Coordinator notifies Academic Programs Coordinator. Faculty alerts students in class of return to original classroom location.

## Syllabi Statement

In order to encourage students to self-disclose a disability needing accommodations, faculty should consider using the following statement in course syllabi:

*Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a disability and require accommodations, please contact Larvail Jones, Coordinator of Access Services, at 434-947-8132 or [ljones@randolphcollege.edu](mailto:ljones@randolphcollege.edu).*

*If you have an Academic Accommodations Letter from Access Services, I encourage you to discuss your accommodations and needs with me as early in the semester as possible.*

### Mobility Impairments and Physical Accessibility

Another consideration for faculty syllabi statements is physical accessibility for students with mobility impairments due to chronic medical conditions, or temporary disabilities due to injury.

If your office is located in a building that does not have an elevator and/or requires ascending or descending steps, please consider including in your syllabi something comparable to this:

*“My office is located on the \_\_\_ floor of \_\_\_\_\_ Hall, which is only accessible by going up/down \_\_\_ steps; this building does not have an elevator. If you have a disability that makes accessing my office difficult for you, please let me know and I will gladly arrange to meet you at an alternative location.”*

By announcing the potential obstacle of your office’s location, along with your willingness to make alternate arrangements, you give students with a mobility impairment an opportunity to convey the need for a more accessible meeting location.

## **Randolph College Service Animal Policy**

The Americans with Disabilities Act (ADA) of 1990 defines a Service Animal (SA) as “...a dog that is individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. SAs are working animals, not pets. The work or tasks a dog has been trained to provide must be directly related to the person’s disability.”

The ADA allows a SA to accompany persons with disabilities anywhere that is open to the public on Randolph College premises. Premises shall mean any land and/or facility owned, leased, rented and/or occupied by the College. There may be individual exceptions in places where the presence of the SA may compromise safety or a sterile environment and/or interfere with the fundamental nature of the activity.

### **Inquiries**

The individual’s disability may not be visible. **College personnel may only ask the Owner two questions in determining the validity of the presence of the animal: (1) is the dog a SA required because of a disability, and (2) what task is the animal trained to perform.**

College personnel may not ask for details about the disability or ask the SA to perform the task.

### **Requirements of SAs and their Owners**

The SA cannot pose a direct threat to the health and safety of others while on College property.

The Owner must be in full control of the animal at all times.

The Owner is responsible for instructing others on appropriate interactions with the animal and setting clear expectations.

### **Exclusions**

A SA will be excluded from any authorized area and its Owner may be subject to disciplinary action if, including, but not limited to:

- The SA displays aggressive or disruptive behavior or noises, and effective action is not taken to control it; unless said noise/behavior(s) are part of the needed disability service to the Owner.
- The SA is not housebroken.
- The SA poses a direct threat to the health and safety of others.
- The SA is not in good health, well-groomed, or reasonably cared for.
- The SA infringes inappropriately into other’s personal space.

**All questions regarding SAs should be directed to the Coordinator of Access Services (434)-947-8132.**

# ACCOMMODATIONS

## **Policy for Academic Accommodations**

Randolph College is committed to the full participation of individuals with disabilities as defined under Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act of 1990 as amended. Policies and procedures will ensure that persons with disabilities will not be denied, based on that disability, full and equal access to academic and other programs or activities offered by the College.

Randolph College provides reasonable accommodations at no cost for eligible students with disabilities. An accommodation is a legally mandated modification or service that gives a student with a disability an equal opportunity to benefit from the educational process and typically include the following:

- Changes to a classroom environment or task that permit a student with a disability to participate in the educational process
- Removal of architectural barriers
- Modifications to policies, practices or procedures
- Provision of auxiliary aids and services
- Other adaptations or modifications that enable a student to enjoy the benefits and privileges of the college's program, services and activities.

Students with disabilities are eligible to receive reasonable and necessary accommodations based upon an interactive interview with the Coordinator of Access Services and a careful review of disability related documentation.

The Coordinator of Access Services works with students with disabilities under the supervision of the Associate Provost. These individuals are charged by the institutional administration with the responsibility of assuring that Randolph College takes all necessary steps to meet both educational and legal mandates for access.

While Randolph College strives to accommodate students as fully as possible, reasonable academic adjustments or accommodations do not include measures which fundamentally alter the academic programs or which place an undue financial burden on the College.



## **Process for Determining Eligibility For Academic Accommodations**

The Coordinator of Access Services is notified about students requesting academic accommodations in one of four ways:

- the student will self-disclose directly to the Coordinator
- first-year students will disclose on Housing form
- the student's parent will contact Access Services
- the student's faculty will refer the student to Access Services

The Coordinator of Access Services interviews the student, reviews documentation, and determines if specific accommodation requests are reasonable and appropriate.

In order to assist in determining eligibility for academic accommodations, the student may submit documentation provided by a qualified and licensed service provider which supports a diagnosis of disability. This documentation should identify the tests or instruments that formed the basis of the diagnosis, and include a report of standard scores.

The documentation should also clearly identify the disability; describe the functional limitations resulting from the disability; and specify academic accommodation(s) that would allow access to courses and programs at the College.

Documentation may include, but is not limited to:

- A letter/diagnostic narrative from a licensed medical provider/professional
- Psychological evaluation report
- A copy of the IEP or 504 Plan used in the secondary setting

Additional documentation may be requested if the disability or need for specific accommodations is not clearly established by the documentation provided.

## Accommodations That Are Considered to be Reasonable

The reasonableness of an accommodation depends on the functional impact of a student's disability and the goals of the course or program in question. The aspects of a course program that are fundamental or essential to its goals are not subject to accommodation.

### Classroom Accommodations:

Audio recording lectures  
Use of a word processor  
Assignments given both orally and in writing  
Use of a scribe/note taker  
Assistive listening devices  
Adaptive physical education

Adaptive seating  
Use of a sign language interpreter  
Preferential seating  
Laboratory aide  
Relocating for physical access  
Textbooks in Braille print

### Testing Accommodations:

Use of a reader/scribe  
Recorded questions/answers  
Small group testing environment  
Testing in a reduced distraction environment  
Speech-to-text software

Extended time  
Large print  
Individual testing environment  
Text-to-speech software

### Other Accommodations:

Access to audio/digital textbooks  
Scheduling accommodations  
Housing accommodations  
Modifications to attendance policies

Course substitution  
Dietary accommodations  
Emotional support animal  
Priority registration

## Reasonable Accommodations Routinely Used at Randolph College

### Test Accommodations

- Extended time on quizzes, tests, and exams: Extended test time is typically allowed for students with processing issues, attention issues, reading and/or writing deficits, and test-related anxiety. Students with visual impairments or a hearing loss that requires an interpreter 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. Testing for this accommodation is completed in the Test Room in the ASC, or in a separate room designated by faculty (e.g., The Ethyl Center).
- Testing in isolation: Students who use speech-to-text software, self-talk as a retrieval strategy, or self-calming behaviors (e.g., pacing, drumming) may test in isolation. Three rooms on the fifth floor of Lipscomb Library are reserved for this type of testing.
- Use of laptops for quizzes, tests, and exams: Students with deficits in written expression, or individuals with dyslexia may require the use of a laptop during tests in order to have access to voice recognition and speech-to-text software. Students with fine motor issues may also require the use of a laptop.

### 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.



# RANDOLPH COLLEGE

*Office of Access Services*

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***SAMPLE***

## **SPRING 2022 SESSION THREE ACADEMIC ACCOMMODATIONS LETTER**

Date:

To: Faculty and Instructors of XXXXXX

From: Larvail Jones, Coordinator of Access Services

Ms. XXXXX has registered with Access Services and has provided documentation of a disability that will require academic accommodations in order to participate fully in your class. In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, this student is eligible to receive the following:

### **Classroom Accommodations:**

- Student is allowed to use assistive technology (i.e., laptop) for note taking purposes.
- Student is able to audio record classes for review and note taking purposes.
- Student is allowed to use a four-function calculator for all in-class assignments.

### **Testing Accommodations:**

- Student is allowed 100% extended time on tests, quizzes, and exams:
  - If scheduling is an issue, the student will work with faculty to determine an alternative time to take the test.
- Small group testing may be completed in Access Services test rooms to reduce distractions.
- One break (up to 5 minutes) for every hour of test time will be allowed. Time will stop and restart after break is finished.
- Student is allowed to use a laptop for lengthy written answers.
- Student is allowed to use a four-function calculator during tests.

### **Please note:**

- This academic accommodations letter is only in effect for one semester.
- Access Services will send the student and faculty a copy of this letter at the start of each semester.
- Students should discuss mutually agreeable practical arrangements for each accommodation with their faculty well in advance of the need to use such accommodations.
- Accommodations are not retroactive.

The information contained in this letter is considered confidential and cannot be discussed or released without the student's written permission. If you have any questions or concerns, please contact Larvail Jones, Coordinator of Access Services at (434) 947-8132 or [ljones@randolphcollege.edu](mailto:ljones@randolphcollege.edu).



## Statement of Understanding

- I have reviewed my academic accommodations letter and **understand the extent of each accommodation.**
- I know that, unless otherwise stated, **it is my responsibility to deliver my academic accommodations letter to my faculty** at the start of each session of the semester.
- I acknowledge that my academic accommodations letter is **effective for one semester.**
- It is **my responsibility** to discuss **mutually agreeable practical arrangements for each accommodation with faculty** well in advance of the need to use the accommodations.
- If I have an **extended time accommodation**, I understand that **I am expected to take tests on the same day as others in the class.** I will refer to my class schedule to determine if I am able to use this accommodation without conflicting with the start of another class. If there is **a conflict, I will contact faculty** to determine an alternate time to take the test.
- If I plan to complete the **test through Access Services**, I need to **schedule the test using WOnline and notify faculty at least two business days ahead of time.**
- If I am using **assistive technology to record classes**, I understand that this is for study purposes **and may not be posted to the internet or made public in any way.**
- If using a laptop in class **I may not access the internet except to utilize the specific applications necessary for note taking or recording. If I access any other programs without faculty permission, I acknowledge that an alternative accommodation may be put in place.**
- I understand that if I am not provided the accommodations listed in my academic accommodations letter I should contact the Coordinator of Access Services.
- My signature indicates that I have read and understand this Statement of Understanding and agree to abide by the rules outlined in this document.

---

Student Name (Print)

---

Student Signature

---

Date



**RANDOLPH COLLEGE**

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**AUDIO RECORDING AGREEMENT**  
**Academic Year 2022-23**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Randolph College provides auxiliary aids and services to students with documented disabilities. Audio recorders are a legitimate auxiliary aid to supplement or substitute note taking for some students with disabilities. Due to my documented disability, the Coordinator of Access Services has determined that I meet criteria for the academic accommodation to audio record class lectures. In order to utilize this accommodation, I agree to the following:

- I acknowledge that recordings of class lectures are only for my personal use for study and preparation related to the class.
- I acknowledge that I may not share these recordings with others, upload them to file-sharing sites, post them on the web, or share them on social media platforms.
- I understand that in some cases recording may be prohibited at the discretion of faculty when the content involves personal discussion and/or self-disclosure. In these cases, it is my responsibility to work with faculty to obtain alternative notetaking assistance to supplement these sections of the course.
- I agree to erase all recorded class lectures at the end of the semester. If I wish to keep recordings beyond the end of the course for future review, I must obtain written permission from faculty.

My signature signifies that I have read and agree to abide by this Audio Recording Agreement.

---

Student Name (Print)

---

Student Signature

---

Date

## Accommodation for Modification to Attendance Policy

Access Services recognizes that Randolph College academic departments establish and define fundamental academic requirements for each course. Acceptable numbers of excused absences are determined at the faculty level in light of these academic requirements, and attendance policies are written into course syllabi. Generally, class attendance is critical to mastery of course objectives, and Randolph College students are expected to adhere to individual course attendance policies.

Access Services also acknowledges that some students with disabilities have medical/mental health-related conditions of an episodic nature that may make it difficult for them to fulfill the typical attendance requirements. When a student's disability affects the ability to consistently attend scheduled course meetings, modifications to the course attendance policy may be appropriate as an accommodation.

Access Services does not have a role in determining individual course attendance policies; however, determination of exceptions will be made on a case-by-case basis as part of an interactive process between the Coordinator of Access Services and individual faculty. The following factors provided by the Office of Civil Rights (OCR) should be considered in determining whether the request is reasonable or constitutes a fundamental alteration of the curriculum:

- *Is there regular classroom interaction between the instructor and students and among the students themselves?*
- *Do student contributions in class constitute a significant component of the learning process?*
- *Does the fundamental nature of the course rely upon student participation as an essential method of learning?*
- *To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?*
- *What does the course description and syllabus say regarding attendance?*
- *What is the method by which the final course grade is calculated?*

### Procedure for Requesting Modification of Attendance Policy as an Accommodation

- Students with disabilities must request consideration of this accommodation through Access Services at the beginning of each semester. Documentation must be provided that indicates both why the student may need to miss classes and to what extent. The Coordinator of Access Services will evaluate the request and the documentation to determine if the student is eligible for the accommodation.
- If it is determined that the reasons provided do not constitute a need for accommodation in this regard, the student will be notified of this decision.
- If it is determined that the request is justified by impact of the student's disability, then faculty from each class in which the student is enrolled for that semester will be contacted by the Coordinator of Access Services. Requests will be made for information on any established attendance policies for the class and the importance of attendance and/or participation to the curricular integrity and learning process.
- For some classes, (e.g., lab or practical courses, heavy discussion-based courses, language courses) the **accommodation may not be reasonable** as missed class time will result in an inability to successfully learn and master all necessary material.

- **If faculty determines that it is not possible to consider modification of the attendance policy for a given course, the student will be informed and given the opportunity to discuss other options.**
- If the accommodation is deemed appropriate, both the student and the faculty member will be provided with a letter explaining both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation.

### **Roles and Responsibilities of Students in Receipt of Modification to Attendance Accommodation**

- The student should reserve absences for **critical need**. Absences may still have a negative impact on grades especially if the course design incorporates active learning.
- The student should contact faculty by email as soon possible, preferably before class, for a disability-related absence; the Coordinator of Access Services ([ljones@randolphcollege.edu](mailto:ljones@randolphcollege.edu)) must be copied on these emails.
- The student is responsible for all materials covered or work completed during disability-related absences. The faculty member is not responsible for keeping the student current on missed work; the student should make arrangements to obtain notes/materials from peers.
- **Extensions for assignment deadlines or arrangements for making up tests or exams missed during the absence are not included in this accommodation.** The student must negotiate this with faculty as the need arises.

If, at any time during the semester, faculty believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the Coordinator of Access Services should be contacted as soon as possible. After consulting with the faculty member, the Coordinator will contact the student to review available options.



## **Modification to Attendance Policy Student Responsibilities**

Modification to Attendance Policy is requested for students whose disability affects their ability to consistently attend scheduled course meetings. This requires explicit approval from the Coordinator of Access Services and each faculty member at the start of every session.

If approved for a modification to attendance policy, you should keep the following in mind:

- Absences granted above those stated in the course syllabus must be **disability-related** and should be reserved for **critical need only**.
- A modification to attendance policy does not guarantee that missed classes will not affect your grade in a course. Absences may still have a negative impact on grades especially if the course design incorporates active learning.
- You should **contact faculty by email as soon possible**, preferably **before class**, for a disability-related absence; the **Coordinator of Access Services must be copied** on these emails ([ljones@randolphcollege.edu](mailto:ljones@randolphcollege.edu)).
- You are responsible for all materials covered or work completed during disability-related absences. You should make arrangements to obtain notes/materials from peers, and contact faculty during posted office hours with any questions.
- This modification **does not automatically give you an extension on assignments** due on the date of your disability-related absence. You must arrange to turn in work on time (via email or delivered by a peer); faculty have the right to refuse or lower the grade for late assignments.
- This modification **does not automatically allow you to make up missed tests/exams**. Faculty have the right to follow established class policies for allowing or not allowing you to reschedule missed tests/exams.
- Your faculty will contact the Coordinator of Access Services if, at any time during the semester, your absences have exceeded what is reasonable to meet the learning objective of the class. The Coordinator and faculty member will then meet with you to review available options.

## **Priority Registration**

The Office of Access Services engages in an interactive process with each student to review requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, students with certain disability-related needs may be eligible to receive priority registration. The purpose of priority registration is to ensure that students with disabilities have equal access to academic courses.

Priority registration allows a student to register for classes the Friday prior to the first day of registration each semester. This provides the opportunity to arrange a schedule (to the greatest extent possible) that is suitable based on their disability-related needs.

Students who may qualify for priority registration include:

- Students with mobility disabilities or those who work with personal care attendants
- Students who must adhere to a specific schedule due to significant or chronic medical conditions, or those following a strict medication or treatment regimen impacting their ability to attend classes at certain times of the day
- Students who are approved for alternate media for printed materials
- Students who use interpreters or captioning services

Priority registration does not override any College or departmental policies such as the need to meet with an academic advisor, completion of pre-requisite courses, or removal of any holds (e.g., Student Financial Services). In addition, priority registration does not guarantee the provision of classes at specific times, availability of classes or provision of courses/sections at specific times, nor grant access to restricted or closed courses or sections. While students will have continuous access to register for classes beyond the priority registration date, choosing to register late may result in a seat in the class no longer being available.

### **Procedure**

- Students with a Priority Registration accommodation will receive an email from the Access Services Coordinator two weeks before the start of general registration.
- Students should notify their advisor about their accommodation and then schedule a time to meet with their advisor; any questions or concerns should be addressed to the Access Services Coordinator.
- Students should bring an add/drop/withdrawal form to their advisory meeting (download and print one from the Portal).
- The completed form, signed by the advisor, should be brought to the Registrar's Office no later than 4:00 pm on the Friday before general registration opens.
- There is no need to register online as Registrar staff will do this for you.

## **Reduced Course Load Accommodation Policy**

On a semester-by-semester and individual student-requested basis, Access Services will recommend a reduced course load for qualified students with disabilities.

Students are strongly encouraged to request a reduced course load as an accommodation well in advance in order to facilitate campus services that would be significantly affected otherwise: Financial Aid, Registrar, Residence Life, Health and Wellness Services, etc.

### **Procedure for Requesting a Reduced Course Load**

1. Students requesting a reduced course load as an accommodation for a documented disability must first write a formal appeal to the Associate Provost. The formal written appeal should:
  - Be attached to an email to the Associate Provost.
  - Provide details of the “extraordinary circumstances” behind the request to move to part-time status. If there are medical grounds, please include a brief description.
  - Confirm advisor approval to move to part-time status.
  - Acknowledge that part-time study may cause a postponement of graduation date.
2. The Associate Provost will ask the Coordinator of Access Services to provide a letter certifying that the reduced course load is a reasonable accommodation for the student’s specific disability.
3. The Coordinator will review all documents on file with Access Services to determine whether to recommend approval of the request; the student may need to provide additional and/or updated documentation, if necessary.
  - The Associate Provost will then meet with the student to determine an agreed upon course load/number of credits for the semester. The agreed upon number of credits will be considered as full-time, and the student will be entitled to all of the services, benefits, rights, and privileges afforded to other full-time students.
  - A letter in support of a reduced course load accommodation from Access Services will not override the policies of any particular office or department.
  - An Access Services recommendation for a reduced course load does not apply to or exempt a qualified student from meeting satisfactory academic progress requirements established by the College or department/degree program. Students should consult with their academic adviser to ensure they are meeting these standards.
  - Although approved for a reduced course load accommodation, definitions used to determine enrollment status for federal financial aid eligibility remains the same for all students. A reduced course load or any number of credit hours that would define the student as “less than full-time,” may result in pro-rated federal and institutional financial aid. A course load of fewer than six credits will mean loss of federal financial aid. Eligibility for grants and scholarships may also be affected.

4. In the event that there is insufficient documentation to support the student's request for a reduced course load accommodation, the Coordinator will notify the Associate Provost.

- The Associate Provost will notify the student in writing that the request has been denied.
- The student may appeal the decision with the Board of Review by lodging a formal appeal letter with the Associate Provost.

## **Testing With Accommodations through Access Services**

Students who have accommodations for testing with extended time in a reduced distraction setting may test in rooms reserved in the library through Access Services.

Please keep in mind:

It is the student's responsibility to notify faculty at least two business days in advance if they intend to use their test accommodations. This enables faculty adequate time to submit their test to the Coordinator of Access Services.

Students with testing accommodations must schedule to take tests on the same day and time as their classmates.

If there is a conflict with their academic schedule (i.e., back-to-back classes that do not allow for the use of an extended time accommodation), the student must complete the test as soon as possible on the same day.

In the rare instance that the student's schedule cannot accommodate extended time on the same day, the student must notify faculty and an alternate test day/time will be determined.

### **Submitting a Test to Access Services**

Tests should be submitted at least one full business day prior to the date and time of the scheduled test.

There are three ways to submit tests for students with testing accommodations.

1. Randolph College R drive:

R drive >Academics >Academic Services Center >Tests-students with disabilities >folder for your specific department.

2. Email:

[ascdisabilities@randolphcollege.edu](mailto:ascdisabilities@randolphcollege.edu)

3. Hard Copy:

Bring a copy of the test to the Academic Services Center and give it to the administrative assistant or the Coordinator of Access Services. We accept tests from 8:30-5:00.

### **Retrieving a Test from Access Services**

Completed tests may be picked up Monday – Friday from 8:30 - 5:00 from the Coordinator of Access Services, the Administrative Assistant for the ASC, or the Student Assistant on duty.

## Extended Time on Take-Home Exams

For students who receive the accommodation of extended time on tests, take-home examinations are generally categorized in one of two ways:

**Timed examination:** The student would receive extended time according to their academic accommodations letter.

**Example:** An exam is open on Moodle for two hours; a student with 100% extended time would be allowed four hours to complete the exam. Faculty should contact the Help Desk for assistance with extending the time, if needed.

**Untimed exams with a completion window:** The completion window for an untimed exam is intended to give students the flexibility to work on their take-home exams at a time that is convenient for them. The process for determining accommodations for take-home exams is based on an evaluation of two factors:

- 1) The estimated length of time for an average student to complete the exam, as calculated by the professor; and
- 2) The total length of the take-home exam's allotted completion window. If the length of the completion window reasonably exceeds the estimated time to complete the exam with extended time, the presumption is that there is no need for additional time beyond what has already been allotted for the completion window.

**Example:** A professor assigns a take-home exam that opens at 8:00 a.m. on Monday, and closes at 8:00 a.m. on Friday. The professor estimates that if taken in class, the exam would take a student five hours from start to finish. A student receiving 100% extended time needs 10 hours to complete a five-hour exam. The four-day completion window is already sufficient to incorporate extended time while still allowing the student to choose a start time that best suits their preferences. Additional time is not needed.

## Short-Term Injury or Acute Illness

Students diagnosed with short-term illnesses or injuries may require supportive measures as determined by the Director of the Health Center or the Athletic Director, and facilitated through Access Services.

### ❖ Acute Illness, Surgery, Non-athletic Injury

- Student meets with the Director of the Health Center, who then contacts the Coordinator of Access Services with recommendations for supportive measures/expected timeline
- Temporary supportive measures may include, but are not limited to:
  - Requesting leniency to class attendance policies (contact Associate Provost)
  - Extension of class/homework assignment due dates
  - Extension of test dates
  - Providing digital/audio version of books and handouts
  - Note takers
  - Use of assistive technology

### ❖ Athletic Injury

- Student meets with the Head Athletic Trainer, who then contacts the Coordinator of Access Services with recommendations for supportive measures/expected timeline
- Temporary supportive measures may include, but are not limited to:
  - Requesting leniency to class attendance policies (contact Associate Provost)
  - Extension of class/homework assignment due dates
  - Extension of test dates
  - Providing digital/audio version of books and handouts
  - Note takers
  - Use of assistive technology

### ❖ Supportive Measures Involving Mobility

- Typically, arrangements for renting/purchasing wheelchairs, scooters and crutches are the responsibility of the student.
- If the student cannot access their assigned classroom due to a physical injury/temporary disability, the classroom location may be changed. (See “Procedure for Changing Classroom Location”)

**Academic Action Plan  
For Supportive Measures for Acute Illness or Injury**

- After the Coordinator of Access Services is contacted by the Head Athletic Trainer or Director of the Health Center regarding a student with a temporary health condition or injury, the Coordinator sends an email to faculty explaining the recommended supportive measures and their potential duration; the possibility of absences is noted.
- If extended absences are likely, the Coordinator sends an additional email to the Associate Provost of the College so they can contact faculty regarding the possible need for attendance leniency.
- Coordinator meets with student, when able, to discuss:
  - temporary supportive measures and associated timeline
  - student's role/responsibilities while receiving supportive measures
  - the need to remain in contact with the Director of the Health Center or Head Athletic Trainer for daily evaluation
- Per updates from the Director of the Health Center or Head Athletic Trainer, Coordinator will notify the student's faculty and the Associate Provost regarding student progress and the need for changes to supportive measures
- The Director of the Health Center or Head Athletic Trainer will notify the Coordinator when the student has been cleared academically and is able to return to full participation in their classes.
- The Coordinator will notify faculty and the Associate Provost by email when the student is cleared for academics; the student will be copied on this email.
- Coordinator will contact the Director of the Academic Services Center in order to schedule a strategies tutor to help with prioritizing and developing a timeline for completing missed assignments.



## Supportive Measures for International Students

Randolph College recognizes that the admission of international students helps to promote a racially, ethnically, and culturally diverse academic environment from which students, faculty, and staff benefit. The College also acknowledges that the majority of international students are individuals who are English Language Learners (ELL). Due to the rigor of Randolph College courses and programs, all students admitted to the College should be proficient in the English language. However, under extenuating circumstances supportive measures may be allowed for qualified international students to assist with completing coursework in their non-native language.

**NOTE: Supportive measures for international students are not considered disability accommodations under the Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008, and the Rehabilitation Act of 1973 (Section 504, as amended).**

**Eligibility:** Based on input from the Director of Identity, Culture, and Inclusion as well as the Director of Student Success, the Coordinator of Access Services will implement supportive measures for international students who have receptive and expressive deficits in the English language that make it difficult to demonstrate mastery of content in test situations.

In general, to receive supportive measures for testing an international student cannot --

- a. be a native speaker of the English language;
- b. have lived in an English-speaking country for five years or more, whether consecutive or not;
- c. have attended an English-language high school or university for at least one academic year; or
- d. have earned a degree with a major in the English language at a college/university.

In general, testing supportive measures for an eligible international student are as follows:

- First fall, spring, and summer: 50% additional time, plus the use of a paper or electronic dictionary
- Remaining semesters: no supportive measures will be allowed

International students requesting supportive measures for testing should contact the Director of Identity, Culture, and Inclusion at [kburke@randolphcollege.edu](mailto:kburke@randolphcollege.edu).

# SUPPORTING STUDENTS WITH DISABILITIES

## Learning Disabilities

According to the National Center for Learning Disabilities, a learning disability (LD) affects the manner in which individuals acquire, store, organize, retrieve, manipulate, and express information. Individuals diagnosed with a learning disability typically have average to above average intelligence, but exhibit a discrepancy between ability and achievement. Areas affected by LD may include reading, written expression, and math; difficulty with organizational skills, time management, or social/interpersonal skills may also be present.

A psychologist trained in administering and interpreting psycho-educational assessments often makes the diagnosis of a learning disability. Psychologists use the results of their assessments to understand how individuals receive, process, integrate, retain, and communicate information. Since these functions are not directly observable, it is often difficult to diagnose specific learning disabilities, determine their impact, and recommend appropriate accommodations.

Described below are some of the **functional limitations** that may require academic accommodations; a student with a learning disability may have one or more of these limitations.

- **Auditory perception and processing** - Difficulty integrating information presented orally may hinder the ability to follow the sequence and organization of a lecture or class discussion. Difficulty writing and assimilating, remembering, and organizing the material while listening to lectures may affect the student's ability to take notes.
- **Visual perception and processing** - the student may have difficulty distinguishing subtle differences in shape (e.g., the letters b and d), deciding what images to focus on when multiple images are present, skip words or repeat sections when reading, or misjudge depth or distance. The student may have difficulty processing information communicated via video, in graphs and charts, by email, or within web-based distance learning courses; accurately copying information from boards/screens may be difficult.
- **Information processing speed** - the student may process auditory and visual information more slowly than the average person. Reading rate may be slower than average because of the need for additional time to decode and comprehend written material particularly when dealing with large quantities of text.
- **Abstract reasoning** - the student may have difficulty understanding the context of subjects which require high level reasoning skills (e.g., philosophy, logic).
- **Memory (long-term, short-term)** - the student may have difficulty with storing and/or retrieving information. Memory and sequencing difficulties may impede the student's execution of complicated directions or multi-step tasks.
- **Mathematical calculation** - the student may have difficulty manipulating numbers, may sometimes invert numbers, and may have difficulty converting problems described in words to mathematical expressions.

- **Executive functioning (planning and time management)** - the student may have difficulty organizing materials, breaking larger projects into smaller sub-projects, creating and following a timeline, and meeting deadlines.

The National Center for Learning Disabilities (NCLD) defines the following terms commonly associated with learning disabilities:

- **Dyslexia.** Dyslexia is a language-based learning disability characterized by difficulties with accurate and/or fluent word recognition, decoding, spelling, writing and listening. These difficulties typically result from deficits in understanding, remembering and working with letter sounds (phonological awareness).
- **Dysgraphia.** Dysgraphia is a learning disability that affects the written formation of letters and words. It can manifest itself as difficulties with spelling, handwriting, copying from the board, and taking notes.
- **Dyscalculia.** Dyscalculia is a term referring to a wide range of life-long learning disabilities involving math. There is no single form of math disability, and difficulties vary from person to person and affect people differently in school and throughout life. A person with dyscalculia has difficulty understanding and using math concepts and symbols.
- **Dyspraxia.** Dyspraxia is a term that refers to a specific disorder in the area of motor skill development. People with dyspraxia have difficulty planning and completing intended fine motor tasks; about 70% of those affected by dyspraxia are male.

### **Reasonable Classroom Accommodations**

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Use of a laptop to complete in-class assignments
- Extended time for in-class assignments to correct spelling, punctuation, and grammar

### **Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Substitute answer sheets for Scantron/computer forms
- Use of dictionary, calculator, computer spell checker, and proofreader
- Use of laptop for lengthy written responses

- Use of speech-to-text software to record answers
- Use of software that highlights and reads aloud text presented on the screen
- Use of word processing software that includes electronic spelling and grammar checkers, software with highlighting capabilities, and word prediction
- Use of screen- and text-enlargement software

### **Support Strategies to Consider**

- Create a syllabus that provides clear explanations of course objectives, outlines due dates, reading assignments, additional audiovisual or supplemental materials in library collections, descriptions of projects and papers, grading expectations, attendance policies, and rubrics
- Provide the syllabus online as well as in print
- Provide advanced notice of any schedule changes
- Encourage students to make appointments during office hours to discuss progress and accommodations
- Present material in a variety of ways, not just by lecture. Using visual aids, hands-on materials, video clips, and computer-facilitated instruction, as well as lectures, will enhance learning opportunities for students by using a multi-sensory approach.
- State daily objectives at the start of each class and write them on the board
- Provide concise course, lecture, and presentation outlines
- Print out or post online any charts, tables, or graphs referenced in class
- Write new or technical terms on the board or provide them in handouts
- During lectures, pause occasionally to allow students the opportunity to process information and to catch up with note taking
- Break information into smaller steps or chunks while covering new tasks, concepts, or theories.
- Allow time for questions and clarification during class
- Paraphrase key points from readings and lectures
- Provide pre-reading questions for each reading assignment or group of related assignments
- For large projects, provide written directions and a timeline for due dates.
- Consider alternative evaluation methods (e.g., portfolio, oral, or video presentations)
- Select well-organized textbooks with subheadings, clear explanations and instructions, and appropriate examples
- Encourage study groups
- Encourage students to take advantage of subject tutoring and academic strategies tutoring offered through the Academic Services Center

## **Sources and Resources**

National Center for Learning Disabilities: <http://www.nclld.org/>

Pedagogical strategies for teachers of Learning Disabled students:  
<http://www.users.drew.edu/~sjamieso/LDpedagogy.htm>

## **Attention-Deficit/Hyperactivity Disorder (ADHD)**

According to the American Psychiatric Association's Diagnostic and Statistical Manual, Fifth edition (DSM-5), Attention Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that is characterized by *"...a persistent pattern of inattention and/or hyperactivity and impulsivity that interferes with or reduces an individual's quality of social, academic or occupational functioning."* The diagnosis is determined by a medical/mental health provider and is based on the presentation of symptoms: predominantly inattentive, predominantly hyperactive/impulsive, or a combination of inattention and hyperactivity/ impulsivity. Students with ADHD often also have learning disabilities.

### **Characteristics of Predominantly Inattentive Type**

- Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities
- Has trouble attending to task
- Does not seem to listen when spoken to directly
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked)
- Has difficulty organizing tasks and activities
- Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, cell phones).
- Appears to be easily distracted
- Is often forgetful in daily activities.

### **Characteristics of Predominantly Hyperactive - Impulsive Type**

- Often fidgets with or taps hands or feet, or squirms in seat.
- May leave seat in situations when remaining seated is expected
- Frequently feels restless
- May be unable to take part in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor"
- Blurts out an answer before a question has been completed.
- Interrupts or intrudes on others (e.g., butts into conversations)

### **Characteristics of Combined Type**

The individual has symptoms related to inattentiveness and hyperactivity-impulsivity.

**Many individuals with ADHD often have a learning disability; the reasonable accommodations and support strategies for both disabilities are similar.**

### **Reasonable Classroom Accommodations**

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Use of a laptop to complete in-class assignments
- Extended time for in-class assignments
- Allow the student to leave the classroom for short breaks without penalty

### **Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Substitute answer sheets for Scantron/computer forms
- Use of laptop for lengthy written responses
- Use of word processing software that includes electronic spelling and grammar checkers, software with highlighting capabilities, and word prediction

### **Support Strategies to Consider**

- Structure classes and use strategies that facilitate organization and time management
- Create a syllabus that provides clear explanations of course objectives, outlines due dates, reading assignments, additional audiovisual or supplemental materials in library collections, descriptions of projects and papers, grading expectations, attendance policies, and rubrics
- Provide the syllabus online as well as in print
- Encourage students to make appointments during office hours to discuss progress and accommodations
- Present material in a variety of ways, not just by lecture. Using visual aids, hands-on materials, video clips, and computer-facilitated instruction, as well as lectures, will enhance learning opportunities for students by using a multi-sensory approach.
- State daily objectives at the start of each class and write them on the board
- Provide concise course, lecture, and presentation outlines
- Print out or post online any charts, tables, or graphs referenced in class
- Write new or technical terms on the board or provide them in handouts
- During lectures, pause occasionally to allow students the opportunity to process information and to catch up with note taking
- Break information into smaller steps or chunks while covering new tasks, concepts, or theories.



- Allow time for questions and clarification during class
- Paraphrase key points from readings and lectures
- Provide pre-reading questions for each reading assignment or group of related assignments
- For large projects, provide written directions and a timeline for due dates.
- Consider alternative evaluation methods (e.g., portfolio, oral, or video presentations)
- Allow preferential seating in order to reduce distractions and facilitate focus on the instructor
- Encourage students to take advantage of academic strategies tutoring offered through the Academic Services Center

### **Sources and Resources**

<https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

<https://add.org/recommended-accommodations-college-students-adhd/>

## **Autism Spectrum Disorder (ASD)**

Autism Spectrum Disorder (ASD) is a developmental disorder characterized by deficits in social behavior, the social use of language, executive functioning (which includes planning & organizing, prioritizing, goal setting, controlling impulses, etc.), and sensory processing. It is important to note that the characteristics of Autism Spectrum Disorder can vary greatly between individuals.

### **Students with Autism Spectrum Disorder may demonstrate the following cognitive functioning characteristics:**

- Tend to be concrete thinkers; abstract thinking can be challenging
- Tend to be visual learners
- Difficulty with using details to understand “the big picture”
- Excellent rote memory, but difficulty generalizing information
- Problems with organization which includes initiating, planning, carrying out, and finishing tasks
- Difficulties with transitioning between tasks
- Difficulties with adjusting to schedule changes

### **Students with Autism Spectrum Disorder may demonstrate the following communication patterns and social behaviors:**

- Comments/questions may be tangential or repetitive
- Unusual speech intonation, volume, rhythm and/or rate
- May seem to talk “at you” rather than “with you”
- Trouble with monitoring and regulating class participation
- Literal understanding of language; difficulty with interpreting idioms, metaphors, sarcasm, and words with double meanings
- May have a sophisticated vocabulary, but struggle to initiate and to maintain “small-talk” or to engage in goal-directed conversations
- Understanding facial expressions, body language, and other non-verbal cues is challenging
- Problems knowing when and how to ask for help
- Difficulty taking another’s point of view
- Issues with regulating emotions and responding appropriately to others
- Unusual body movements and/or repetitive behavior
- Poor or unusual eye contact
- Lack of awareness of personal space
- Extreme social anxiety which may makes negotiating with others and working/interacting in pairs or small groups problematic
- Lack of understanding of the “unwritten rules” of social interaction and classroom etiquette

**Students with Autism Spectrum Disorder may demonstrate the following sensory processing issues:**

- Oversensitivity to light, sounds, odors, or textures in the classroom environment (e.g., fluorescent lights blinking, the hum of the air conditioner, perfumes/soaps, and the feel of a particular desk or chair).
- May experience “sensory overload” resulting in the need to leave the classroom
- Sensory seeking behavior (e.g., rocking, drumming, chewing on shirt collar/sleeve)

**Students with Autism Spectrum Disorder may demonstrate the following fine and/or gross motor challenges:**

- Issues with writing which may make note taking difficult and handwriting illegible
- Difficulty with drawing
- Trouble manipulating small objects
- Odd gait when walking or running
- Balance issues
- Lack of awareness of where their body is in space

**Reasonable Classroom Accommodations**

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Extended time on in-class assignments
- Allow the student to leave the classroom for short breaks without penalty
- Allow the student to work independently as opposed to in pairs or small group
- Substitution of PE classes where gross motor issues may be problematic

**Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Use of a laptop for lengthy written responses
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Substitute answer sheets for Scantron/computer forms
- Use of speech-to-text software to record answers

## Support Strategies to Consider

- Provide written information re course requirements, dates of exams, assignment due dates; provide advance notice of any schedule changes, when possible
- Supplement oral with written instructions when revising syllabi, assignments, due dates, etc
- Provide visual aids to make lecture concepts more concrete
- Use concrete language and avoid using metaphors or idioms (if you don't plan on explaining them)
- Make sure all expectations are direct and explicit – don't expect the student to automatically generalize information
- Be concise and direct when giving feedback
- Honor the student's chosen level of eye contact without judgement
- If a student's classroom behavior is problematic, meet with the student individually and give specific example of the behavior; establish strategies to use or rules to follow
- Provide written rules for asking questions, making comments, and other classroom logistics, as needed
- If group work is required, the student may need faculty assistance with connecting with classmates and then may benefit from faculty monitoring group progress
- Allow the student to wear a hat, sunglasses and/or tinted lens glasses during class to minimize the effect of fluorescent lighting
- Allow the student to use ear plugs or earphones to reduce extraneous environmental sounds
- Allow the student preferential seating; ensure specific seating is "reserved" for the student
- Encourage the student to take advantage of subject tutoring and academic strategies tutoring offered through the Academic Services Center

## Sources and Resources:

<https://www.iidc.indiana.edu/irca/articles/academic-supports-for-college-students-with-an-autism-spectrum-disorder.html>

<https://www.facultyfocus.com/articles/effective-classroom-management/teaching-college-students-with-autism-spectrum-disorders/#:~:text=Maintain%20a%20structured%20teaching%20style,Allow%20students%20to%20record%20lectures.>

## **Physical Disability and Mobility Impairment**

Many types of physical disability can affect mobility and/or dexterity including paraplegia, quadriplegia, spina bifida, amputation, cerebral palsy, stroke, multiple sclerosis, muscular dystrophy, arthritis, and spinal cord injury. Mobility impairments may involve lower body disability (requiring the use of a cane, walker, or wheelchair), upper body disability (including limited use of the arms/hands) or a combination of both. Physical disabilities can be permanent or temporary.

Functional abilities and limitations vary widely between individuals; however, those with physical disability and mobility impairment may experience:

- Reduced strength
- Difficulty maintaining stamina
- Lack of coordination
- Limited range of motion
- Limited control of limbs
- Chronic pain
- Chronic fatigue
- Difficulty walking, standing, or sitting for long periods of time
- Issues with attendance
- Trouble getting to classes on time due to symptoms associated with their disability, as well as transportation problems, inclement weather, or equipment breakdown.
- Difficulty manipulating objects (writing/drawing instruments, computers, lab equipment)

### **Reasonable Classroom Accommodations**

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Use of a laptop to complete in-class assignments
- Extended time for in-class assignments
- Accessible classrooms, labs, field trips, and faculty office hours
- Adaptive seating and tables in classrooms/labs
- Lab aide
- Possible adjustments to attendance requirements and timelines for completion of assignments

### **Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)

- Substitute answer sheets for Scantron/computer forms
- Use of laptop for lengthy written responses
- Use of speech-to-text software to record answers

### **Support Strategies to Consider**

- Flexibility may be necessary when applying attendance and promptness rules.
- Make sure the classroom layout is accessible and free from obstructions.
- Special seating arrangements may be necessary to meet student needs, such as special chairs, lowered tables, or spaces for wheelchairs or scooters.
- In lab courses, students may need a physically accessible workstation.
- When field trips are a part of course requirements, make sure accessible transportation is available.
- Determine if the student will need assistance during an emergency classroom evacuation, and assist in making a plan if necessary.

### **Syllabi Statement**

Faculty with an office located in a building that does not have an elevator and/or requires ascending or descending steps should consider including the following in their syllabi:

*“My office is located on the \_\_\_ floor of \_\_\_\_\_ Hall, which is only accessible by going up/down \_\_\_ steps; this building does not have an elevator. If you have a disability that makes accessing my office difficult for you, please let me know and I will gladly arrange to meet you at an alternative location.”*

## Chronic Health Impairments

Chronic Health Impairments is a broad category that can include a wide range of health conditions that can affect a student's academic performance. Students with chronic health impairments may have difficulties with mobility, concentration, attendance, or physical exertion. In addition, the side effects of medications can have a significant impact on physical and mental abilities including memory, attention, strength, endurance, and energy levels.

Examples of chronic health impairment might include:

Migraine	Allergies
Epilepsy/Seizure disorder	Crohn's Disease
Postural Orthostatic Tachycardia Syndrome (POTS)	Lyme Disease
Chronic Fatigue Syndrome	Arthritis
Diabetes	Cancer
Multiple sclerosis	Asthma
Muscular dystrophy	Cystic Fibrosis
Cardiovascular disorder	Cerebral Palsy
Traumatic Brain Injury	AIDS/HIV

A student with a chronic health impairment may encounter academic difficulties including:

- Mobility issues around campus and in the classroom
- Attendance/tardiness issues
- Difficulty taking notes in class
- Issues with physical skills needed to complete laboratory, computer, or writing assignments
- Difficulty attending to task and focusing
- Issues with fatigue and maintaining energy levels
- "Brain fog" and memory problems

### Reasonable Classroom Accommodations

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Use of a laptop to complete in-class assignments
- Extended time for in-class assignments
- Extended due dates to complete assignments
- Modification to attendance policy
- Reasonable consideration for tardiness
- Supplementing lectures with written outlines or notes on the board
- Adaptive physical education courses
- Syllabi given in advance
- Lab aide

## **Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Use of laptop for lengthy written responses
- Use of speech-to-text software to record answers
- Use of word processing software that includes electronic spelling and grammar checkers, software with highlighting capabilities, and word prediction

## **Support Strategies to Consider**

- Work with Access Services prior to the start of classes to determine modifications to attendance policy, if any
- Create an action plan with student for making up missed assignments
- Create a syllabus that provides clear explanations of course objectives, outlines due dates, reading assignments, additional audiovisual or supplemental materials in library collections, descriptions of projects and papers, grading expectations, attendance policies, and rubrics
- Provide the syllabus online as well as in print
- Provide advanced notice of any schedule changes
- Encourage students to make appointments during office hours to discuss progress and accommodations
- Provide concise course, lecture, and presentation outlines
- Break information into smaller steps or chunks while covering new tasks, concepts, or theories.
- Consider alternative evaluation methods (e.g., portfolio, oral, or video presentations)
- Encourage study groups
- Encourage students to take advantage of subject tutoring and academic strategies tutoring offered through the Academic Services Center



## **Mental Health Disabilities**

Students with mental health disabilities are a growing population on college campuses. These students comprise a diverse group with a wide range of conditions that can include depression, anxiety disorders, bipolar disorder, post-traumatic stress disorder, and schizophrenia. With appropriate treatment, often consisting of a combination of medications, psychotherapy and support, it is possible to control the majority of symptoms related to these conditions.

Mental health disabilities are referred to as “hidden disabilities” because individuals may not show outward signs of the condition; however, they pose significant challenges to effective academic performance. Fear of stigma makes some students reluctant to self-disclose, even when they are experiencing academic difficulties.

Individuals may experience the following symptoms related to mental health disability:

- Chronic fatigue or pain
- Sleep issues
- Undesirable side effects of medications
- Difficulty maintaining energy levels throughout the day
- High levels of anxiety or depression, or extreme mood swings
- Severe test anxiety
- Problems concentrating, understanding, or remembering
- Problems managing assignments, prioritizing tasks, and meeting deadlines
- Difficulty interacting appropriately with others, including participating in group work or conversing with instructors
- Difficulty understanding and correctly interpreting criticism or poor grades
- Problems coping with unexpected changes, such as changes in assignments, due dates, classrooms, or instructors
- Inability to ignore environmental stimuli (sounds, sights, or odors)
- Feeling misunderstood, ignored, invalidated, or stigmatized

Note: Although many individuals with mental health disabilities are more stable using medications and/or psychotherapy, their behavior and mood may still cycle. If a student discloses a psychological/mental health disability and asks for academic accommodations, but does not have an Academic Accommodations Letter, please refer the student to Access Services.

### **Reasonable Classroom Accommodations**

- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Extended time on in-class assignments
- Student allowed to leave the classroom for short breaks without penalty
- Preferential seating, especially near the door to allow leaving class for breaks

- Beverages permitted in class (medications may cause dry mouth)
- Possible adjustments to attendance requirements and timelines for completion of assignments
- Early availability of syllabus, text

### **Reasonable Testing Accommodations**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Use of a laptop for lengthy written responses
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)

### **Support Strategies to Consider**

- Provide written information re course requirements, dates of exams, assignment due dates; provide advance notice of any schedule changes, when possible
- Make sure all academic and behavioral expectations are direct and explicit
- Make arrangements for personal and private feedback
- Be concise and direct when giving feedback
- If a student's classroom behavior is problematic, meet with the student individually and give specific example of the behavior; establish strategies to use or rules to follow
- If group work is required, the student may need faculty assistance with connecting with classmates and then may benefit from faculty monitoring group progress
- Allow the student to use ear plugs or earphones to reduce extraneous environmental sounds
- Encourage the student to take advantage of subject tutoring and academic strategies tutoring offered through the Academic Services Center

### **Sources and Resources**

National Alliance for the Mentally Ill (NAMI): <http://www.nami.org/>

## Visual Disability

According to the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO), there are two categories of visual disability: Low Vision and Blindness. The CDC and WHO defines low vision as a visual acuity of 20/70-20/400 and blindness as a visual acuity of worse than 20/400.

**Low Vision:** An individual who has low vision may struggle with ordinary everyday tasks such as: reading, writing, shopping, or driving a car. Their vision is unable to be corrected with prescription eyewear.

**Blindness:** An individual who blind is typically unable to tell light from dark and is unable to see at all. Individuals who are "legally blind" have less than 20/200 vision in their more functional eye or a very limited field of vision. These individuals may use Braille or other types of non-visual media.

Academic limitations for an individual who has low vision or is blind might include:

- Mobility around campus and in the classroom
- Ability to take notes in class
- Ability to see classroom visual aids, writing on chalkboard, etc.
- Reading
- Locating large-print materials
- Researching reports and short articles
- Obtaining textbooks in an alternative format and in a timely manner (audio, large print, Braille)

### Reasonable Classroom Accommodations (will vary with degree of vision loss)

- Guide dog in the classroom, if needed
- Assigned note-taker to record class notes
- Use of assistive technology (audio recorder) to record class notes
- Extended time for in-class assignments
- Preferential seating
- Large print or Braille handouts, signs, equipment labels
- Large print or Braille textbooks
- Raised-line drawings and tactile models of graphic materials
- Audio description of videos
- TV monitor connected to microscope to enlarge images for labs
- Directions, notices, assignments in electronic format
- Computers with enlarged screen images
- Provision of PowerPoints and handouts in advance

### **Reasonable Testing Accommodations (will vary with degree of vision loss)**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Use of a reader/scribe for exams
- Use of computers with optical character readers, voice-to-text software, Braille keyboards and printers

### **Support Strategies to Consider**

- Flexibility may be necessary when applying attendance and promptness rules
- Make sure the classroom layout is accessible and free from obstructions
- Special seating arrangements may be necessary to meet student needs
- Provide a list of required textbooks and/or syllabi in advance to allow time for arrangements for Braille texts, audiobooks, or enlarged print
- Provide enlarged copies of lecture notes where appropriate
- Make available large print copies of classroom materials
- Convey in spoken words whatever you write on the board
- Make sure that all videos have auditory descriptions
- Contact Access Services to assist in arranging tests in alternate formats, i.e., oral, taped, or enlarged print
- Encourage study groups
- Encourage students to take advantage of subject tutoring and academic strategies tutoring offered through the Academic Services Center

## Hearing Loss/Deafness

A hearing loss prevents an individual from completely receiving auditory stimuli. Hearing loss can range from mild (hard of hearing) to severe (Deaf/deaf). Individuals with a hearing loss may use a variety of communication methods including: hearing aids, cochlear implants, lip reading, American Sign Language (ASL), captions, assistive devices, or a transcription service.

### Terminology

**Hard of Hearing** (HH) This refers to an individual who has a mild-to-moderate hearing loss, who may communicate through sign language, spoken language, or both. People who are Hard of Hearing might use a hearing aid, an assistive listening device, or both to amplify speech and sounds.

**Deaf** Deaf (uppercase D) refers to individuals who identify as members of a distinct cultural group that has its own values, social norms, and traditions. They use American Sign Language (ASL) as their first language and routinely work with an interpreter when communicating with individuals who are hearing.

**deaf** An individual who is deaf (lowercase D) usually refers to someone with very little or no functional hearing who does not identify with Deaf culture. Some people who are deaf prefer to use sign language, while others rely on spoken language through speechreading and use of hearing aids or cochlear implants.

### Sign Language Interpreter

A Sign Language Interpreter is a professional who facilitates communication between Deaf/deaf or Hard of Hearing (D/d or HH) individuals and hearing individuals. A qualified Interpreter has demonstrated proficient ethical and interpreting skills and has gained the knowledge and expertise required to function in a professional capacity.

### Assistive Listening Device

Students who use a hearing aid may have difficulty understanding speech in environments where there is a great deal of background noise (e.g., lecture halls and auditoriums). Hearing aids typically amplify all sounds, often drowning out the speech signal in the process. Assistive Listening Devices (ALD) are designed to deliver the speech signal directly to the ear (with or without the use of hearing aids) to overcome competing noise and improve comprehension.

**Cochlear Implant** A cochlear implant is a surgically implanted device which electrically stimulates neural fibers in the cochlea. A cochlear implant does not restore

normal hearing but it is designed to provide sound detection that includes the speech range. Sounds are picked up by a microphone, coded by a speech processor and delivered to the implanted electrode array via a transmitter and receiver.

#### **Reasonable Classroom Accommodations (will vary with degree of hearing loss)**

- Provision of a sign language interpreter, if needed
- Provision of CART services, as needed
- Closed Captioning provided for all videos
- Assigned note-taker to record class notes
- Use of assistive technology to record class notes (e.g., SmartPen, audio recorder, laptop)
- Use of a laptop to complete in-class assignments
- Extended time for in-class assignments
- Preferential seating that will allow for unobstructed view of the instructor, board, and interpreter, if used
- Written supplements to oral instructions, assignments, due dates, and other directions
- Provision of PowerPoints and handouts in advance

#### **Reasonable Testing Accommodations (will vary with degree of hearing loss)**

- Testing in a reduced distraction environment, small group
- Testing in a reduced distraction environment, individualized
- Extended time on tests
- Alternative test format (e.g., oral presentation, multiple choice in place of short essay questions, slide presentations, photographic essays, or hand-made models)
- Use of laptop for lengthy written responses
- Use of word processing software that includes electronic spelling and grammar checkers, software with highlighting capabilities, and word prediction
- Use of an interpreter to sign directions and test questions, as needed

#### **Creating an Accessible Learning Environment for the Student Who is D/d or HH**

- The student who is D/d or HH may need to sit at or near the front of the room in order to have a clear view of the speaker, the interpreter, captioning, or any visual materials used during the class (e.g., charts, graphs). For small classrooms, consider arranging desks in a semicircle.
- Students who use Interpreters are receiving the information several seconds after the rest of the class. Allow enough time for the student to get the information from the Interpreter before calling on someone. When asking the class to respond, have them raise their hands, rather than just shout out the answer. This will allow the student who is D/d or HH to participate.

Understand that question and answer periods and class discussions will be challenging. Be sure that only one person speaks at a time so that the Interpreter will be able to identify the speaker to the D/d or HH individual. Establish turn-taking rules, whereby everyone raises their hand before speaking and waits until they are called upon before engaging.

- Allow for lag time when asking the student to respond to questions. Be aware that there will be lag time between your question, the interpretation, processing of the question by the student, and his/her response.
- Students who are D/d or HH have diverse communication skills. If it is difficult to understand a student's question or statement voiced by the interpreter, it is acceptable to ask for it to be repeated.
- Be aware that you may need to repeat questions/comments from the class before responding. This will insure that the Interpreter hears and is able to interpret what was said. In addition, students using an ALD hear only what you say into the microphone, and will miss anything spoken by others in the room.
- Don't talk to the class while they are reading class material. The student will not be able to read and attend to the Interpreter at the same time.
- When new topics are introduced which involve technical terminology not in common use, supply a list of these words or terms in advance to the student and Interpreter.
- It is difficult to attend to an interpreter, speaker, and visual materials simultaneously. Please be sure to pause so that the student has time to watch the interpreter and then process information contained in the PowerPoint and/or visual materials. Although not required, providing the student and Interpreter access to these materials ahead of time should be considered.
- Students who are D/d or HH will not be able to attend to the interpreter and take notes at the same time, so there will be a need for a note taker in all classes. Hiring of this individual is the responsibility of the Coordinator of Disability Services, but you may be asked for recommendations of possible student candidates based on their familiarity with the subject and ability to take notes.
- When using a laser pointer, please allow the pointer to remain on the object for an amount of time that will be sufficient for the student to locate its position, read the content there, and return their attention to interpreter.
- Insure that all videos are captioned. Videos that are not captioned must be captioned prior to use in class. Uncaptioned videos deprive the student of the ability to attend to both the visual information and the message being conveyed. This includes YouTube videos and any media required to be viewed outside of class.

- It is a good idea to use visual aids whenever possible and write new words, phrases, concepts, ideas, and general class announcements on the board.

### **Guidelines for Working with an Interpreter**

The following general guidelines may be helpful to you when working with an Interpreter:

- The Interpreter's job is to facilitate communication between the student who is deaf and faculty, staff, and peers.
- Generally, the Interpreter will stand or sit beside you in order for the student to maintain eye contact with both you and the Interpreter. Avoid standing/sitting in front of a window or other lighting source which would cause distracting shadows and eye fatigue for the student.
- **Look at and speak directly** to the student and avoid phrases like, "tell her" or "ask him."
- Speak clearly, in a normal tone, and at a natural pace; do not exaggerate lip movements.
- Sign language does not contain signs for every word in the English language, especially for specific terminology and names. The Interpreter will need to fingerspell these words using the manual alphabet; be aware that you may need to modify your pace when using a series of technical words and listing names.
- The Interpreter will voice everything the student signs, with the exception of brief questions specifically to the Interpreter for communication clarification. Understand that when the Interpreter says, "I" or "me", those are the direct words of the student and not the Interpreter.
- Understand that the Code of Ethics requires the interpreter to sign or voice everything seen or heard. Speakers who ask the interpreter "not to sign this" place the interpreter in violation of the Code of Ethics.

### **Sources and Resources:**

Virginia Department for the Deaf and Hard of Hearing (VDDHH) [www.vddhh.org](http://www.vddhh.org)

National Association of the Deaf [www.nad.org](http://www.nad.org)



## **Video Links with Information about Disabilities**

The National Center for Learning Disabilities has put together an "Ask the Expert" series that will help Randolph College faculty to understand the most prevalent learning disabilities.

[What Are the Different Types of Learning Disabilities?](#)

[What is ADHD? An Overview](#)

[ADHD—Separating Fact from Fiction](#)

[What is Autism Spectrum Disorder?](#)

[What is Dyscalculia?](#)

[What is Dysgraphia?](#)

[What is Dyslexia?](#)

[What is Dyspraxia?](#)

[What is Executive Function?](#)

[What is NVLD?](#)

[What is Visual Processing?](#)

[Strengths of Students with Learning Disabilities and Other Disorders](#)