How Accommodations Are Arranged
1. A student submits valid documentation of a disability and the need for accommodations to Accommodative Services.

2. The Director reviews the documentation.

3. Together, the Director and the student discuss possible reasonable accommodations to ensure classroom access. After appropriate accommodations are determined, an Accommodation Plan form is prepared and signed by the Director and the student.

4. The student also reads and signs Guidelines for Classroom Accommodations, which outlines the responsibilities of both the student and the office.

Faculty Involvement Initial Meeting with Student
1. The accommodation plan is emailed by the Accommodative Services Office to the faculty and the student. A copy of the student’s current schedule will also be attached in the email allowing you to know what class and section this student is in.

2. The student's identity and disability are always kept confidential.

3. The faculty member and student discuss the reasonable accommodations for classroom access as outlined in the Accommodation Plan. If the student has not presented documentation to Accommodative Services and developed a Plan, s/he should be instructed to do so.

4. Any mutually agreed upon adjustments reached by the faculty member and the student should be addressed to the Accommodative Service Office either via email, phone, or in person so that updates can be made to the students file.

5. The faculty member may wish to print out the form, review it with the student, sign it and keep it as copy.

Implementation of Accommodation Plan
1. The faculty member, the student and Accommodative Services work together to fulfill the plan.

2. If applicable a student may request the use of a note taker or scribe. Scribes and note takers are found through Navigate by the Accommodative Service Office. The Accommodative Service Office has transitioned away from peer notetakers and now uses Glean for students who need assistance with notes. Glean records classroom audio in addition to having a simplified format for the use of classroom notes. Students utilizing Glean will need the use of a computer or smartphone.

3. Exams often need to be administered in a distraction-reduced environment, apart from the rest of the class and many students require extended time. Preferably, these exams are monitored by faculty, as, under most circumstances, the least number of complications are likely to occur. When the faculty member monitors the exam, any last minute changes to the exam can be easily implemented, a
student's questions can be immediately answered and the logistics of transporting the exam are eliminated. Accommodative Services continues to locate scribes when necessary and using text to speech software for students who need tests read.

When Accommodative Services monitors the exam, the student and the instructor must work out the details using the online Exam Scheduling Form. The student must complete this form at least 2 days in advance of the exam. When a student completes the form the instructor is emailed a notification that they must fill out as well. The student signs guidelines each semester, which outline this as one of his/her responsibilities. We ask that faculty reinforce with students who need special exam arrangements the importance of completing Exam Scheduling Form in advance of test dates, as many difficulties arise from lack of advance notice of exams.

Completed exams are returned using a sealed envelope or e-mailed when preferred. Alternatively, faculty or a designee can pick up the exam. Accommodative Services delivers exams to department offices within 2 business days of completion.

Additional Information About Accommodations and Students with Disabilities
The following circumstances arise from time to time and may cause confusion:

1. A student may never contact Accommodative Services. (Students with disabilities are not required to seek academic accommodations. Participation is completely voluntary.)
2. A student may wait until later in the semester to contact Accommodative Services and request services.
3. A student may stop using an accommodation at some point during the semester or may not follow through with arrangements.
4. A need for additional accommodations may arise during the semester.
5. A student may not be articulate about his/her disability and, consequently, may not represent himself or herself clearly.
6. A student may seem to have a disability, but no official documentation exists.

These and other special circumstances may need to be examined as they occur. The Director is available to work with faculty and students to resolve concerns as they arise. Questions or concerns about any of the above matters should be addressed to Accommodative Services, 111 Sisson Hall, 267-3267.

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