



Faculty Guide to Classroom Accommodations for Students with Disabilities

Prepared by Student Accommodation Services

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Introduction

Welcome to Mid Michigan College's Student Accommodation Services.

This handbook is being provided to the faculty of Mid Michigan College as a guide. It gives an overview of the Disability Act, types of disabilities, and potential classroom accommodations.

You will have students enrolled in your classes who have obvious disabilities, such as in a wheelchair or with an interpreter, but there are many students on campus with "hidden disabilities". An example would be emotional/psychological impairments, learning disability, or health issues.

In college, accommodations are not automatic. Students must request services from Student Accommodation Services. Reasonable and effective accommodations are required by law. Students, who are determined eligible for accommodation services, still must discuss accommodations with faculty. You will receive a letter from the student (not Student Accommodation Services) each semester verifying the approval for student accommodations. A sample letter can be found in Appendix A.

Your efforts and continued support for students with disabilities is greatly appreciated. If you have additional questions/comments, please contact Student Accommodation Services at (989) 317-4613 or accommodations@midmich.edu. There are offices at the Harrison Campus and at the Doan Center in Mt. Pleasant.

Student Accommodation Services

Mid Michigan College

Mid Michigan College Student Accommodation Services acknowledges Disability Support Services at Alpena Community College, Lansing Community College, Kirtland Community College, Washtenaw Community College, Yavapai College, and Ivy League Community College for their contributions to the information in this handbook.

What is the Americans with Disabilities Act?

The Americans with Disabilities Act (ADA) of 1990 provides comprehensive Civil Rights protection and is designed to remove barriers which prevent persons with disabilities from accessing the same educational and employment opportunities as persons who are not disabled. The law also provides access to public accommodations, state and local government services, transportation, and telecommunications.

The Americans with Disabilities Act also prohibits discrimination against a qualified individual with a disability with regard to admission to educational institutions or vocational training programs (public or private) including job application procedures; the hiring, advancement, or discharge of employees; employee compensation; job training and other terms, conditions and privileges of employment.

Access for Students with Disabilities

The policy of Mid Michigan College is to comply with Section 504 of the Rehabilitation Act of 1973, as amended, and with the Americans with Disabilities Act of 1990 (ADA). These acts provide for equal opportunity for students with disabilities in educational activities, programs, and facilities. Mid Michigan College is committed to affording equal opportunity to persons with disabilities by providing access to its programs, activities and services.

The Law and Its Implications

According to Section 504 of the Rehabilitation Act of 1973, "No otherwise qualified individual with handicaps in the United States... shall, solely by reason of his/her handicap, 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..." Since Mid Michigan College receives federal financial assistance, the Rehabilitation Act applies.

Both the Rehabilitation Act and the ADA require that Mid Michigan College make reasonable accommodations to allow otherwise qualified individuals to participate in a program or activity.

These laws do not mean that academic standards should or will be lowered. Nothing in the Rehabilitation Act or the ADA abridges the freedom of an institution to establish academic requirements and standards. Before Mid Michigan College is required to make accommodations, the individual must make his/her disability(ies) known. The student must also establish that he/she is otherwise qualified to meet the academic and technical standards required for admission or participation in the program or activity.

Determining a reasonable accommodation for a student with a disability at Mid Michigan College requires individual analysis. The key is accommodating the disability, not altering course content.

Definition of a Disability

An “individual with a disability” is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.

“Physical or mental impairment” is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic, and lymphatic, skin and endocrine; “mental impairment” means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

“Substantially limits” means unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people; the availability of some mitigating measure (such as a hearing aid for someone with a hearing loss that brings hearing acuity within normal limits) is not to be considered when determining if the disability substantially limits the individual.

“Major life activity” means functioning such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

An otherwise qualified person with a disability is an individual, who with the aid of a reasonable accommodation can fulfill the academic and technical standards for admission and participation in Mid Michigan College’ educational courses or programs.

A reasonable accommodation is: Any change in an educational environment that effectively and appropriately enables an individual with a documented disability to have equal educational opportunities.

An accommodation is NOT reasonable if it

- Poses a direct threat to the health and safety of others
- Imposes a substantial change to an essential element of course curriculum, or a substantial alteration in the manner in which services are offered or provided for non-disabled students
- Poses undue financial or administrative burden on Mid Michigan College’s programs, activities, faculty or staff.

Disability Documentation

The Americans with Disabilities Act defines a disability as any of the following: 1) “a physical or mental impairment that substantially limits one or more of the major life activities of the individual”, 2) “a record of such impairment,” or 3) “being regarded as having such an impairment”.

Recent documentation about the current functional impact of the disability in an adult learning environment is needed to determine whether reasonable accommodations can be designed and which specific accommodations can be provided. Mid Michigan College does not provide testing to establish eligibility for student accommodation services. It is the responsibility of the person requesting accommodation services to provide documentation of a disability. All documentation will be evaluated on an individual basis. Specific questions regarding documentation should be discussed with Student Accommodation Services.

Individual and Institutional Rights and Responsibilities

Each student with an identified disability has the right to receive from Mid Michigan College

- Equal access to courses, programs, services, activities, and facilities offered through Mid Michigan College.
- Equal opportunity to work, learn and receive reasonable, effective and appropriate accommodations, academic adjustments, and/or auxiliary aids and services.
- Appropriate confidentiality of all information regarding his/her disability and to choose to whom information about his/her disability will be disclosed to the appropriate faculty or department, except as required by law.
- Information, reasonably available in accessible formats.

Each student with a disability has the responsibility to

- Meet qualifications and maintain essential institutional standards for programs, services, and activities, (completing assigned work in courses taken).
- Self-identify in a timely manner as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary from appropriate sources designated by Mid Michigan College, preferably six weeks before the beginning of the semester. Accommodations will not be made retroactive.
- Provide documentation describing the nature of the disability and how the disability limits the student's participation in courses, programs, services, activities and facilities.
- Follow published procedures for obtaining effective and appropriate accommodation services, academic adjustments, and or auxiliary aids and services.
- Contact individual faculty to activate an accommodation if desired.

Mid Michigan College has the right to

- Identify and establish essential functions, abilities, skills, knowledge, standards, and criteria for courses, programs and activities and evaluate students based on their performance.
- Request and receive current documentation supporting request for accommodations services, academic adjustments, and/or auxiliary aids and services.
- Deny requests for accommodations services, academic adjustments, and/or auxiliary aids or services if the request is not warranted.
- Refuse to make available an accommodation service, adjustment, and or auxiliary aid or service that is inappropriate, ineffective or unreasonable including any that
 - Poses a direct threat to the health and safety of others.
 - Imposes a substantial change to an essential element of course curriculum, or a substantial alteration in the manner in which services are offered or provided for non-disabled students.
 - Poses undue financial or administrative burden on Mid Michigan College programs, activities, faculty or staff.

Mid Michigan College has the responsibility to

- Provide information regarding policies and procedures to the student with disabilities and assure that this information is provided in accessible formats upon requests.
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in integrated and appropriate settings.
- Evaluate student on his/her abilities and potential, not their disabilities.
- Provide or arrange for effective, appropriate, and reasonable accommodations, academic adjustments, and/or auxiliary aids, and services for students in courses, program, services, jobs and activities.
- Maintain appropriate confidentiality of records and communications concerning students with disabilities except where disclosure is required by the law or authorized by the student.
- Serve as a resource for faculty, staff and students.

Procedures to Receive Services

Student Accommodation Services is the designated office at Mid Michigan College to coordinate services for all students with identified disabilities. Accommodation services eligibility decisions and service plans are made on an individual basis.

Documentation of a disability is required before accommodation services can be provided. Students applying for accommodation services are urged to make the request early in the registration process. Adequate time is necessary to arrange for specific services.

1. Student must contact the Student Accommodation Services and complete the intake process.
2. Student must provide documentation of disability. If the student does not have documentation, discuss this with Student Accommodation Services.
3. Based on the documentation provided, a decision will be made regarding reasonable accommodations.
4. An accommodation letter will be accessible for students to print from Student Accommodation Services Web Page, MidWeb, and the portal. It is the student's responsibility to contact faculty regarding approved specific accommodations. Student Accommodation Services will work with the student to develop the skills necessary to talk to his/her faculty member. Students are encouraged to do this early each semester.
5. If the student has a problem with the faculty member regarding accommodations, contact Student Accommodation Services at (989) 317-4613.
6. Accommodations are not retroactive.

Evaluating Reasonable Accommodations

It is the responsibility of the student to inform the institution of his/her need for accommodation. Based on the information presented to Student Accommodation Services, types of allowable services will be determined.

Recommended Syllabus Statement

Faculty are encouraged to put the following statement on his/her syllabus, "If you have a documented disability and wish to discuss accommodations, please make an appointment with Student Accommodation Services by calling (989) 317-4613."

Brief Description and Guidelines for Accommodations

- **Books in Adapted Format** Students may submit a request to Student Accommodation Services for an electronic version of a textbook after purchase of the print version. Various technologies may be employed to read this version to the student.
- **Health Accommodations** Please discuss these accommodations with the student and inform Student Accommodation Services of arrangements made and additional needs as they arise.
- **Allergy Warning** This student has a life threatening allergy. Please notify all students which items are not allowed in the classroom.
- **Bathroom Breaks** Student may need to leave the classroom during class times and exams.
- **Flexible Attendance** Student has a medical condition which may affect attendance. Please discuss with student the attendance policy and procedures in case of a flare-up. See the Flexible Attendance (Appendix C) and a sample contract (Appendix D) for more information. Please notify Student Accommodation Services as absences occur.
- **Specific Health Concern** Consult with student and Student Accommodation Services for specific details of disability such as the need to eat and or drink during class, fainting, seizures, quiet area, etc.
- **Stand/Stretch/Walk** Student may need to stand and/or walk periodically.
- **Interpreter** If a student is deaf and needs an interpreter, one will be provided.
- **Learning Station Modification** Some students may need a change in standard classroom equipment, such as a raised table for a student confined to a wheelchair. Maintenance assists Student Accommodation Services in providing these accommodations. If you notice an unmet need in your classroom, please have student contact Student Accommodation Services.
- **Notetaking Assistance**
- **Digital Notetaking** Mid Michigan College leases software which allows students to record lectures using a laptop, tablet, and/or smartphone. Students may require preferred seating for recording. The recording and transcription are for their use only and may not be distributed to others. Students sign a Recorded Lecture Policy Agreement.
- **Note /Taker** Student works with Student Accommodation Services to locate a note taker. Effort is made to utilize another student who is attending the same class. A student may be paid for taking notes for the student. Students may record the class for additional support.
- **Special Instructional Equipment** Usually the student has these special tools. If not, please contact Student Accommodation Services.
- **Testing Accommodations**
 - *Extended Time* The norm is to allow a student time and a half on exams (1 hour = 1 ½ hours). This applies to in- class writings, timed tests, and quizzes but not to take home exams.

- Alternative Testing – A student may need to take their exam in a quiet area. May be approved for such physical and mental health issues such as anxiety, delayed testing due to diabetes blood glucose levels, chunk testing, Scantron exemption etc.
- Reader – A student may need someone to read their test to them.
- Writer – A student may need someone to write on their test for them.
- The Library & Learning Services (LLS) department will assist you with meeting the above accommodations. See Appendix B for a sample testing agreement. Please remind students they must make an appointment at the LLS especially if they need a reader, writer, and/or quiet time.
- **Tutoring** Student may be assigned a tutor from the beginning of the semester due to disability.

Differences between High School and College Accommodation Services	
High School	College
The Individuals with Disability Education A (IDEA) provides opportunities to succeed school.	ADA and Sections 504 and 508 provide access.
Education is a Right and must be accessible.	Education is not a Right. Students must apply and be qualified to do college level coursework.
Core modifications of classes required.	No modifications are required, only accommodations.
School must identify disability.	Students must self-identify to Student Accommodation Services.
Documentation is the Individual Education Plan (IEP), and the school provides evaluation at no cost to student.	Student provides documentation that meets college standards. If evaluation is necessary, it is at the students' expense.
School develops IEP or 504 Plan.	Student identifies needs or requests accommodations. No IEP or 504 Plan exists at the college level.
Student is assisted by parents and teachers.	Student must seek assistance from Student Accommodation Services.
School arranges accommodations and parents advocate for the student.	Student self-advocates and must arrange accommodations.
Parents have access to student records.	Parents have no access to student records or information without written consent.
Grades may reflect effort, attendance, or modified curriculum.	No modified curriculum.
Teachers remind students of assignments and due dates.	Instructors expect students to read the course syllabus, and do not remind students of due dates.

Specific Disabilities

Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Definition A neurobiological condition that is divided up into three types: predominantly inattentive, predominantly hyperactive-impulsive and combined. Once considered “childhood disorders” these

conditions have been recognized as chronic impairments which continue into adulthood and are often controlled through medication.

Considerations ADD/ADHD is documented through a comprehensive evaluation that establishes a diagnosis, rules out other causes, and determines the presence or absence of other conditions. This evaluation would often include intelligence testing plus the assessment of academic, social and emotional functioning and developmental abilities. Measures of attention span and impulsivity will also be used. A medical exam by a physician is important. Students with ADD/ADHD may have accompanying learning disabilities or other disabilities such as anxiety or depression that can impact their college learning experience.

Classroom Considerations

- When possible give students more frequent testing opportunities.
- When possible give students classroom breaks.

Student Accommodations Services could include Testing Adaptations

Blind/Partially Sighted Students

Definition Disorders in the function of the eye which includes low/diminished vision that cannot be corrected with standard lenses. It also includes vision impaired because of illness, a degenerative syndrome, or trauma.

Over 75% of all “blind” persons have some usable vision. Therefore, the term “blindness” should be reserved for complete loss of sight. The term partially sighted, sometimes referred to as visually impaired, is a better description of people whose sight is affected. Visual acuity figures, however, do not tell how functional a person is. For example, one person may be able to read regular printed material with magnification, while another person with the same visual acuity may need large print or braille material.

Some common difficulties experienced by blind/partially sighted students are

- Inability to utilize standard printed materials (textbooks, classroom handouts, references, supplemental readings).
- Inability to obtain classroom information written on a black/white board.
- Inability to fully utilize audiovisual materials, charts, diagrams, in a classroom setting or lab.
- Inability to take tests in the standard method or time frame as sighted students.

Tips for interaction with blind/partially sighted students

- If the person seems to need assistance, identify yourself and offer your services.
- If you are walking with the person, let him/her take your arm just above the elbow, and walk in a relaxed manner.
- When giving directions, use descriptive words such as “straight, forward, left.” Avoid use of vague terms such as “over there.”
- Be sure to let the person know you are leaving the area.
- Guide dogs are working animals. It is hazardous for the dog to be distracted. Do not pet or touch the dog without permission.
- Feel free to use words like “see” and “look” when speaking with the person.
- Do not assume the person will recognize you by your voice. Identify yourself by name.
- It is helpful to speak directly to the person and to maintain eye contact if possible.

Considerations Some students may use aids such as a guide dog or white canes. These dogs are professionally trained for the work that they do and are well disciplined in group settings-they are at work and should not be petted. White canes are another mobility aid and are distinctive in their white coloring to be noted as such for the seeing population.

Classroom Considerations Each person with a visual disability will have differing levels of functioning. Not all visual disabilities are readily apparent. Many students do not use canes or dogs and thus are not easily identifiable. However, accommodations may still be necessary. It is the responsibility of each student to inform faculty members of individual requirements and needs and to work out accommodations. This allows the student to learn to advocate for him/herself.

The following general considerations will be helpful in working with students who have visual disabilities

- When lecturing, avoid the use of visual terms such as “over there.” Be as clear and descriptive as possible.
- When utilizing the board verbalize as you go. Spell out new or technical words.
- Alternative testing arrangements are usually necessary. It is the responsibility of the student to make these arrangements. Utilizing a test reader or writer often requires additional time.
- Recordings for the blind, large print and braille materials need to be ordered by Student Accommodation Services well in advance (6-8 weeks).
- Give verbal notice of room changes, date changes for exams or assignments, special meetings, or new assignments not given in the syllabus.
- If the student uses a text enlarger, he/she may be able to read your handouts. As the student will not be able to copy notes from a board, you may provide the student with a copy of your notes or a note taker may be provided by Student Accommodation Services.
- The student may need an individual to interpret visual, spatial, and motion aspects of films or demonstrations.
- The student may need an assistant where hands-on work is required.
- If a field trip site is inaccessible, consider alternative methods for the student to acquire the knowledge.
- Arrange furniture to avoid barriers to the student.

Student Accommodations Services could include Adaptive Equipment, Environmental Adaptations, Alternative Testing Adaptations, and Modified Materials

Deaf/Hard of Hearing Students

Definition Hearing loss attributed to two causes: 1) sensor neural-nerve deafness which involves impairment of the auditory nerve and affects the inner ear or 2) conductive loss, a dysfunction of part of the ear mechanism affecting the outer and middle ear. Some students may have both types of hearing loss.

Considerations The age of the student at the time of the loss will impact on the student's ability to communicate as a hearing person. The student may be pre-lingually deaf (hearing loss before oral language acquisition) or adventitiously deaf (normal hearing during language acquisition). Those born deaf or who become deaf as a very young child might have more limited speech development.

Students, who have residual hearing, may rely on lip reading and use hearing aids or assistive listening devices. Hearing aids amplify all sounds and can make small noises such as air conditioners and traffic noise distracting. Lip reading students usually comprehend only about 30-40% of what is said and have difficulty understanding instructors who cover their lips, face the chalkboard, move around, or wear a mustache. Class discussions can also be problematic.

Students may require the use of sign or oral language interpreters to access the information being presented in class. Sign language interpreter use highly developed language or finger spelling skills for communication while employing various types of sign language (e.g. American Sign Language or Signed English). Oral interpreters silently form words on their lips for speech-reading.

Classroom Considerations

- Allow for preferential seating of students so he/she can maximize his/her ability to use residual hearing and lip reading.
- Assume the student will participate in classroom activities along with other students.
- Take a few minutes in the beginning of the semester to orient the class to the presence of the interpreter and/or note taker.
- Always speak directly to the student (rather than the interpreter) even if the student does not have eye contact with you.
- Ask the student to repeat if you do not understand what is being said. Let the student know that you are willing to repeat if he/she has trouble understanding you.
- If you turn and talk while writing on the board, the lip reading student will not be able to understand what you are saying. Repeat when you turn back to the class.
- Use visual aids to illustrate principles. Students with hearing disabilities rely on their visual sense to acquire information. Full use of the board, diagrams, charts, etc. will facilitate learning.
- Students with hearing disabilities often have difficulty reading and writing up to grade level, since the ability to learn these skills is based heavily on the ability to hear.
- As it will be difficult to watch an instructor and interpreter at the same time, note taking will be difficult. A student may be asked to copy notes for the student.
- Providing a brief outline and a list of new vocabulary words prior to the class will help the student and the interpreter prepare for class. Often a new "sign" must be created for technical vocabulary.
- Check with the interpreter to see if the pace of your lecture is difficult to keep up with.
- When using video, arrange for the interpreter to stand or sit near the screen so the hearing disabled student can see both the screen and the interpreter.

- Demonstrate lab processes only after they have been completely described, because it will be difficult for the hearing disabled student to watch the demonstration and the interpreter at the same time.

Student Accommodations Services could include Adaptive Equipment, Testing Adaptations, Interpreter, and Environmental Adaptations.

Head Injury

Definition Head injuries are often not visible and are very complex. They result from either external or internal trauma. They can result in seizures, loss of balance or coordination, difficulty with speech, limited concentration, memory loss, loss of organizational and reasoning skills, loss of ability to quickly process information, loss of language functions, and or changes in behavior.

Considerations A behavioral assessment of head injured individuals is helpful to identify functional limitations resulting from cognitive impairment. The head injured individuals past knowledge, skills, work history, family situations and treatment since trauma impact performance in the academic environment.

Classroom Accommodations Time management and memory strategies must be encouraged and reinforced for students.

Student Accommodations Services could include Adaptive Equipment, Testing Adaptations, and Note Taker.

Mobility Impairments

Definition Impairments range in severity from limitations on stamina to paralysis impacting physical mobility and movement. This includes, but is not limited to, quadriplegia, paraplegia, amputation, arthritis, back disorders, cerebral palsy and muscular dystrophy.

Considerations Physical disabilities may either be congenital or a result of disease or injury. The cause of the disability may vary, students with physical disability face common challenges, such as: inability to gain access to inaccessible classrooms, decreased eye-hand coordination, decreased note-taking and test writing ability due to weakness or paralysis, impaired verbal communication, and/or decreased physical stamina and endurance.

- Sit down if possible, and speak at eye level directly to the student.
- It is not necessary to avoid words such as running or walking.
- The student may not be comfortable asking for assistance. If it looks like he/she needs something, ask if you can help.
- Acknowledge that the disability exists.
- If the student's speech is difficult to understand, do not hesitate to ask that he/she repeat the communication.

Classroom Accommodations

- Allow alternative methods of recording answers to tests such as typing or taping.
- Do not assume the student needs assistance; generally, the student will ask for physical assistance.
- Tables may need to be adjusted to accommodate his/her equipment. Chairs and lap trays may also be needed in the classroom.

Student Accommodations Services could include Adaptive Equipment, Environmental Adaptations, and Testing adaptations.

Psychiatric/Psychological Disabilities

Definition A chronic behavioral or psychological condition in an individual that causes clinically significant distress or impairment and is not an expected response to a particular event. Examples include, but are not necessarily limited to, depression, bipolar disorder, anxiety disorders and schizophrenia.

Considerations Trauma is not the sole cause of psychological disabilities: genetics may play a role. Psychiatric/psychological disabilities affect people of any age, gender, income groups and intellectual level. Disruptive behavior is not an attribute of most people with psychiatric/psychological disabilities.

Student Accommodations Services could include Environmental Adaptations and Testing Adaptations.

Systemic Disabilities

Definition Disabilities stemming from conditions affecting one or more of the body's systems- respiratory, immunological, neurological, or circulatory. Examples include: cancer, chemical dependency, diabetes, seizure disorder, HIV, Lyme disease, lupus, multiple chemical sensitivity, severe asthma and allergies and kidney disease.

Considerations The physical condition of those with systemic disabilities is unstable, at any time their health conditions may change.

Student Accommodations Services could include Environmental Adaptations and Testing Adaptations.

Learning Disabilities

Definition A group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interactions may exist with learning disabilities, but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other disabling conditions (e.g. sensory impairment, mental retardation, or serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient, or inappropriate instruction), they are not the result of those conditions or influences.

Considerations Learning disabilities are not the same as borderline intellectual functioning or emotional disorders. Students with learning disabilities usually have average or above average intelligence. Learning disabilities must be documented through a series of intellectual, cognitive and achievement skills testing. The testing needs to document that there is a discrepancy between the student's achievement skills and intellectual capacity.

Specific Types of Learning Disabilities

Auditory

Auditory perceptual problems refer to the difficulty in receiving accurate information from the sense of hearing. These problems are analogous with seeing problems. Auditory figure-ground problems refer to difficulty in hearing one sound over a background noise. Students with this problem would experience difficulty in hearing the faculty member when a noisy machine is turned on. Students would experience difficulty in hearing a tutor in a group tutoring situation or when the area is especially crowded and many students are talking. Auditory discrimination problems refer to the difficulty in hearing the difference between two similar sounds, such as "nineteen" and ninety." An additional problem might be

auditory sequencing or difficulty in hearing sounds in the correct order. A person with this problem might hear “club” instead of “bulk” or “street” instead of “treats”. People with auditory perceptual problems may experience difficulty understanding and remembering oral instructions. When dealing with these students, tutors should write things down, explain the process as it occurs, and ask the student to explain what she/he is doing and why. This serves as a check for gaps in communication of information.

Classroom Accommodations

- Allow students to tape the lectures or use a note taker.
- Encourage the use of computers for written assignments, including spell-check and grammar-check functions. If available, encourage use of computers with voice output.
- Incorporate visual, oral and tactile demonstrations into instruction to use all sensory modes.
- Give feedback to students immediately.
- Stress the importance of study habits and effective time management.

Student Accommodations Services could include Adaptive Equipment, Tape Record Lectures, Environmental Adaptations, Use Board, Closed Caption Videos, Group Discussions, and Testing Adaptations.

Dyslexia

Dyslexia refers to severe difficulties in learning to read. It is one of the best known disabilities. People with severe dyslexia are those who have never received remediation, may not read at all, or may read with great difficulty. Often these students are extremely bright, often relying solely on their ability to remember to pass classes. Often dictating their work into a tape recorder or using a tape recorder instead of taking notes is one way to “catch” information orally. Some people with dyslexia have been able to train themselves to read fairly well. Often these students read materials as quickly as possible getting the “gist” of what happened: details and connections often escape their attention.

Dysgraphia

Some students with learning disabilities are unable to communicate effectively through printing or cursive writing. This condition may manifest itself in the written work that appears careless, often including excessive spelling errors.

Student Accommodations Services could include Use a computer for note taking and for submitting assignments and/or completing tests.

Perceptual Motor Problem

Some people have problems working with their hands. Their brains have difficulty telling their bodies what to do. This may result in clumsiness, difficulty in sports, and awkward or stiff movements. They do not like being singled out to do problems on the board or to work a problem for a group.

Tactile (information intake)

Some people have tactile perceptual problems, which is difficulty taking information in through the sense of touch. They may not like being touched by other people, even in fun, and may prefer to work alone. They may also have tactile discrimination problems or difficulty feeling the difference between two similar objects. These students may have trouble assembling small parts or judging the right amount of pressure needed to bend and twist a plastic wire without breaking it. These students may have trouble in science classes or in labs.

Visual Processing

Students with visual perceptual problems have trouble receiving and/or processing accurate information from their sense of sight. They might have difficulty picking out an object from a background of other objects. Students with this problem may have difficulty finding specific information from lists or texts. Some students have difficulty in visual discrimination, that is, in telling the difference between two similar things, such as a snow tire and a regular tire. This would also have an impact on reading since two similar letters “u” or “v” might look alike to the student. Another visual problem is sequencing or difficulty in seeing things in the correct order, such as cans lined up on a shelf or numbers, and difficulty in seeing letters on a page. This visual sequencing disturbance could interfere with a person’s ability to read and to perform computations.

Written Expression

Disorder of written expression is a childhood condition characterized by poor writing skills. Although no systematic studies of the prevalence of this disorder have been conducted, it is believed to be about 6%, or as common as learning and reading disorders. Students with disorder of written expression have trouble with spelling, make frequent errors in punctuation and grammar and have poor handwriting.

Frequently Asked Questions

What are “reasonable” accommodations based on?

The ADA states that “reasonable accommodations” must be provided on a case-by-case basis to people with disabilities so that they might enjoy the same privileges and benefits available to the non-disabled. Accommodations must be effective. Accommodations must not alter the fundamental nature of the course or program, and essential courses should not be waived. The purpose of academic adjustments is to allow students to comprehend course materials more effectively and to communicate that comprehension. If faculty members have questions about required accommodations, they should contact Student Accommodation Services at (989) 317-4613.

Should faculty/staff provide accommodations without the Accommodation Notification Form?

For students with obvious physical disabilities, faculty/staff should accommodate their immediate needs, if possible. However, because granting academic adjustments without documentation may lead to inconsistencies, faculty/staff should refer all students requesting accommodations for disabilities to Student Accommodation Services.

Who is responsible for administering tests to students with disabilities?

Faculty has the authority for test administration. You may choose to use the Library and Learning Services (LLS). The LLS is a place where students may go for their quiet area, extended time and/or reader if necessary. Faculty will deliver the test to the LLS with specific test guidelines for the student (example: can a calculator or notes be used.) See appendix B.

Does a student have to disclose his disability in college?

Students are not required to tell anyone at Mid Michigan College about their disability. However, if they want to receive accommodations, they must register with Student Accommodation Services.

How often should a student meet with Student Accommodation Services?

Students need to register with Student Accommodation Services each semester to obtain academic advising and accommodations. While a student may choose to meet with another academic advisor, accommodations can only be arranged through Student Accommodation Services. Students may meet with Student Accommodation Services any time during the semester for questions and/or assistance.

Appendix A Sample Accommodation Letter

CONFIDENTIAL NOTIFICATION TO INSTRUCTOR

Printed (Prints date student downloads letter) Valid until Graduation

To Mid Michigan College Instructor

From Student Accommodation Services (989) 317-4613

Re (Student's Name)

Mid Michigan College provides reasonable and appropriate accommodations in accordance with federal and state laws, including the ADA Section 504 of the Rehabilitation Act and Michigan's Persons with Disabilities Act. Under the law, students with disabilities are due reasonable accommodations in their academic endeavors, so the effect of their disability does not unfairly interfere with either their learning process or their grading and evaluation.

In providing an accommodation Mid Michigan College is not required to modify essential requirements or fundamentally alter the nature of a service, program or activity. Please contact Student Accommodation Services if you believe that any of these accommodations would modify essential requirements or fundamentally alter the nature of a service, program or activity.

Accommodations are confidential unless the student discloses and are NOT retroactive.

This student has provided documentation of a disability that substantially limits a major life activity. After reviewing this letter please feel free to discuss with the student their particular needs.

(Student's Name) is eligible for the following accommodations

- Accommodation 1
- Accommodation 2
- Accommodation 3

A brief guide for implementing accommodations is included with this letter. Some classroom accommodations may not apply for courses taught online or in an alternative format. Your assistance with this student is greatly appreciated. If you have any questions, please contact (989) 317-4613. More information is available on Mid Michigan College's Accommodation Services website at midmich.edu/accommodation-services.

Brief Description and Guidelines for Accommodations

More information is available in the "Faculty Guide to Classroom Accommodations for Students with Disabilities" available at midmich.edu/accommodation-services

Books in Adapted Format Students may submit a request to Student Accommodation Services for an electronic version of a textbook after purchase of the print version. Various technologies may be employed to read this version to the student.

Health Accommodations Please discuss these accommodations with the student and inform Student Accommodation Services of arrangements made and additional needs as they arise.

Allergy Warning This student has a life threatening allergy. Please notify all students which items are not allowed in the classroom.

Bathroom Breaks Student may need to leave the classroom during class times and exams.

Flexible Attendance Student has a medical condition which may affect attendance. Please discuss with student the attendance policy and procedures in case of a flare-up. See the “Faculty Guide” cited above for more information on Flexible Attendance (Appendix C) and a sample contract (Appendix D). Please notify Student Accommodation Services as absences occur.

Specific Health Concern Consult with student and Student Accommodation Services.

Stand/Stretch/Walk Student may need to stand and/or walk periodically.

Interpreter If a student is deaf and needs an interpreter, one will be provided.

Learning Station Modification Some students may need a change in standard classroom equipment, such as a raised table for a student confined to a wheelchair. Maintenance assists Student Accommodation Services in providing these accommodations. If you notice an unmet need in your classroom, please have student contact Student Accommodation Services.

Notetaking Assistance

- **Digital Notetaking** Mid Michigan College leases software which allows students to record lectures using a laptop, tablet, and/or smartphone. Students may require preferred seating for recording. The recording and transcription are for their use only and may not be distributed to others. Students sign a Recorded Lecture Policy Agreement.
- **Note Taker** Student works with Student Accommodation Services to locate a note taker. Effort is made to utilize another student who is attending the same class. A student may be paid for taking notes for the student. Students may record the class for additional support.

Special Instructional Equipment Usually the student has these special tools. If not, please contact Student Accommodation Services.

Testing Accommodations

- **Extended Time** The norm is to allow a student time and a half on exams (1 hour = 1 ½ hours). This applies to in- class writings, timed tests, and quizzes but not to take home exams.
- **Alternative Testing** A student may need to take their exam in a quiet area. May be needed due to health issues such as delayed testing due to diabetes blood glucose levels, chunk testing, Scantron exemption etc.
- **Reader** A student may need someone to read their test to them.
- **Writer** A student may need someone to write on their test for them.
- Library & Learning Services (LLS) will assist you with meeting the above accommodations. See Appendix B of the “Faculty Guide” cited above for a sample testing agreement. Please remind students they must make an appointment at the LLS especially if they need a reader, writer, and/or quiet time.

Tutoring Student may be assigned a tutor from the beginning of the semester due to disability.

Appendix B Sample Testing Accommodations Agreement

Name of Student _____

Name of Faculty _____

Course _____

Date(s) of Exam(s)/Test(s) _____

Student responsible to

- Provide a picture ID, writing tools, and any other approved equipment for exam/test.
- Finish within time allowed (up to time and a half to complete exam/test).
- If difficulty arises with test, student will stop test and report to proctor and instructor.
- Discuss with instructor any additional accommodations allowed, such as testing location, a reader, writer, etc. and make arrangements in advance.

Faculty responsible to

- Ensure the exam/test and the Test Proctoring Form (available on the LLS website) are delivered to the Library Learning Service prior to the scheduled exam/test time.
- Listing amount of time allowed (up to time and a half).
- Arrange other student testing accommodations (test reader, test writer, quiet testing area) with faculty dean's assistance.

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Appendix C Flexible Attendance Accommodation Information Sheet

One of the accommodations that a student with a disability may use is flexible attendance, where the student may be allowed to exceed the attendance policy of an instructor or department.

Student Accommodation Services does not have a role in determining course attendance policies. Because attendance may be integral to the pedagogic process, these policies are set by faculty or by the departments. Similarly, faculty also determines policies regarding make-up work and missed quizzes and exams.

In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. In other instances, faculty may determine that students can master course content despite some or many absences. Rarely, faculty may decide that students do not need to attend classes at all.

The ADA does not require faculty to lower academic standards or substantially modify course expectations. However, some students are eligible for a Flexible Attendance accommodation, because of their health. Generally, this means a student will not lose points for missing class. Faculty may choose to be consistent with enforcement of their policies; however, each request should be evaluated individually. Faculty should make their policies clear so that students can make informed choices about which courses to take.

Instructors should pay attention to possible claims of differential treatment. Occasionally, an instructor has a strict attendance policy on paper but has modified it for others. It is important to consider any exceptions you may have made; either to your own policy or that of the program, especially for nondisabled students (i.e. death in the family, flu outbreak, sick child etc.)

Each attendance flexibility request must be considered on a case by case basis. However, said accommodation requires an interactive discussion between you and the student in order to reach an understanding about how attendance impacts the student's ability to meet the essential objectives /requirements of your course, and what flexibility can be provided. Prior to that discussion, please consider the following questions in making that determination. These questions were obtained from a Letter of Finding from the Office for Civil Rights to Cabrillo Community College in California [Case No. 09-96-2150; OCR Region IX, 1996]).

- Is there regular classroom interaction between the instructor and the 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 the student's failure to attend class constitute a significant loss of the educational experience of the other students in the class?
- What do the course description and syllabus say regarding attendance?
- What is the method by which the final grade is calculated?

After reviewing the essential questions a reasoned judgment should be made about whether a waiver of this course attendance requirement would be acceptable and warrant flexible attendance accommodation. While in some cases attendance is essential in meeting course objectives/requirements, in other instances, faculty may determine that students can master course

content despite absences. In providing this accommodation, instructors are not required to modify course content.

Absences which are not disability related are not covered under flexible attendance, and should be treated as you would a similar absence for any other student in your class. Routine medical appointments, transportation difficulties, work-related activities, etc., are not reasons to warrant the disability related absence accommodation because they are not disability related. Accommodations are NOT retroactive. Please keep in mind that the student is not required to disclose the nature of the absence, only that it is disability related, nor are they required to provide you with any documentation of the absence.

Regardless of determination, the deliberative process should be well documented, so that others who were not involved in the process can understand the considerations taken into account and the reason for final determination. Our office strongly recommends that there be written documentation of the agreement between the instructor and the student regarding when any work from a disability related absence must be completed/submitted. One option might be a communication via email, with a request that the student confirm receipt of the email. Another possibility might be a document signed by the instructor and the student. Please see sample agreement that you may wish to use or modify in the Appendix. We strongly suggest that you forward a copy of any agreement (s) to Mid Michigan College's Student Accommodation Services, who will provide support to you and the student.

What Student Accommodation Services Can Do for Faculty

Student Accommodation Services meets with students to review written documentation of disability. We then provide qualified student an accommodation letter indicating that the student does indeed have a legitimate disability which may affect class attendance. It is the student's responsibility to share his or her accommodation letter with their instructors. While legally Student Accommodation Services cannot share the specifics of the student's disability, the student is always encouraged to discuss his or her challenges with the instructor. In some cases, Student Accommodation Services can provide confirmation that a student has suffered a medical flair-up. Flair-ups are a common symptom for chronic disabilities. Many psychological and health concerns are episodic in nature, thus students may exhibit varying functional abilities throughout the semester.

Appendix D Sample Flexible Attendance Contract

Please Note If attendance in a course is determined to be essential, the instructor will determine, after an interactive discussion with the student, the maximum time that can be missed before compromising the integrity of the course/program. The goal is to facilitate communication between instructor and student, keeping Student Accommodation Services informed. It is not a guarantee against failure. Class assignments and curriculum are not modified.

Student states that he/she

- Has discussed FA accommodation with instructor
- Agrees to request FA only when absence is a disability related absence
- Will notify instructor as soon as able to do so, that absence is disability related and provide an estimated date of return
- Understands that if total disability related absences exceed ____ days, he/she may not be able to meet the essential components/requirements/objectives of the course, however, student will be provided reasonable accommodations for this course

Instructor states that he/she

- Will not lower grade for disability related absence, as long as grade is NOT associated with any in-class/clinical/lab activities or assignments which cannot be replicated (please note dates/assignments)
- Will provide the following information to assist me with lecture material missed during a disability related absence: (Check all that apply)

____ PowerPoint slides will be provided via email or Moodle

____ Notes (peer or teacher) for that day(s) will be provided via email or Moodle

____ A digital audio recording of the lecture will be provided via email or Moodle

____ Other (specify)

Reasonable extension of deadlines after which student will be subject to same late grading penalties as other students in the class

- The extension for submitting missed coursework will be ____ days from student's return from disability related absence.
- The extension for completing missed test/quiz will be ____ days from student's return from disability related absence.

Student Name (Print) _____

Student Signature _____

Instructor Name (Print) _____

Instructor Signature _____

Course Name & Number _____

Date _____