Southeast Missouri State University
Disability Services

WORKING WITH STUDENTS WITH DISABILITIES

Section III: Standard Accommodations

Accommodations are designed to provide equal access to the curricular, co-curricular, and extra-curricular opportunities offered through the institution. Accommodations are not designed to give a student with a disability an advantage. Students with disabilities through accommodations should have the same opportunity to pass or fail a class as a student without a disability.

Accessible Classroom
If a faculty member knows of a classroom that is inaccessible to a student with a disability, please contact DS or the academic department to arrange to move the class or to identify other measures by which the class may be made accessible. Elevators may break down on occasion. It is important to notify DS or Facilities Management when such breakdowns occur. It may be necessary for the faculty member to work with the academic department to relocate a class temporarily while an elevator is being serviced.

Accessible Seating
Students may require alternative seating in the classroom. These may include desks, tables, and chairs. The faculty member should be notified of this need in the faculty notification. DS will arrange for alternative seating through Facilities Management. If the appropriate seating is not available or is removed from the classroom, the faculty member should contact DS as soon as possible. Please do not remove accessible furniture from a classroom. It is there because a student requires it, even if that student is not in your class.

Alternative Format of Text, Written Material and Enlarged Print
Students with visual impairments often are unable to access textbooks. Therefore, an appropriate accommodation is alternative text. Frequently, that will be a PDF file, a Word document file, or electronic text provided by Disability Services to the student that the student can access through their own computer and/or with the assistance of assistive technology. It is time consuming to create alternative text and students are requested to provide DS with at least 4 – 6 weeks’ notice when DS is to locate and/or create the alternative text. Faculty can be helpful by choosing texts early. If texts are selected early, make them available through Southeast Bookstore Textbook Services so that the student requiring alternative text has time to
make the necessary arrangements. **All printed course material must be accessible to students; this includes handouts, textbooks, additional readings and so on.** It is expected that faculty will assist those students that require alternative text for items that are of limited pages and/or of limited availability. This also includes large print. Students that require alternative text may also require enlarged print. Faculty are expected to provide their syllabus and in-class handouts/assignments in alternative text and/or enlarged print.

**Assistive Listening Devices**
Some students with hearing impairments may opt to use an Assistive Learning Device (ALD) in class. An ALD uses an FM radio frequency to broadcast what the instructor is saying directly to the student. The instructor will be requested to wear a small clip-on microphone and will need to carry a transmitter about the size of a transistor radio. This can easily fit into a pocket or clip on a belt. The student wears a headphone, earplug, or a neck loop which works in concert with the student’s hearing aid. These plug into a receiver which the student carries. The student will bring the transmitter and the receiver to class each class period.

**Audio Material**
Audio material presented in the classroom with a student with a hearing impairment will need to be captioned, subtitled, or provided in a way that is accessible to the student. In this situation it is important for the faculty member to work closely with the student in order to determine the most appropriate method for the student with the hearing impairment to access the audio material.

**Due Consideration for Absence/Tardiness**
Some students with physical or visual impairments may require due consideration for absence or tardiness due to their impairment. Due consideration should be provided to the student when absent or tardy for classes due to the nature of their impairment. A plan should be established at the beginning of the semester covering the expectations of the student should they be absent from class (For example: how to contact the professor, the amount of time that will be allotted to complete assignments if accepted after the student’s return to class, etc.).

**Due Consideration for Spelling**
Due consideration for spelling is a necessary accommodation for students with a learning disability which significantly impairs their ability to spell correctly. Students may ask for use of spell check or leniency when grading materials toward grading for content as opposed for spelling.

**Due Consideration for Breaks During Class**
Students may require due consideration for breaks during class as an accommodation in order to accommodate a disability which may require that they move around and not stay in the same position for an extended period of time or that they take frequent restroom breaks. In these instances it is important to work with the student on being discreet when breaks are needed during class.
Extended Time for Examinations
Extended time is not to be interpreted as “untimed.” The notification which the instructor receives from DS will specify the amount of extended time that has been deemed appropriate. Time and a half is the most typical amount of extended time approved.

Exam Readers
While the University regularly provides readers for examinations, readers for outside reading assignments and research is not considered a standard accommodation. Students that are connected with service-providing state or community agencies may receive financial assistance for readers that will read text to the student. Students with visual impairments more often use an alternative format of text, as explained above, instead of a reader. It is not appropriate for a family member or personal acquaintance of the student to be used as a reader for exams.

Exam Scribe
An exam scribe provides access for students who have a physical impairment or visual impairment which prevents them from writing during an exam. Sometimes this accommodation is approved for written exams only, especially if the student’s impairment is related to their writing capabilities. It is not appropriate for a family member or personal acquaintance of the student to be used as a scribe for exams.

Second Set of Textbooks
Some students have limitations to the weight load they can carry on campus. For those classes that require the use of the textbook during the class session, a second textbook may need to be provided. If the faculty member has a “desk” copy that the student can use, that is considered sufficient. The faculty notification will alert the instructor to such a situation.

Sign Language Interpreters
DS coordinates interpreter services for students with hearing impairments. Students who require interpreter services should contact DS well in advance of the date of their original registration as a student. No changes in interpreter services should be made without notifying DS at the earliest possible time.

As of July 1, 1998, all paid interpreters must be certified by the Board of Certification of Interpreters of the Missouri Commission of the Deaf according to state law (209.285-209.339 RSMo). DS monitors the status of certified interpreters in our region and will insure that the interpreter serving in each class has appropriate certification.

Solitary Environment for Examinations
A solitary environment for examinations removes distractions from the student’s testing environment. A solitary environment becomes even more essential when a student is using the services of a reader for an examination. The selection of a room for the exam is at the discretion of the instructor and the student. For example, an office or conference room in the department may be acceptable. It is important that the environment present a minimal number
of distractions. An environment where people are walking into and out of the setting is not considered appropriate.

**Recording of Lectures**
Under Section 504 of the Rehabilitation Act of 1973, recording of class lectures must be permitted if that is an appropriate accommodation for a student with a disability. A professor who is planning to publish his or her materials may feel that recording of the lectures would interfere with these plans. It is appropriate for the professor to ask the student to sign an agreement not to release the recording or otherwise obstruct the copyright. Allowing seating hear the front of the classroom will ensure clear recordings. Students are required to provide their own recording device.

**Use of Calculator**
Just as with use of a computer, the use of a calculator can directly ameliorate math-related disability difficulties. As such, some students will be approved for use of a calculator for math-related coursework. Students are required to provide their own calculator.

**Use of Computer/Word Processor**
Due to the nature of their disability, some students will perform better on in-class assignments and examinations if they are allowed to use a computer. This can make the students’ work more legible and can accommodate their learning style while circumventing their disability. Some students should be allowed to use a portable or computerized program. This also holds true for examinations. Students who are approved for use of computer will need to work with the faculty member to identify the most effective way to use this accommodation. For example, it is appropriate for a student to be able to use a computer lab that is located close to the classroom.

**Volunteer Note Takers**
DS operates on the philosophy that the best note takers are students taking the course for credit. With that in mind, DS encourages registered students to identify students in their courses that may assist them with taking notes. If the registered student is unable to identify a suitable note taker, it is reasonable for the registered student to request their faculty member to assist them.

Most often, the faculty member need only make an announcement in class that a student is looking for assistance with notes, and that any student interested in assisting should stay after class that day so that the faculty member can introduce the note taker to the student. If no one volunteers to be a note taker, please notify DS.

DS provides students requiring note takers with NCR notepads which produce two non-carbon copies of the notes taken by the note taker. Note takers and the registered student should make arrangements for the delivery and receipt of notes. Some note takers prefer not to use the NCR notepads. On those occasions, the note taker should be allowed to photocopy their notes for the student.
While these are the most frequently used accommodations, on occasion faculty will find other accommodations listed on their faculty notification. Faculty are encouraged to contact DS with any questions regarding accommodations or the intent of the accommodation.

**Guidelines for Use of Testing Services for Test Accommodations**

Some students will elect to use Testing Services as a way to implement their accommodations. Testing Services is located on the Cape Girardeau campus, but is also available to assist with testing accommodations for students at the Regional Campuses.

1. Primary determination of the means of providing examination accommodations for students with disabilities remains with the individual instructor. DS and Testing Services work together to assist faculty in meeting their legal obligations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

2. Faculty and students who choose to implement accommodations through Testing Services may contact them directly at 573-651-2836 to make arrangements. Testing Services will have a copy of each student’s faculty notification on file in order to identify and/or verify appropriate testing accommodations for each student.

3. A one-week notice is required to guarantee accommodations for an examination through Testing Services. Testing Services will attempt to provide accommodations with less than a week’s notice but can give no assurance that services can be provided. Any faculty member who cannot provide the required notice is responsible for providing the legally required accommodations for the examination. Any faculty member who changes a test date within one week of an examination is responsible for providing these accommodations as well.

4. In order to provide accommodations, Testing Services may require that a test be given at a time other than the regularly scheduled testing period. Any faculty who do not wish to allow this flexibility in scheduling will need to provide the required accommodations at the exam hour. If a faculty member is in agreement with the rescheduling of an exam but a student does not wish to take the exam at another hour when services are available, the student may choose to take the exam without accommodations.

5. The instructor and student should discuss how testing accommodations will be provided. If the plan is to use the resources of Testing Services, an understanding as to whether the student or the faculty member will request accommodations before each exam should be established. If it is agreed that the student will notify Testing Services, they will need to have sufficient advance knowledge of the exam in order to give the required one week notice to Testing Services. If the student fails to give the required notice when they have been given sufficient advance knowledge, the student forfeits the right to testing accommodations unless other accommodations are allowed by the instructor.