



Office of Student Success

Serving Students with Disabilities: Faculty Handbook

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INTRODUCTION

The Office of Student Success (OSS) provides services, auxiliary aids, and accommodations for students at Blue Ridge Community and Technical College with documented disabilities. At the same time, the OSS assists faculty in their responsibilities to ensure all students have access to classroom instruction. This instructor handbook is a guide to assist the instructor in this endeavor.

PURPOSE

Serving Students with Disabilities: Faculty Handbook is designed to be a resource for faculty and staff as they work with students with disabilities on our campus. The handbook provides: (1) information regarding various disabilities, (2) information on laws requiring provision of reasonable accommodations for students with disabilities in postsecondary education, (3) accommodations which are commonly recommended, (4) information on the location and availability of support services on campus, and (5) forms and procedures related to disability services.

MISSION

The Office of Student Success provides a variety of student services to foster the educational and personal growth of all students. To complement the institution's mission, the Office of Student Success will support student engagement, academic support and career services as well as service to the community at large.

MANDATES

There are two legal mandates that protect students with disabilities from discrimination and ensure that they have equal access to all aspects of college life. These laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Section 504 of the Rehabilitation Act states: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or 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."

Title II of the ADA states: "A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity."

In our efforts to provide appropriate services, the OSS works to make sure services are in compliance with the law. At the same time, we are available to assist the instructor in making sure that your efforts as instructors of students with disabilities are also consistent with the law. You also are welcome to contact this office at (304) 260-4380, ext. 2117 and speak to the Disability Coordinator.

CONFIDENTIALITY

Under FERPA, The Family Educational Rights and Privacy Act (FERPA) provides for "...the privacy of student education records...Generally, schools must have written permission from the eligible student in order to release any information from a student's education record." Faculty need to be aware that unless there is a demonstrated need to know disability information they should not share information about the disability with others. In seeking advice from a department or others within the academic department on implementation of accommodations, it may be necessary to disclose information specific to a student with a disability. In general it is best to seek advice from within the academic department without sharing names.

FOCUS ON ABILITIES

A major barrier to success for students with disabilities is the tendency of others to focus on their disabilities instead of their abilities—what they cannot do versus what they can do. Approach accommodating a student who has a disability with the attitude that he or she has the ability to do the work but simply needs to accomplish some things in a manner that is different from the traditional way. Viewing the student as pitiable or incapable reinforces the belief some have that students with disabilities are “not college material.” Therefore, the key is to focus on the effective use of the student’s own unique abilities and skills for classroom success.

ACADEMIC STANDARDS

Students with disabilities are expected to meet the same level of academic standards as all other students. Accommodations are frequently required which alter the method of instruction or evaluation. The purpose of an accommodation is to minimize the impact of the disability, not to “water down” a course or requirements. To do otherwise would decrease the credibility of the institution and would also be unfair to the student.

EMPOWERING STUDENTS

It is the goal of the Office of Student Success to empower students with disabilities to take charge of their lives through becoming more knowledgeable and skilled in expressing their needs, preferences, and desires. The University of Washington conducted research with the young people and adults with disabilities and came up with seven (7) empowering strategies.

- Define success for self.
- Set personal, academic, and career goals with realistic, but high expectations.
- Understand one’s own abilities and disabilities and play to the strengths.
- Develop strategies to meet self-defined goals.
- Use technology as an empowering tool.
- Persevere while working hard; yet also be flexible.
- Develop a support network of family, friends, and instructors.

In addition, the OSS encourages students to do the following:

- Learn their legal rights and responsibilities.
- Understand what accommodations will best enable them to succeed both in school and on the job.
- Communicate their needs effectively.
- Become successful self-advocates.

By referring students with disabilities to Career Services and encouraging participation in cooperative education, departmental internships, work-study, community practicum and jobs, faculty can be instrumental in empowering these students to realize their professional goals.

STUDENTS AS EXPERTS ON THEIR DISABILITY NEEDS

There is a wide diversity among people within a given disability type, and a wide range of previous experiences that people have had in accommodating their disabilities. It is important to keep in mind that two people with the same disability may require different accommodations. For example, one student who is deaf may request an interpreter for exams, and another may not. Similarly, one student with low vision may request exams and handouts in large print, while another may be able to read the small print using a magnification device.

Many students are comfortable with their disabilities and very familiar with the accommodation process that works for them. Those who have limited experience with what accommodations they need to succeed in the instructors class may be, for example, freshmen, students whose disabilities are recently diagnosed or have changed over time, and students who are taking a certain type of class for the first time, such as a computer class or lab science. Not all students will feel at ease initiating the arrangements needed for appropriate accommodations. There are a number of reasons why students become apprehensive with this process. Some of these may include: drawing attention to their differences, acquiring labels that stigmatize, experiencing negative reactions in the past, asking for accommodations others may perceive as unfair, lacking confidence in approaching those in power, and/or having never been required to assess their own needs and initiate required action(s).

COUNSELING AND AUXILIARY AIDS SUPPORT

The primary goal of the Disability Coordinator in the OSS is to make sure that students with disabilities have equal access to an education at Blue Ridge Community and Technical College. This counselor can also assist instructors with making decisions about reasonable accommodations, curriculum modifications, class adjustments, and instructional strategies for working with students who have specific disabilities. The following are some of the job duties of the Disability Coordinator:

- **Counseling:** Students are assigned to the Disability Coordinator who is trained and knowledgeable about specific disabilities. The counselor will work with students on issues of academic accommodations, disability adjustment, advocacy skills, learning strategies, and transition. The Disability Coordinator may act as an advocate for students to ensure access to

appropriate accommodations/auxiliary aids. The counselor may serve as consultants to faculty and staff on disability-related issues and provide in-service training.

• **Accommodations/Auxiliary Aids Staff:** The Disability Coordinator can assist students in accessing exam accommodations, getting printed materials converted to accessible formats, and learning how to use assistive technology.

SIX POINTS TO GUIDE INSTRUCTORS

1. Provide accommodations for students with disabilities by collaborating with the student and the OSS. Although the OSS is the designated office to provide appropriate accommodations and auxiliary aids for students with disabilities, in order for most accommodations to occur, instructors, students, and the OSS staff must collaborate, communicate, and follow through on commitments in a timely fashion.

2. Include a statement regarding accommodations in the instructor's syllabi. The following is an example of a syllabus disability statement that can be used or adapted for the instructor's course syllabi:

STUDENTS WITH DISABILITIES

Students desiring or requiring accommodations to the standard course delivery and/or assessment policies must meet with Ms. Michelle Smith, Student Development Coordinator, Office 1304 at 304-260-4380, ext. 2117. It is the student's responsibility to obtain proper documentation. For those without documentation, the Student Development Coordinator will meet with the student to determine whether or not to secure testing. Once accommodations are put into place, instructors will receive a copy of accommodations from the Student Development Coordinator. Instructors will discuss with the student which accommodations the student wishes to apply to each class. To ensure that accommodations are discussed, instructors will initiate the conversation with the student; however, it is preferred that the student initiates this conversation.

3. Meet with students with disabilities regarding disability matters, and maintain their confidentiality. Conduct disability-related meetings in a private location.

4. Students have the right to choose not to use accommodations. If a student asks, retroactively, to redo an assignment or retake a test, etc., because he/she has failed to use accommodations, instructors are not under any obligation to do so.

5. Do not provide accommodations to a student who is not registered with the OSS. Not all students with disabilities are registered with the OSS. Students not registered with the OSS shall NOT receive accommodations. This office is the only office designated to review documentation of a disability and determine eligibility for specific accommodations for students. Students needing accommodations must self-report.

6. Work with the OSS to provide individualized accommodations, auxiliary aids, and support services based upon disability documentation, functional limitations, and a collaborative assessment of student needs.

Exam Accommodation Arrangements for Faculty

If the student chooses to take his or her exam in the classroom it is very important for the instructor to provide any necessary accommodations (i.e. extended time, reduced distraction environment, etc.). For example, the instructor may need to find a reduced distraction environment (i.e. the instructor's office, an empty classroom, etc.) for a student or make scheduling arrangements in order to provide extended test time.

Students who choose to take his or her exam in the OSS are required to schedule the exam **ONE WEEK** in advance. This allows the OSS staff to prepare any necessary accommodations. If a student chooses to take his or her exam in the OSS the instructors are responsible for sending a copy of the exam, including all instructions, to the office. This can be done through the exam proctoring form attached at the end of this handbook or found on our website at www.blueridgectc.edu.

Essential Information to Include when Sending Exams to the OSS

- The instructors name
- Student's name
- Course title and class meeting days and times
- Course department
- Any special instructions for the student (i.e., use of a calculator, open book/notes, etc.).
- The *latest* date and time the student is permitted to take the exam. This will assist us in making sure the student schedules his or her exam appropriately. If the student does not take the exam by the date and time specified, the exam will be automatically delivered to the instructors department
- Whether the instructor prefer the exam delivered back to the instructors department, or if the instructor will pick the exam up at the OSS

Self-Disclosure

- The student with a disability is encouraged to identify him or herself to the instructor during the first or second week of the semester. If the student does not approach the instructor, the instructor may arrange a meeting in private with the student to discuss accommodations.
- Faculty members will receive a copy of the student's accommodation letter in their BRCTC email (**this is why it is extremely important to check emails**). This letter, prepared by the Disability Coordinator, will verify that the student is entitled to accommodations.
- A student may receive no accommodations until the instructor receives an accommodation letter from the OSS.

Exam Date & Time

- The student must schedule his or her exams during the hours the OSS is in operation (M, T, W, R: 8am-6pm; F: 8am-4:30pm during the academic year).
- Any student who needs to take their test at a time and date other than when the class is taking the exam must obtain their instructors permission and the OSS requires proof of the permission before proctoring this.
- If the student fails to complete his or her exam at the scheduled time and/or provide proof of instructor's permission to take it at another time, the test will be returned to the appropriate department.

NOTE: Due to the increased need for testing service, the OSS may need to schedule a student's exam appointment at a different date and time than when the class is taking the exam. If this situation arises, the instructor will be notified by the OSS.

American Sign Language

- American Sign Language may be the primary language for some students who are deaf or hearing-impaired. Hence the grammatical subtleties of their "secondary language", English, may pose problems in addition to slowing their reading speed.
- If the test is in written format, the OSS can provide a sign language interpreter who reads and translates the questions to the student in sign language. If the method of evaluation is oral, the interpreter can reverse this translation process for the student.

Cheating & Plagiarism

- Any incidents of improper test taking, as defined by the College's Policy on Student Cheating and Plagiarism, will be handled as if they occurred in the classroom.
- If cheating is evident, the OSS proctor will stop the exam immediately, and the exam will be returned to the instructor with a written explanation of what occurred.
- It is expected that the instructor will hold the student accountable for his or her inappropriate action according to college policy in the Student Handbook.

Exam Policy Myths

The OSS denies a student exam accommodations if they do not schedule one week in advance. The OSS does not deny a student testing accommodations. Due to extenuating circumstances beyond the students/staff control, faculty and students can schedule without following the one week scheduling policy.

The OSS denies a student exam accommodations due to limited resources (room alone, etc.). If the OSS is unable to accommodate a student, the OSS will contact both the instructor and the student to make arrangements for the student to take the exam during a time that accommodations are available.

A student can take an exam whenever he or she wants. Every student is required to take his or her exam at the same time as the class unless the student has a valid scheduling conflict (i.e. the OSS is closed at exam time, class immediately following exam, etc.). If a student needs to take an exam at a different time, the student must have the instructor's written permission.

Exams are not secure after being sent to the OSS. The OSS is very strict about maintaining the integrity of exams. The OSS only uses confidential envelopes to transport exams and returns any extra tests to the instructor. If an exam is copied for any reason (i.e. translating it into Braille, enlarging, etc.), all copies are either shredded or delivered back to the instructor. Please let the OSS know if you have any concerns about the security of exams.

*NOTE: The OSS assumes responsibility for the security of the exam once it is received. To ensure the security of exams, the OSS requests the test be hand delivered.

Accommodation Examples

The OSS will determine accommodations as mandated under federal law. Please remember that student needs are highly individualized and what works for one student with a particular disability may not be effective for another student with the same disability. Examples of accommodations are numerous. Below is a list of some common accommodations.

- Extended time for exams
- Reduced distraction environment for exams
- Large print exams
- Test reader/writer
- Interpreters
- Notetakers
- Copies of overheads and PowerPoint
- Taping lectures
- Accessible room and/or desk
- Calculator

Accommodations Policies

Extended Test Time Procedure

Time Allotment: The extended time should be time and a half of the original time allotted for the test.

Class Instruction: If class is scheduled to have lecture after a test, the instructor should do so as planned. Once the student has completed his/her test, it will be the student's responsibility to speak to the instructor or another classmate to get caught up on the lecture. When possible, the student should arrive earlier than the start of class to begin the test so that the student can fully participate in the class. The testing center may be utilized so the student does not miss class lecture.

American Sign Language Procedure

Within the Classroom: Arrange seating that allows for appropriate viewing of the interpreter. The interpreter is not to be involved in a dual role inside the classroom. The student should not request an interpreter to engage in the following roles: counselor, tutor, friend, confidant, in class assistant, note taker, transportation provider, professor, or other roles that are unrelated to interpreting services. The student is responsible for all course content, exams, assignments, and other course requirements. The interpreter is not responsible for the grade the student receives. If the student has questions about course material, grades, or related course aspects, he/she should speak to the instructor. Interpersonal conversations with the interpreter are inappropriate during class time. Students should reserve personal communications to times before or after class.

Scheduling an Interpreter: If the student needs to speak with the instructor or with other students after class for a meeting or tutoring, the student must inquire if the interpreter is available. If the interpreter is not available, the student will need to schedule an appointment for a later date. If interpreting services are needed for an institutional related activity or program other than academic classroom interpreting, the student should contact the interpreter as soon as possible to request interpreter services.

Problem Resolution: Discuss any issues regarding interpretation services that arise with the interpreter. All issues regarding class material are to be first directed to the instructor. If the problem cannot be resolved, the student will then need to speak to the Disability Coordinator. Should the interpreter be absent from class or another scheduled event, the student will need to report to the Office of Student Success immediately.

Notetaking Procedures

Finding a Notetaker: Instructors will assist students in finding a competent notetaker. If the student is not able to secure a notetaker at the end of the second week of classes, or as soon as possible, then instructors are asked to provide photocopies of their notes. Provide feedback to the notetaker on the quality and consistency of their notes.

Recording Lecture Procedure

Recording the Lecture: Students are required to let the instructor know that they will be recording the class lecture.

Recordings: The recordings are sources which are governed by rules of academic conduct. All academic integrity policies are in effect for this accommodation. Please see the Blue Ridge Community and Technical College Student Handbook for the full academic integrity policy.

Respect for Instructor: Upon the request of the instructor, the student will delete the recordings when they are no longer needed for academic work. The class lecture is property of the instructor and should not be used for anything other than the purpose of the specific class. Students are held to Academic Integrity and are subject to academic actions if violations occur.

Test Reader Procedure

Test Reader: Due to wordage and a better understanding of the criteria on the test, it is best if the instructor can do the test reading. This may have to be done at a separate time from the original testing time. Should an instructor be unable to read the test for the student, a member of the Office of Student Success may read the test for the student. Notification must be submitted to the Office of Student Success at least one week prior to the test. At no time is a student permitted to provide their own test reader.

Test Items: Students will not be permitted to have any other items with them during the test (cell phones, backpacks, iPods, purses, etc.).

Completed Test: Once the student has completed the test he/she should leave the test with the test reader. The test reader will submit the test back to the instructor via his or her mailbox in their respected division. Students should never keep a test in their possession after it has been completed.

Testing in Private Procedure

Testing Area: The student may come to the Office of Student Success or to another assigned place to test in private. The student and instructor need to agree on a place for the testing to occur.

Completed Test: Once the student has completed the test he or she should leave the test with the test reader. The test reader will submit the test back to the instructor via his or her mailbox in their respected division.

Testing Duration: Students are not permitted to receive help from any other person, including other faculty, staff members, or other students during the test. Students are simply leaving the room to test in private, not for assistance.

Testing Time: Unless other arrangements are made, students should take the test at the regularly scheduled class time. If students are taking the test in the testing center, they will need to check availability of the center.

Waiver of Absence Procedure

Documentation: Students will need to submit proper documentation to the Office of Student Success in order to receive the accommodation for Waiver of Absence. Documentation, when possible, should be submitted in advance or as soon as possible after the date of the class missed. The Waiver of Absence accommodation will not be provided to any student without documentation on file in the Student Success Office.

ACFN: Academic Foundation classes are mandated by the State of West Virginia. Blue Ridge Community and Technical College must follow the guidelines in place and has very little control over the procedures for ACFN courses.

Student's Responsibility: It is the student's responsibility to work with the instructor on any issues or concerns that arise with emergency situations or health issues. The Office of Student Success will serve as a vessel in support for the student during the time of absence.

Class assignments: All work must be submitted by the end of the semester. Incompletes will be limited and will be addressed on a case by case basis. Students who miss class and fall behind are encouraged to work with the Office of Student Success.

Who qualifies for disability accommodations?

A qualified individual with a disability is one who can provide documentation of such a disability. Acceptable documentation includes an I.E.P from High School, 504 plan, or documentation from a medical professional. All documentation must be less than 5 years old; however, special circumstances may be arranged with approval from the ADA Coordinator. If documentation cannot be provided, Blue Ridge may be able to arrange for formal testing.

Common Disabilities (Including but not limited to)

- Psychiatric / Psychological disorders
- Blindness / Low Vision
- Deaf / Hard of Hearing
- Learning Disabilities
- Emotional or Mental Illness
- Chronic Medical Illnesses
- Attention Deficit / Hyperactivity Disorder
- Mental / Physical Disabilities
- Speech Disorders
- Spinal Cord / Traumatic Brain Injury
- Autism

HOW TO REGISTER WITH OSS

1. Contact the OSS by phone or e-mail to request an accommodation request form or visit our website at www.blueridgectc.edu.
2. Submit the completed form with documentation of a disability.
3. Once approved for services, the student schedules an appointment with the Disability Coordinator to discuss goals/objective and the Student Handbook.
4. During this appointment, appropriate accommodations and the OSS policies and procedures will be discussed.
5. The Disability Coordinator will then provide the instructors and student with a copy of the accommodation letter.

RESPONSIBILITIES

It is each student's responsibility to:

- Meet the essential qualifications and institutional standards
- Disclose the disability in a timely manner to the OSS
- Provide appropriate documentation of the disability
- Meet with the Disability Coordinator to discuss and determine accommodations
- Inform the OSS if any changes to accommodations or services are needed
- Work with faculty and staff to implement necessary accommodations
- Request accommodations each year

The Office is responsible for:

- Evaluating and maintaining disability-related documents
- Certifying a student's eligibility for services
- Determining reasonable accommodations
- Developing plans for the provision of accommodations
- Removing physical and programmatic barriers for students with disabilities
- Maintain student confidentiality

FACULTY RESPONSIBILITIES

Respond to reasonable requests

Faculty is required by federal law to provide reasonable accommodations. This is a fairly vague term, and if the instructor is unsure whether something a student is requesting is reasonable, contact the OSS for consultation. Anything that is requested through our letter indicates that we have reviewed the documentation and consider these accommodations reasonable.

Test what the instructor want to test, not the disability (a rationale)

The rationale for providing test accommodations is that it would be discriminatory to administer any test in such a fashion that would "test the disability" instead of testing knowledge or skills you expect your students to have acquired. When a disability prevents the student from demonstrating to the instructor what he or she knows, an accommodation is necessary.

One example is a student with a mobility impairment that causes him or her to write slower. If the test is collected with all the others and the student has only completed half of the test, the student fails the test without having the opportunity to demonstrate knowledge or skills tested on the second half. The instructor has "tested the disability," or assessed the student's writing speed rather than what the exam was designed to assess. The same thing occurs when a student with a learning disability (a processing disorder) is not given adequate time to process questions and answers.

Specific Suggestions for Instruction

Students with disabilities vary considerably, even those with the same disability. For example:

- Some students have no vision; some are able to see large forms; others can see print if magnified; and others have tunnel vision with no peripheral vision or the reverse.
- Some students with learning disabilities have difficulty with reading and writing, but excel in math. Other can read and write well and perform math problems well, but their pace is below that of an average student.
- Since students with disabilities vary so much, ask them about instructional strategies that might be helpful to them.
- Students do not have to tell the instructor the nature of their disability. Some will choose to tell the instructor, but others may choose not to discuss the specifics of their disability. Students should be self-advocates and make requests for accommodations. The functional impact of an invisible disability may be just as impactful in an academic setting as a more visible disability.
- Students with disabilities vary in their academic success. The instructors need to expect that some students with disabilities will get A's on every test while others may fail.
- There are often special considerations when instructing students with disabilities. The following good teaching practices may be helpful to all students in the class.
 - Practice universal design for learning, an approach to designing course instruction, materials, evaluation, activities, and content in such a way that all people can participate in the educational process without adaptation or retrofitting. Using this concept, accommodations would likely not be necessary because options for learning and evaluation are available to anyone participating in a class. This approach to teaching and learning is ideal, but incorporating some aspect of this instructional approach may be feasible as well as helpful to students.
- Collaborate and take responsibility for your role in providing accommodations. Provide opportunities to meet with students, assist in getting note takers, provide the OSS with exams when students need to take exams, and consult with students and/or Disability Coordinator as necessary.

Be Responsive to the Needs of Students with Specific Disabilities

- Don't turn your back to a student who is deaf or hard of hearing. She/he may be reading your lips.
- If the instructor have a student who is blind or has low vision, use words to describe what the instructor and others see. Provide students who are blind with orientation to the classroom. Describe the physical layout of the room including any obstacles, furniture, lecture position, steps, etc.
- Assist with preferential seating when necessary.
- Assist with making arrangements for a room change if the room is inaccessible. Do not suggest that the student drop the class. Students must have access to all classes.
- Students with disabilities may have additional helpful suggestions. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology that they use.
- Strategies and aids that provide structure are helpful. Examples include a comprehensive syllabus that clearly delineates expectations and due dates; study aids such as study questions, study guides, opportunities for questions and answers; and review sessions to help the student who needs a lot of repetition.
- Never discuss disability-related arrangements in front of the class unless it's a situation where there is no chance that the student with a disability will be identified.

Emergency Procedures

Emergencies occasionally occur as well as emergency drills. Instructors and staff should develop a plan of action if they are aware that they have a student with mobility, visual, or hearing limitations in their classroom. Ultimately, the person with a disability is responsible for his/her own safety in an emergency situation, but it is important that classroom instructors play a role in student evacuation. If you need assistance in developing a plan, contact the OSS.

In the event of a mental health crisis, the 24 hour hotline is 304-263-8954 then dial 0. Should this take place after hours the instructor will dial the same number above and then press option #4. The instructor will be immediately transferred to a person. As that time they will you're your information and a counselor will call back within 20 minutes. Please notify the Disability Coordinator via phone or email of any mental health referrals.

Frequently Asked Questions

Q: Who is responsible for determining appropriate accommodations?

A: The Office of Student Success is the office that determines appropriate accommodations. The office bases decisions upon documentation collected from a student with a disability, the student's functional limitations, and the student's clarification about specific needs and limitations.

Q: Am I required to provide exam accommodations to students who receive this accommodation?

A: Yes. The Rehabilitation Act of 1973, Section 504, as well as the Americans with Disabilities Act (ADA) protect students with disabilities. These laws require that qualified students with disabilities get equal access to an education, including exam accommodations.

Q: A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations?

A: If you have not received a letter from the OSS indicating that the student is qualified for accommodations, encourage the student to register with the OSS. Once the OSS has documentation of the disability on file, and the student completes paperwork giving us permission to communicate with his/her professors, the OSS will send a letter to the instructor indicating what accommodations the student should receive in class. Students cannot receive accommodations until this letter is received.

Q: Do I need to have the student sign the bottom of the accommodation letter I receive?

A: Yes. Make any needed comments on the form, sign and date it, have the student sign and date it (this is for the instructor's protection).

Q: I have a student who is having difficulty in my class. I think he/she may have a disability. What should I do to help him?

A: Talk privately with the student to discuss your observations. The student may reveal he/she has a disability. In this case, encourage the student to register with the OSS to receive appropriate accommodations. If the student has no documentation and the OSS will meet with that student to determine if the student should be referred for diagnostic testing for a suspected learning disability.

Q: Am I required to lower the standards of a required assignment because the student has a disability?

A: Absolutely not. Standards should be the same for all students. Students with a disability should be permitted to utilize reasonable accommodations in the course, but the quality of the work should be the same.

Q: I have a student with a disability who is behind in their schoolwork. The student has missed several classes and has not handed in several assignments. At this point, the student is not passing the course. Do I have a right to fail a student with a disability?

A: The standards of the student's work should be the same as his/her peers. It may be a good idea to discuss your observations with the student, just as the instructor would with anyone else in your class who is having difficulty. It is recommended to contact the Disability Coordinator.

Q: I give pop quizzes and other in-class assignments in my course. Do I need to provide accommodations for these assignments?

A: Remember that the same accommodations that apply to full-length exams also apply to pop and other quizzes, in-class writing, or other in-class assignments. For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes in which a student requires extended time would be to have the student start in class and finish after class. Again, students may choose to take their quizzes in the OSS. The instructor may contact the OSS for special arrangements for any pop quizzes. A possible solution for in-class assignments would be to consider giving the student until later that day or the next day to complete the assignment. Discuss these issues in your initial meeting with the student. Again, please contact the OSS if you have any questions or concerns regarding these types of assignments.

Q: I received an accommodation letter from a student but he/she never spoke to me about the letter or his accommodation needs. What do I do?

A: Ask to speak to the student in private and ask that student if they wish to use their accommodations.

Q: What is a learning disability and what is ADD?

A: A learning disability results from neurological differences that may alter an individual's ability to store, process, retrieve, or produce information.

Major areas impacted include reading, writing and mathematics. Attention Deficit Disorder (along with the closely related ADHD—Attention Deficit Hyperactivity Disorder) is a neurological disability characterized by difficulties with tasks involving executive function. These include:

- Planning skills
- Organizational skills

- Selective attention
- Maintenance of attention
- Impulse control

Q: There is a student who is blind and uses a guide dog in my class. How should I interact with the animal?

A: Always address the student before the animal. The animal is usually “on duty” and working to help safely guide the student. It is important not to distract the animal (i.e. by affection, petting, etc.) while he is working because it puts both the animal and the handler in danger. Even if the animal is “off duty”, it is still important to ask the handler for permission before petting the animal.

Q: I have a student who is blind in my chemistry lab. How is the student going to participate and be graded in his lab work?

A: If possible, assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner cannot be found, suggest to the student that he needs to contact the OSS as soon as possible for assistance in getting a lab partner. The speed in making these arrangements is critical so that the student will not fall behind. In most situations, students have made arrangements for a lab assistant prior to classes starting.

Q: We are making a decision about accepting a student with a disability into a degree program. I am concerned about the cost of providing accommodations, the extra time this student will require, etc. Are we required to accept this person?

A: Students with disabilities need to meet the same requirements as all other students when considering acceptance in a program. If a student with a disability meets the same requirements as other applicants and is otherwise qualified, then any disability-related concerns cannot be taken into consideration.

Q: A student came to me in the sixth week of the semester requesting accommodations and I recently received their letter. I feel this is too late to ask for accommodations and arrangements should be made at the beginning of the quarter. I even made an announcement on the first day of class to meet with me about these arrangements. Do I have to provide accommodations for someone this late?

A: Yes. There could be numerous reasons why a student makes a late request. Perhaps he/she could not get documentation of his or her disability any earlier and, therefore, could not initiate accommodations earlier. Some students try to take a class without accommodations but find that they aren't doing well and need accommodations. Whatever the reason, students may make requests for accommodations any time during the semester. There may be a few situations where

students make a request for accommodations so late that appropriate arrangements are impossible to make. An example of such a request might be a student requesting an entire textbook be converted to alternate format at the end of a semester. The instructor must provide accommodations only at the point when a student makes a request and the instructor and the OSS are able to make appropriate arrangements. The student is too late if he or she reveals a disability after the completion of a class and requests deletion of unsatisfactory grades.

Disability Services Guidelines for Proctoring Faculty Test

1. Use the Disability Services Form for Proctoring Faculty Exams as a cover sheet and directions for the Test Proctor.
2. Use a new form for each test and each student that the instructor need proctored.
3. Leave the same # of copies of the test as the # of students who will come to take it.
4. Drop off tests directly to Michelle Smith in 1304 or tests may be e-mailed.
5. Available hours for proctoring mat vary. Instructors may set up appointments with Michelle Smith by phone or email to set up a day and time to test.
6. To ensure tests gets proctored in a timely manner, a two day minimum notice is required for all test proctoring. The more advance notice the instructor give, the more likely the test will be proctored by your deadlines.

Filling out the Form for Proctoring Tests for Faculty:

- The due date should be the last day the instructor will let the student take the test. If the student comes to take the test and the due date has past we will not give the student the test.
- Only put a time limit down unless the instructor want the test collected when the time is up or note the extra time taken.
- Send any items to Michelle Smith with the test that the student needs to use during testing, especially if you want a SCANTRON form used. We can supply pencils, pens, paper, and calculator.
- Please include specifics in the Special Instructions/Notes or Accommodation section. Advance notice and appointments for students with accommodations is a must!
- Include anything else the instructor think we may need to know about the test itself or the student(s) taking it in the special instructions/notes section.
- REMEMBER to use a separate form for each student. This is important for ADA Federal laws and confidentiality.

Disability Services Faculty Form for Proctoring Test

Student Name: _____

Test Name: _____ Course Name & Section: _____

Instructor: _____ Instructor's Phone: _____

Instructor's E-mail: _____ Department: _____

Due Date: _____ Time Allowed: _____

If Student exceeds the time allowed what should the Test Proctor do?

Collect Test Note Extra Time Taken Nothing

Indicate ALL items student is allowed to use during testing:

Book Notes Calculator Dictionary Computer

Paper

Other _____

Student is permitted to write directly on test: YES NO

How will the instructor get the completed test?

Pick up from 1300 Put in the instructors mailbox

Other _____

Special Instructions/Notes:

Accommodations Needed:

**Contact the Office of Student Success Disability Coordinator to discuss specific situations
or need for clarification about accommodations.**

Blue Ridge Community and Technical College

The Office of Student Success
13650 Apple Harvest Drive
Martinsburg, WV 25403
304-260-4380 Phone
304-260-4376 Fax

www.BlueRidgeCTC.edu

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