This document is provided as a reference for professors who may have questions regarding the implementation of accommodations provided for a student with a documented disability. However, please do not hesitate to contact the Crit Muniz, the Disability Support Specialist, with any questions you may have.

The accommodations that are listed in the Authorized Student Accommodations form are in general terms, but that is intentional so that each instructor can work individually with the student on what is best for each specific assignment in that particular course. Unfortunately, with accommodations stated in general terms, it can be difficult for professors to determine what is appropriate and reasonable. The following information is intended to help you determine how to implement the accommodations in your course.

**General Guidelines**

Students with disabilities are protected from discrimination on the basis of their disabilities, and must be given equal access to all aspects of their coursework.

Accommodations are not meant to give students advantages in the classroom, but instead ensure that students have equal opportunities as other students to demonstrate their academic abilities.

Accommodations are not retroactive. Any work that has been completed, or should have been completed to this point, is not covered.

The student must initiate a conversation with the professor in order to make firm plans for implementing the accommodations. It is acceptable to ask a student if he/she feels comfortable about telling you about their disability and how they learn best. However, you may not force a student to disclose their disability. Often students will sign a release of information in the Disability Support Office. Please feel free to contact Crit Muniz and ask if a student has given him permission to speak to faculty on their behalf.

Any accommodations that would fundamentally alter your course need not be made. For instance, in a test that is designed to measure a student’s ability to perform basic math calculations, the accommodation of using a calculator would not be appropriate. However, if the test is designed to measure the student’s ability to perform complex math functions and follow the correct steps to solving an equation, the use of a calculator should not alter your assessment of the student’s ability in this area.

**Attendance**

Some disabilities leave students prone to infection and illness on a frequent basis. Still others may have medical disabilities where “flare ups” of their condition that prevent them from attending all classes. For students with such disabilities, professors may be asked to give special consideration for exceptions to the attendance policy. This is not a blanket excuse for unlimited absences; instead, these students should be permitted more absences than the rest of the class – within reason – without penalty. The student and professor should have a conversation to negotiate how many additional absences would be permitted. In these instances, professors may also need to be flexible with assignment deadlines.
Notes and Class Handouts

- Some students have physical disabilities that prevent them from being able to take notes in class. Others have processing disabilities that prevent them from being able to keep up with taking notes.
- For the same reasons listed above, some students will require copies of any charts or presentations that are displayed in class, either in advance or after class, to assist their ability to process the information. Providing these materials in advance is the most beneficial method.

Assignment Deadline Extensions

- Time extensions should not go beyond the pre-scheduled end date of the course.
- Regular, weekly, or bi-weekly assignments generally should not be subject to time extensions, since extending deadlines on this type of work only puts the student behind, with catch-up work to be done at the end of the semester.
- Any type of discussion post, group work, or class presentation should not be extended since this would impact the student's ability to interact with the class, and would be a fundamental alteration of the assignment.
- Typically, extensions should only be applied to “major” assignments such as special projects and papers; defining which assignments for your class are considered "major" is up to your discretion.
- You may want to consider having the student submit what they have completed on the original due date, and then have the finished assignment submitted in full on the extended deadline date.
- In talking with the student, you will most likely find it helpful to hear what exactly the student struggles with - is it gathering resources, is it organizing their thoughts, is it the actual writing process? The student has the right to speak freely with you or refuse to discuss aspects of their disability. With the added information it may be more useful for the student and instructor to have the student focus on time management and organization with a tutor rather than a time extension.

Testing Accommodations

- Discuss potential scheduling conflicts with the student when determining a time for the administration of modified tests. Extended test time may not interfere with another regularly-scheduled class. If you are giving quizzes followed by lecture, devise a plan by which the student will get extended time on the quizzes without missing your lecture.
- Some student's accommodations allow for their tests to be taken in the Learning Center. In those cases the student should remind professors of this and make an appointment in the Learning Center to take the test. A copy of the test then must be delivered to the Learning Center prior to the appointment.
- A student's accommodations will give them either, time and half or double time depending on the nature and severity of their disability. Do not assume that if a student is able to complete a particular test or quiz without an extension, he or she won't ever need the extension.

If you have any questions about the Authorized Student Accommodations for your student, please feel free to contact Mr. Crit Muniz, the Disability Support Specialist, at (757) 233-8898 or nmuniz@vwc.edu.