Curriculum Points to Consider

Areas of Functional Limitation

VISION
- Reading Assignments and Memos
- Taking Notes in Meetings
- Materials written on bulletin boards and handouts
- Films, Slides and Transparencies
- Models, Specimen Samples
- Paper and other written works
- Site Visits
- Library Work perception
- Preparing of documents

SPEECH LIMITATIONS
- Giving Speeches
- Asking Questions
- Providing Answers
- Interviewing
- Reading Aloud
- Small Group Work
- Discussing Problems with Instructor/Supervisor

HEARING
- Taking Notes in Meetings
- Group Work
- Interviews
- Films

OCCASIONAL LOSS OF PHYSICAL CONTROL/FATIGUE
- May Miss Class
- Fatigue During Long Days
- May require extra time for assignments

NO VERBAL COMMUNICATION POSSIBLE
- Speeches
- Responding to Inquiries
- Asking Questions
- Group Work

HAND/ARM FUNCTION LIMITATION
- Note Taking
- Paper Writing
- Research
- Lab Work

LEARNING MODE LIMITATIONS
- Note Taking
- Paper Writing; Test Taking
- Research
- Oral/Written Instructions

MOBILITY/STANDING LIMITATIONS
- Access
- Lab Work
- Absences/Fatigue
- Research
- Giving Presentations
Curriculum Points to Consider

What to do if…

- **A student requests accommodations but does not have a DSS accommodation agreement**: You are within your rights to accommodate only after receiving the memo and you are encouraged to refer the student to DSS.
- **You suspect that a student may need an accommodation due to a disability (perhaps test grades are inconsistent with class participation, for example)**: This student has not presented a DSS accommodation agreement and you wonder if you should discuss disability with the student. Maybe, maybe not. If you are strongly concerned, arrange time to discuss a variety of GRCC academic supports with the student. In this context, it would be appropriate to mention DSS.

Accommodating Students Needing Accessibility
Rights and Responsibilities

<table>
<thead>
<tr>
<th>INSTRUCTOR RIGHTS</th>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>• To receive reasonable advance notice of a student’s need for accommodations</td>
<td>• To receive appropriate academic accommodations</td>
<td>• Timely self-disclosure of a disability to Disability Support Services</td>
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<tr>
<td>• To hold all student work to the same academic standards</td>
<td>• Confidentiality concerning their disability and accommodations</td>
<td>• To engage in an informed discussion with instructors about accommodations</td>
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<tr>
<td>• Academic freedom in course design and implementation</td>
<td>• To be treated with dignity and equal rights regardless of disability</td>
<td>• To complete the essential components of elected courses and programs of study</td>
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For more tips on teaching students needing accessibility, contact us:

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Disability Support Services
Student Center Room 368
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