

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

HEARING

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

NO VERBAL COMMUNICATION POSSIBLE

- Speeches
- Responding to Inquiries
- Asking Questions
- Group Work

LEARNING MODE LIMITATIONS

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

SPEECH LIMITATIONS

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

OCCASIONAL LOSS OF PHYSICAL CONTROL/FATIGUE

- May Miss Class
- Fatigue During Long Days
- May require extra time for assignments

HAND/ARM FUNCTION LIMITATION

- Note Taking
- Paper Writing
- Research
- Lab Work

MOBILITY/STANDING LIMITATIONS

- Access
- Lab Work
- Absences/Fatigue
- Research
- Giving Presentations

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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

<p>INSTRUCTOR RIGHTS</p> <ul style="list-style-type: none"> • To receive reasonable advance notice of a student's need for accommodations • To hold all student work to the same academic standards • Academic freedom in course design and implementation 	<p>STUDENT RIGHTS</p> <ul style="list-style-type: none"> • To receive appropriate academic accommodations • Confidentiality concerning their disability and accommodations • To be treated with dignity and equal rights regardless of disability
<p>INSTRUCTOR RESPONSIBILITIES</p> <ul style="list-style-type: none"> • To implement classroom and testing accommodations • To facilitate the production of materials in alternative formats (Braille, large print, advance copies of Power Point slides and overheads) • To facilitate (if necessary) volunteer peer note takers 	<p>STUDENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Timely self-disclosure of a disability to Disability Support Services • To engage in an informed discussion with instructors about accommodations • To complete the essential components of elected courses and programs of study

For more tips on teaching students needing accessibility, contact us:

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