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

Office of Accessibility | 300 Main Building | 143 Bostwick Avenue, NE | 616.234.2227
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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

**INSTRUCTOR RIGHTS**

- 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

**STUDENT RIGHTS**

- To receive appropriate academic accommodations
- Confidentiality concerning their disability and accommodations
- To be treated with dignity and equal rights regardless of disability

**INSTRUCTOR RESPONSIBILITIES**

- 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

**STUDENT RESPONSIBILITIES**

- 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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**Disability Support Services**  
Student Center Room 368  
[disability@grcc.edu](mailto:disability@grcc.edu) | (616) 234-4140

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