



Faculty Guide to Accommodations

Accommodations are auxiliary aids and services that allow colleges to include students with disabilities in academic and extracurricular activities. The broad category of auxiliary aids and services includes numerous accommodations and technologies that assist students with disabilities.

Introduction to Accommodations

Students with disabilities have met the College admission standards; therefore, any approved accommodations are intended to provide equity. The provision of reasonable accommodations is a shared responsibility among the student, the student's instructors and disability services staff.

The use of accommodations:

- Enhances student independence
- Provides the student with access to course content and academic opportunities
- Allows students to be evaluated based on their ability, not their disability
- Maintains the academic integrity of the course

Faculty members play an important role in determining whether the approved accommodations are appropriate in the context of their course design and evaluation. If a faculty member believes that the approved accommodation fundamentally alters an essential element of the course, they should contact the District Director of Disability Support Services. DSS contact information is located at the end of this document.

Faculty members are responsible for providing the accommodation(s) listed in the notification from Disability Support Services (DSS). The faculty member and student should discuss implementation of the approved accommodations. If the student requests an accommodation that is not listed on their letter from DSS or if a disagreement arises, please inform the student's DSS counselor. At times, students' needs may change and modifications to accommodations are made during the semester. Faculty will be notified of any changes.

General Recommendations for Faculty

Provide the accommodations in a timely manner once you have been notified by DSS of the student's need for accommodations due to a disability. The accommodation notification may provide details and resources. Faculty are welcome to discuss the implementation of these accommodations with the student and disability services staff member listed on the notification.

Foster an environment that supports open communication.

- Students who receive accommodations are encouraged to meet with their instructors at the beginning of each semester/term to discuss their individual needs.
- Include the College's Syllabus Statement on all course syllabi and inform the students of your willingness to provide reasonable accommodations to students with a documented disability.
- Invite students to meet with you privately to discuss their accommodations.

Maintain confidentiality. It is imperative that disability information be kept confidential. At no time should the class be informed of a student's disability, unless the student makes this request. Ensure that faculty-student meetings that discuss student accommodations and/or disability are held in private. During these meetings it is beneficial to discuss the student's learning style and ways their disability impacts them in academic environments. Students are free to disclose any information they choose. The nature of the student's disability and supporting documentation are confidential and on file in the DSS Office. Staff should ensure that information is only released to properly carry out the accommodation.

Evaluate potential barriers to access. When designing a course and syllabus, consider how you can make it universally accessible to all students, not just those with disabilities.

Students are the experts of their disability and the barriers they face. Speak with the individual student about their accommodation needs and barriers that impact their learning. Discuss learning strategies that are effective for them.

Accommodations must be reasonable, and they are not intended to limit faculty's flexibility. Accommodations are necessary for a student to have equal access to all aspects of the learning environment at Hinds Community College. Faculty are not placed in a position of determining disability status and whether an accommodation is appropriate and reasonable. Students only request accommodations from DSS. Considerations for flexibility of deadlines and attendance are at the discretion of the faculty member.

Seek guidance if you have concerns about a student who may be disabled. It is the right of each faculty member to recognize challenges that arise for any student. However, avoid making assumptions and comments about a student's presumed disability. Legally, we cannot ask the student if they have a disability. As you would with any student in your class, explore with the student the academic and support services that are available at the College.

Professional organizations and resources at the college can be used to continually improve course accessibility. Faculty are encouraged to participate in professional development, including training offered by eLearning and Instructional Technology.

Use Disability Support Services as a resource. If you encounter challenges implementing accommodations or if you believe that an accommodation fundamentally alters the course, please contact your campus DSS counselor or the DSS district director.

Common Academic Accommodations

When the student has fulfilled the steps in the accommodations process, Disability Support Services staff approve and/or deny auxiliary aids and services. The approved accommodations are forwarded to the instructor via College email. This notification may address instructional access, assessment accommodations and potential physical barriers. Resources for implementation may be included, as well. Some common academic accommodations include:

- **Accessible Instructional Materials** such as electronic text, Braille or access to presentations
- **Preferential seating** may aid the student cognitively, visually or auditorily.
- **Permission to audio record class lectures for personal study use.** The instructor is notified and the student signs a written agreement outlining the terms and the student's responsibility. Lectures may not be shared with others without the written consent of the instructor.
- **Auxiliary Aids**
 - Reader for tests. The use of computer software or an individual may read exam questions to the student.
 - Scribe for tests. A qualified individual may be needed to write what the test taker dictates.
 - American sign language interpreters and/or assistive listening device
- **Alternative Testing Location.** The use of a private and/or reduced distraction room is a quieter environment with fewer distractions, in which the student may be able to focus more and reduce anxiety. A student who may distract others may need this accommodation, as well. Instructors who provide the reduced distraction testing accommodation may choose to use a location such as an empty classroom, library study room or the instructor's office to administer the assessment.
- **Extended times on quizzes, tests, exams and in class assessments.** Students with disabilities may require additional time for taking quizzes, tests, exams and in class assessments unless speed or efficiency is an essential skill being assessed. Extended time allows their performance to reflect mastery of the material, rather than speed. The extended time does not apply to assessments without time limits, such as those completed at home. Instructors who provide the extended time accommodation may

choose to use a location such as an empty classroom, library study room or the instructor's office to administer the assessment.

- **Missing class due to a disability.** Student absences may result from chronic illness, medication concerns, mobility issues or other disability related circumstances. The DSS staff and student discuss the potential implications of missing class. The student is encouraged to provide supporting documentation to DSS and instructors, possibly on an on-going basis. Flexibility in attendance in no way means the attendance policy does not apply. The instructor and the student determine the specifics of attendance due to a disability. If the student or instructor wishes, DSS staff can serve as an additional resource to discuss options related to this accommodation.
- **Note taking assistance.** The note taking process is facilitated by the DSS staff member. The instructor may be asked to announce to the class that a note taker is needed. The
- **The use of assistive technology.** Some students may use technology to aid them in the educational environment. For example, students with a visual impairment may utilize text recognition software that enlarges and contrasts font or converts printed text to voice. Students with limited mobility may use speech recognition technology to dictate their exams.

For more information please visit [Auxiliary Aids and Services for Postsecondary Students with Disabilities](#) by the U.S. Department of Education Office for Civil Rights.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX, Education Amendments of 1972 of the Higher Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable Federal and State Acts, Hinds Community College offers equal education and employment opportunities and does not discriminate on the basis of race, color, national origin, religion, sex, age, disability or veteran status in its educational programs and activities. The following have been designated to handle inquiries regarding these policies: **EEOC Compliance:** Sherry Franklin, Vice President for Utica Campus and Administrative Services, Box 1003, Utica, MS 39175; Phone: 601-885-7002 or Email: EEOC@hindsc.edu. **Title IX:** Randall Harris, Vice President for Advancement and Student Services, Title IX Coordinator, Box 1100 Raymond MS 39154; Phone: 601-857-3889 or Email: Titleix@hindsc.edu.

For more information please contact:

Hinds Community College Disability Support Services

Email: SMO-DisabilitySupportServices@hindsc.edu

District Director

601-857-3532

Jackson Academic Technical Center

601-987-8158

Jackson Nursing Allied Health Center

601-987-4803

Rankin Campus

601-936-5544

Raymond Campus

601-857-3646

Utica Campus

601-885-7022 or 7128

Vicksburg Campus

601-629-6807

Individuals with a hearing impairment may call the video phone at 601-526-4918