

Academic Access & Inclusion at Rhodes

Working Together: Faculty and Students with Disabilities

Student Accessibility Services (SAS) views disability as an integral part of diversity at Rhodes College. Through collaboration with faculty, staff, and students, we ensure students with disabilities experience access and inclusion in educational programs through accommodations or other modifications.

In 2017-18, 14% of Rhodes students were registered with SAS. This population included students with a variety of documented conditions.

- Learning and Attentional Disorders
- Psychiatric Impairments
- Chronic Health Impairments
- Mobility Impairments
- Sensory Impairments
- Traumatic Brain Injuries
- Autism Spectrum Disorders
- Temporary Impairments

Legal Issues

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, SAS determines reasonable accommodations on a case-by-case basis for otherwise qualified students who have demonstrated a need for these services.

All accommodation requests are the responsibility of the student. The following chart outlines key differences between high school and college.

	K-12	Post Secondary
Goal:	Success	Equal Access
Responsible Party:	School System	Adult Student
Primary Advocate:	Parent or Surrogate	Adult Student

Faculty Guidelines for Accommodations

Registered students are encouraged to meet privately with you to discuss one of three SAS forms.

- **Course Accessibility Letter**- outlines approved reasonable accommodations.
- **Provisional Accessibility Letter**- lists accommodations with an expiration date, beyond which you are no longer required to provide accommodations.

- **Notification of Chronic Impairment Letter**- informs you of a chronic/episodic condition that may interfere with coursework.

If you believe the accommodations will compromise the academic integrity of your course, contact SAS to discuss the concern. All accommodations should be approved by SAS before being implemented in the classroom.

Examples of Accommodations

Reasonable accommodations are individualized and based on the nature of the documented disability and the requirements of specific courses. Accommodations are designed to meet the needs of students without fundamentally altering the nature of the college's instructional programs. Following are examples of commonly requested accommodations for different disability categories.

Learning & Attentional Disorders

- Extended time on exams/quizzes, testing in a distraction-limited environment
- Print materials in accessible electronic format for use with reading software
- Assistive technology, smart pen, reading software, speech-to-text software
- Computer for in-class written work and exams
- Peer note-taker, permission to record lectures
- Use of spellchecker or simple calculator
- Preferential seating

Low Vision & Blindness

- Printed materials in alternative format
- Accessible media such as transcribed audio, electronic version of exams, texts and handouts for use with reading software
- Large print or Braille lab signs and equipment labels
- Raised-line drawings, tactile models of graphic materials, adaptive lab equipment
- Assistive technology, screen enlargement software
- Peer note-taker, permission to record lectures
- Preferential seating

Mobility Impairments

- Peer note-taker/lab assistant, group lab assignments
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables, lab equipment located within reach
- Class assignments made available in electronic format
- Assistive technology, speech-to-text software
- Extended time on exams/quizzes
- Food/drinks allowed, permission to leave classroom when disability needs arise

Chronic Health Impairments

- Peer note-taker, permission to record lectures
- Permission to take breaks, food/drinks allowed
- Extended time on exams/quizzes
- Possible flexible attendance requirements

Psychiatric Disorders

- Peer note-taker, permission to record lectures
- Extended time on exams/quizzes, testing in distraction-limited environment
- Permission to take short breaks as disability-related needs arise
- Possible flexible attendance requirements

Deaf/Hard of Hearing

- Sign Language interpreting, captioning services
- Assistive listening device, FM system
- Accessible media such as captioned videos
- Peer note-taker
- Face turned toward student when speaking, use visual aids
- Written assignments, lab instructions, demonstration summaries
- Use of electronic mail for class and private discussions

Autism Spectrum Disorder

- Written notification of any changes to syllabus, assignments, or due dates
- Minimize extraneous sounds (e.g., shut the door to keep out ambient noise) when possible
- Testing in a distraction-limited environment
- Permission to leave room when disability-related needs arise
- Marking answers on exam in lieu of Scantron
- Preferential seating

Concussions and Acquired Traumatic Brain Injuries

- Peer note-taker, permission to record lectures
- Extended time on exams/quizzes, testing in distraction-limited environment
- Possible extensions or flexible attendance requirements when adhering to Rhodes Concussion Protocol

Testing Accommodations

The Honor Code allows you flexibility in the provision of testing accommodations. Registered students will meet with you privately to discuss their Course Accessibility Letters. For extended time on exam accommodations and testing in a distraction-limited environment accommodations, discuss preferences and agree on a detailed plan for exam dates. For example, compare faculty/student schedules and decide whether the student will arrive 30 minutes early, stay 30 minutes later, or test at a separate time altogether on exam days.

The Testing Room (303 Barret Library) provides a non-proctored, distraction-limited testing space for up to 14 students at a time. The room is accessible by fob only to students with approved testing accommodations. There are 2 height adjustable stations and 7 stations with computers.

In order to use the Testing Room, students must schedule an exam time using the online [Testing Room Appointment Link](#). The Test Cover Sheet and detailed Testing Room procedures are available in the [Testing Room Campus Folder](#) on Box. Faculty may submit exams to the Library Check-Out Desk for students to pick up and return, or you can post your exam on Moodle, email to the student, or hand it to the student for them to return upon completion.

Other distraction-limited environment options:

- Reserve campus spaces for 1 or more students with the same accommodation to test together. Encourage students to use ear plugs (available from SAS).
- Use faculty offices or conference rooms that may be temporarily available.
- Allow the student to seek out a quiet space on campus or a study room in the Library.
- Alternate space suggestions include Barrett Library 030, 034, 036, 1st floor computer lab; Burrow Hall 103; Buckman Hall 101, 210; Language Lab; Clough 414, 421.

Inclusive Classroom Techniques

These best practices benefit all students, especially those with disabilities.

Syllabus Statement

- Include a statement on the class syllabus inviting students to discuss academic needs with you. See sample statement below.
- **Access and Accommodations:** *Your experience in this class is important to me. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so we can discuss options. If you have already established accommodations with Student Accessibility Services (SAS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

If you have not yet established services through SAS, but have a condition that requires accommodations (conditions include but not limited to mental health, attention-related, learning, vision, hearing, physical or chronic health), please contact SAS at 901-843-3885, Burrow Hall 4th floor, www.rhodes.edu/accessibility. SAS offers resources and coordinates reasonable accommodations for students with disabilities and temporary conditions. Reasonable accommodations are established through an interactive process between you, SAS, and your faculty. It is the policy and practice of Rhodes College to create inclusive, equitable, and accessible learning environments for all students.

Classroom

- Incorporate visual, auditory, and tactile demonstrations into instruction when possible to appeal to diverse learners.
- During discussions and lectures, use examples that include a variety of characteristics with respect to ability, race, ethnicity, gender, age, religion, SES, etc.
- Repeat or rephrase questions or comments from class before responding. Face the class when speaking.
- Write key phrases or lecture outlines on the board. Provide written instructions for assignments.
- Provide written summaries of demonstrations in advance for students with hearing impairments.
- Verbally describe visual aids if there is a student with a visual impairment in class. For example, you might say, "The 3 inch long steel rod," rather than "this."

Course Materials

- Determine essential elements of the course and include them on syllabus.
- Select course materials early. Distribute syllabus, assignments, and reading lists in advance so that student and SAS can secure accessible formats if needed.
- Whenever possible, select texts that are also available in digital format and videos with closed captioning.
- Make course materials (e.g., syllabus, handouts) available in accessible electronic format.
- Make PowerPoint presentations available to students upon request.

Exams

- Provide testing accommodations, as appropriate. Contact SAS with questions or concerns.
- Ensure exams test the essential skills or knowledge needed for the course.
- Consider multiple assessment methods (e.g., portfolio, multimedia presentation, written, multiple choice).

Labs

- Provide lab orientation, oral and written lab instructions.
- Provide adaptive lab equipment and arrange items so they are easily accessible.
- Assign group lab projects in which all students contribute according to their abilities.

Contact

For additional accessibility resources, questions regarding student referrals, or the provision of accommodations, contact:

Melissa Butler
Director of Student Accessibility Services
butlerm@rhodes.edu

Ben Boevig
ADHD Coach & Consultant
boevingb@rhodes.edu

Website: www.rhodes.edu/accessibility
Location: Burrow Hall 4th floor
Phone: 901-843-3885

Additional Campus Resources

Students are encouraged to take advantage of the following support resources available to ALL Rhodes students.

- **Laser Coaching**—free weekly group sessions focused on improving executive functioning skills and mapping out a detailed plan for each week. Led by a professional ADHD Coach. Diagnosis not required.
- **ADHD Coaching**—private one-on-one coaching sessions, for an additional fee, with a professional ADHD Coach. Diagnosis not required.
- **Campus Map with Accessibility Guide**—version of campus map detailing wheelchair accessible campus routes, ramps, and accessible building entrances, restrooms, and parking locations.
- **Lynx Cart Service**—complimentary intra-campus transportation. Contact Campus Safety at 901-843-3880.
- **Academic & Learning Resources**—individual assistance, workshops, and resources focused on time management, organizational skills, and learning.
- **Peer Coaches**—upper-level students who assist peers with study habits, independent learning, goal setting, and time management.
- **Peer Tutors**—course content tutors available for many introductory courses on a walk-in basis.
- **Supplemental Instruction**—regularly scheduled, out-of-class, peer-facilitated group study sessions targeting traditionally difficult academic courses.
- **Language Center**—resources and peer tutoring in Chinese, French, German, Russian, Spanish, Latin, and Greek.
- **Mathematics and Computer Science Support Center**—tutoring and workshop support for those enrolled in introductory mathematics and computer science courses.
- **Writing Center**—assistance with skill development and all stages of the writing process.
- **Career Services**—individual career counseling and assistance with self-assessment, career exploration, and career decision-making.
- **Counseling Services**—short-term, confidential individual and group counseling by a trained professional, free of charge.
- **After Hours Crisis Hotline**—emergency counseling services outside of regular office hours, offered 24/7 at 901-843-3128.