



HOBART AND WILLIAM SMITH  
COLLEGES

**DISABILITY SERVICES GUIDE**  
— FOR FACULTY & STAFF —



CENTER FOR TEACHING  
AND LEARNING

Dear Readers,

As course instructors, your efforts are key to the academic success of students with disabilities at Hobart and William Smith Colleges. Disability Services has formal responsibility for ensuring that students receive academic accommodations appropriate to their needs, which is dependent upon HWS community collaborations. Each of us, students, instructors, and staff, share responsibility for ensuring access for students with disabilities.

We hope this guide supports you in your work.

In this guide we discuss various disabilities, reasonable and unreasonable accommodations. We outline the responsibilities of students, instructors, and Disability Services. Additionally, we review policies and procedures and provide what we hope you will find to be helpful resources. This guide also explains the support services available, how students gain access to those services, and the procedures to use when working with students with disabilities.

We are here to champion the important ways in which students with disabilities enrich our community, and we look forward to working with you.

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## Mission

Hobart and William Smith Colleges cultivates an inclusive and supportive learning community that values the diverse learning styles of our students. The mission of Disability Services in the Center for Teaching and Learning (CTL) is to engage the HWS community to enhance equity, inclusion, and access by working to remove institutional, classroom, and environmental barriers that impact learning. We provide individualized accommodations, when necessary, to mitigate existing learning barriers.

Disability Services seeks to help students with disabilities take full advantage of the academic and extracurricular opportunities available at HWS. The Associate Director of CTL for Disability Services works independently and in cooperation with other administrative offices and academic departments to:

- Promote accessibility for students with disabilities by providing individualized, reasonable, and appropriate accommodations.
- Assist HWS in establishing policies, procedures, and facilities that are in compliance with state and federal disability laws.

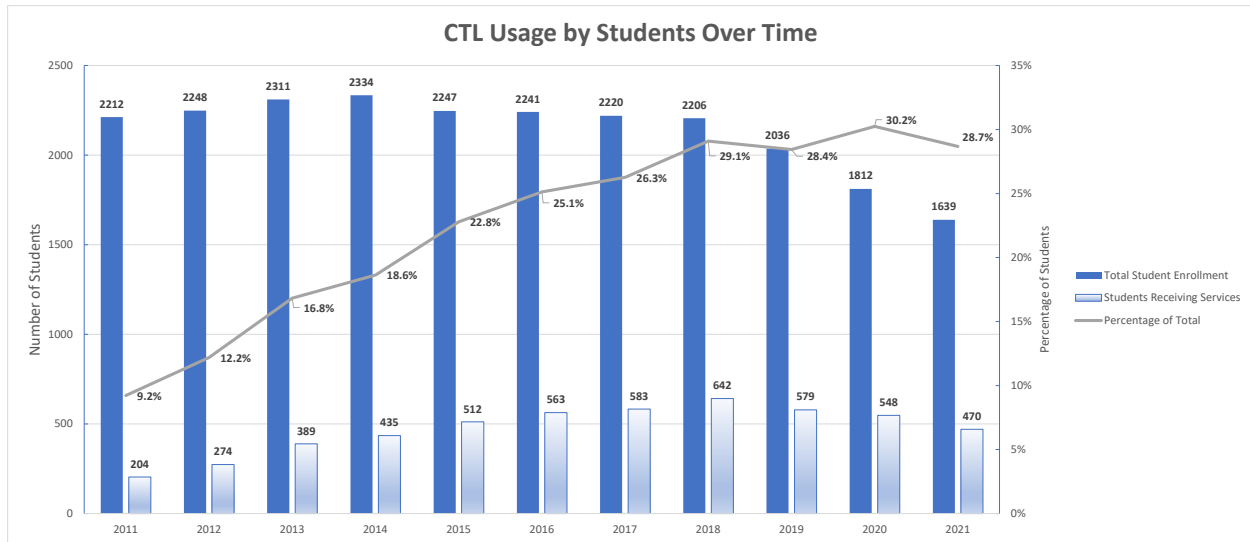
We are here to support the important and valuable ways in which students with disabilities enrich our community.

## HWS Diversity Statement

At Hobart and William Smith Colleges, we strive to create a just and inclusive environment where all students, faculty, and staff are valued and respected. We believe that diversity in identity and perspective enriches our community and prepares us all to lead lives of consequence. We recognize that historical practices and policies have privileged certain groups while excluding others from institutions of higher education, and thus the work of diversity at HWS seeks to account for those inequities by promoting college access and working to ensure that every member of the HWS community has an equal opportunity to thrive. [Hobart and William Smith Colleges](#)

## Introduction

At HWS, the number of students with disabilities has shown a steady increase over the past decade, and now includes 29% of the total student population (Figure 1); while the increase mirrors national trends, HWS has significantly higher numbers of students with disabilities than the national average of 19.4% as of 2016[1].



## The Law: Reasonable vs. Unreasonable Accommodations

Post-secondary responsibilities to individuals with disabilities are mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Both laws address the civil rights of individuals with disabilities: institutions of higher education, including Hobart and William Smith Colleges, may not discriminate in the recruitment, admission, educational process, or treatment of students with disabilities.

The Americans with Disabilities Act (ADA) states:

**“No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, activities of a public or private entity, or be subjected to discrimination by any such entity.”**

A “qualified individual with a disability” is defined as one:

**“...who meets the academic and technical standards requisite to admission or participation in the education program or activity.”**  
**(Rehabilitation Act of 1973)**

Under the ADA, an individual with a disability is defined as:

**“...any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”**

**The ADA states that no qualified person shall be denied access to learning because of a disability and makes clear that postsecondary institutions must provide reasonable accommodations to otherwise qualified students with disabilities to ensure access to educational opportunities.** Disability Services

adheres to the compliance standards related to ADA, FERPA, and HIPAA, as well as NY State Board of Education.

Students who have self-identified as having a disability, provided documentation of that disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all of the educational programs and activities of the Colleges.

## Reasonable Accommodations

Reasonable accommodations are:

- any modifications or adjustments that will allow a student with a disability to participate in a program or have the same rights and privileges as students without disabilities to benefit from all educational programs and activities.
- those that make it possible for a student with disabilities to fully engage in the educational program and for an instructor to fairly evaluate the student's understanding of the material without interference from the disability.
- include specific recommendations of strategies, technology, or aids needed to accommodate the disabling condition without compromising the integrity of the academic program.
- Modifications or adjustments that "level the playing field" for students with disabilities without watering down curricula. Students have both the right to succeed and the right to fail.

## Examples of Reasonable Accommodations

- Providing written communication to supplement verbal communication
- Extended time on tests, quizzes and in-class assignments
- Alternate testing site for exams and quizzes
- Assistive Technology within the classroom
- Reassigning services to accessible locations
- Altering existing facilities and building new facilities

## Examples of Unreasonable Accommodations

- Modifications to standard degree format
- Unlimited time for out-of-class assignments
- Permitting emotional support animals in classrooms
- Providing Personal Devices/Services such as hearing aids, wheelchairs, glasses

Determination of services is provided on a case-by-case basis after a review of the documentation by the appropriate Disability Services staff member.



Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and which may provide recommendations for accommodations and strategies.

Reasonable accommodation is not intended to compromise academic standards. Students with disabilities must meet the same admissions and graduation requirements as all other students. Instructors, whether in the role of advisor, instructor, or committee member, are encouraged to participate in discussions and/or ask questions about the accommodations process. A team approach to addressing student needs is often the most effective.

## Disabilities and the Higher-Education Learning Environment

Many students with disabilities do not identify themselves unless (and sometimes until) course requirements present them with a task that requires a skill that the disability precludes. Examples of disabilities that can impact learning in higher education include, but are not limited to, medical issues like cancer, epilepsy, or head injuries; learning disabilities; psychiatric disorders; and physical impairments. Some of these conditions are visible; many, like learning or psychiatric disabilities, are invisible, and individuals with the same or similar disabilities may present differently.

## Universal Design for Learning

Since HWS instructors are challenged every day to be creative in meeting the needs of all students, many already apply that creativity to the good teaching practices that optimize learning for students with disabilities, such as using a multi-sensory approach in presentations; supplementing class discussions with handouts; clearly organizing and presenting courses, classes, and major/minor objectives; and being readily available for student conferences. For students with disabilities, such methods are essential.

Universal Design for Learning (UDL) or other flexible design of a course product or environment can eliminate or minimize the need for specific accommodations. For example:

- captioning on out-of-class videos eliminates the need for an ASL translator
- recorded class lectures or supplemental handouts for discussions can reduce or eliminate the need for a note-taker
- clear, effective, and timely, organization of Canvas sites can aid students with executive function disorders
- scannable PDF documents (which all HWS multi-functional printer/copiers can create easily) instead of simple PDF documents eliminate the need for transcription services

<https://hws.teamdynamix.com/TDClient/1889/Portal/KB/ArticleDet?ID=117325>

- knowing about the support services available on campus can speed referral
- directing students who self-disclose to Disability Services can speed referral
- using a website that makes documents accessible [Robo Braille](#)
- providing assignment directions in written form can aid all students
- providing multiple modes for learning (visual, auditory, tactile) can aid all students
- providing notes, handouts, and/or slides can aid all students

This brief guide to **Universal Design for Learning** from Georgetown University can help instructors, staff, and administrators design learning products and environments to be inclusive to a wider range of users.

[Georgetown Universal Design](#).

Not all disability accommodations can be designed away, however, and the ADA tasks HWS with the responsibility to provide “reasonable accommodations” to ensure comparable access to all qualified students with disabilities.

## Roles and Responsibilities

Disability Services at CTL, students, and instructors must work together to coordinate reasonable accommodations, and HWS, as an institution, must provide resources necessary for those key players to provide those accommodations, as well as coordinate support from departments, administration, and facilities. Links to institutional guidelines regarding specific disability accommodations may be found on the webpage of Disability Accommodations at CTL: [Disability Services | Center for Teaching + Learning | HWS](#).

In essence, HWS and its key players are responsible for providing students with the opportunity to learn; the student is responsible for maintaining academic standards.

## Student Responsibilities

Students requesting accommodations have a responsibility to:

- voluntarily identify disability-related needs to Disability Services at CTL
- provide current and complete documentation of the disability to Disability Services
- formally request accommodations and services in a timely manner
- discuss accommodation implementation with instructors
- notify Disability Services of any changes in disability-related needs

- abide by the policies and procedures for students at Hobart and William Smith Colleges ([Campus Life: Community Standards \(hws.edu\)](https://www.hws.edu/campus-life/community-standards))
- abide by Disability Services policies

Please note: The responsibility to self-disclose may be new for first-year students, who are transitioning from a high school environment governed under education law. In K-12 settings, accommodations may be imposed and students are carefully guided, to a setting governed under the Americans with Disabilities Act, FERPA and Fair Housing, where students must learn to and choose to, self-advocate. In addition, students with newly acquired disabilities may also be new to understanding and describing their needs.

### Instructor Responsibilities

Faculty and other instructors have a responsibility to:

- refer students who self-disclose to Disability Services to have appropriate accommodations determined
- meet with the student when an accommodation letter has been received
- establish, with the student, a plan for implementing the accommodations mandated in the letter
- communicate with the student and Disability Services if difficulties arise in providing the accommodations
- include in all syllabi the HWS statement about accommodations for students with disabilities: [HWS Faculty Enrichment](#)
- keep a student's disability-related information confidential, including discussing it only with those who have an educational need to know
- accommodate a student's need for extended time on quizzes and tests.
- provide advising, counseling, and instruction to students with disabilities in a fully accessible environment
- ensure access to programs and events

Because of privacy and legal liability, an instructor should never:

- ask for details or specifics of a student's disability, which are confidential
- ask or expect a student to share details of their disability
- ask for or receive documentation of a disability from a student (or parent)
- refuse to provide authorized accommodations
- question whether the disability exists when accommodations have been authorized by Disability Services or request to examine the student's documentation
- discourage a student from pursuing a field of study because of a disability
- provide an accommodation in the absence of an accommodation letter from Disability Services

## Accommodate Portal

**Simplicity's Accommodate Portal-** the Accommodate portal, a web-based data management system, has simplified and centralized nearly all of the policies and processes related to disability services at HWS. Faculty will utilize the Accommodate platform to receive and access their student's accommodations. Student testing for CTL administered assessments will be managed through the interface.

The student Accommodate interface launched in the Spring of '22, faculty interface in Fall '22. Students have shared an appreciation for the speed at which requests move through the system, readily accessible accommodation information and clear system processes.

## Accessing the Accommodate Portal (Faculty)

**To Access the Accommodate Portal**, click here:

<https://hws-accommodate.symplicity.com>

- a. Select the faculty icon
- b. Log in by using your HWS credentials
- \* It may ask for your credentials twice, if you are not already logged into the HWS system

**To Access Accommodation Letters in the Accommodate Portal**, click here:

<https://hws-accommodate.symplicity.com>

- a. Log in using your HWS credentials.
- b. Click on the "Accommodation Letters" icon
- c. Search by Student or Accommodation Type (for example extended time)
- \* You will only see the letters that have been requested and approved.

## Disability Services Responsibilities

The Office of Disability Services has a responsibility to:

- provide information and services so that students with disabilities may participate in all of the programs, services, and activities of the institution.
- provide services in a timely fashion
- collect and review documentation of a disability for eligibility and determining on behalf of the institution what types of accommodations are appropriate
- keep disability-related information confidential, discussing it only with those who have an educational need to know
- help instructor and staff provide reasonable accommodations
- consult with administration, instructors, and staff on the provision of services, accommodations, and access as required under current federal and state law and meets the intention of those laws
- advocate responsibly for the rights of persons with disabilities

## Institutional Responsibilities

As an institution, HWS has the responsibility to:

- provide a campus in which educational, cultural and extracurricular activities are physically and programmatically accessible
  - create policies that encourage the inclusion of persons with disabilities in employment and education
  - provide a process through which students with disabilities may address their grievances with the institution and office(s) that provide services.
- [Hobart and William Smith Colleges Community Standards](#)

## Common Accommodations: Definitions and Implications

### Classroom Accommodations

**Note-taking:** Students may receive note-taking accommodation for a variety of reasons, such as physical mobility needs, attention deficit hyperactivity disorder (ADHD), slow processing speeds, tracking deficits, visual impairments, or deafness.

Peer note takers are hired through Disability Services. To ensure privacy, this is an anonymous service in which the note taker and note recipient are not disclosed to each other.

The CTL note takers are expected to upload notes, in an accessible format, to the Accommodate portal as soon as possible after class. Most students use their cell phones and apps that turn photos into an OCR (optical character recognition) accessible image to achieve this. Note takers may also use any Xerox machine on campus.

Typically, instructors are not part of the note-taker process directly. Occasionally, we are unable to secure an appropriate student note-taker. Should that happen, we will be in contact with you to elicit your help in hiring someone.

**Deaf and Hard of Hearing Services:** Many deaf and hard of hearing students use American Sign Language interpreters, captioning or CART (Computer Aided RealTime Transcription) services. These will be noted in the student accommodation letter, along with recommendations for captioning and other media. The student is responsible for requesting their providers for classes and meetings with you. Please direct any specific questions or request services to [ctl@hws.edu](mailto:ctl@hws.edu).

**Permission to Record Lectures/LiveScribe Pen:** Students who are approved to use audio recording of lectures as an accommodation must provide their own recording device (typically a digital recorder or smartphone) and may discuss with the instructor the best placement of the recording device. Students must sign an *Audio Recording in Class Agreement* form regarding use and retention



of class recordings, prior to receiving accommodation letters. If you have concerns regarding this accommodation, please contact Disability Services. (See Appendix A)

**Consideration Regarding Accommodations:** This accommodation is provided to a student whose disability(s) varies in frequency and duration. For example, students may experience unexpected flare-ups or need to change medications, resulting in an unplanned barrier to their education. Some students may have a disability(s) that impacts their ability to engage in specific tasks such as unpredicted group work or presentations. A consideration accommodation(s) is not meant to excuse a student from an expected learning outcome of the course; it is meant to result in a plan between the student and instructor that reflects the student's needs, as they relate to their disability, while upholding the expected learning outcomes of the course.

The consideration regarding accommodation is purposefully written broadly, allowing the student and instructor to decide together what is fair and reasonable, given the expected learning outcomes of the course. The student receiving the accommodation should complete the *Consideration Agreement Form* (examples below) with the instructor and upload the completed form into their Accommodate Portal.

The CTL is happy to discuss the accommodation(s) and facilitate a conversation, if needed.

### Consideration Agreement Form Examples

The Consideration Agreement Form will be sent to the instructor and student to complete together. A blank copy of the form can also be found in the "Resources" section on the left hand side of the Accommodate Portal. (see Appendix B)

### Consideration regarding attendance (examples from Chem courses)

A: CHEM course:

- Missed labs: the student will have 72 hours to make up a missed lab. All students may do this once in a semester, without penalty. Student G may makeup no more than 2 labs, following this process.
- Exams: the student must notify the professor at least 60 minutes prior to missing an assessment. The student will have 48 hours to make up the assessment. If the student is hospitalized, additional time will be considered.
- Missed class: all students are allowed to miss 2 classes during the semester, without penalty. G has 4 absences available to her, should she absolutely need them. G is responsible for any material she may miss.

B: CHEM course:

- Missed labs: data cannot wait. Lab partner will collect data. Student M. will be responsible for calculations. Calculations must be reported to professor within 48 hrs.
- Exams: exams are reviewed and returned in 48 hours as tested information is built upon for the next topic. No makeups allowed after 48 hours. Will allow student to Zoom with me to take exam, I will proctor, within the 48 hours.
- Students are allowed 2 absences; student M. may have one additional absence. May be penalized for late work, as all prompts/materials/and assignments are available a week in advance.

Consideration regarding due dates (WRRH courses example)

- The student may be late without penalty, for assignments no more than twice in a semester. (In this course, each class period has a critique and revise portion in which materials must be present to participate, as clearly stated in the course syllabi. Expected learning outcomes of the course are outlined as well and directly correlate to the expectation that students will be present and prepared for each class.)
- The professor would like the student to notify them, via email, at least 24 hours ahead, if they are going to miss a deadline due to a health condition flareup. The student will email the professor and will be given an additional two days to complete the assignment. Once this accommodation has been used 4 times, the professor and student will meet with CTL to discuss any further accommodations.

Consideration regarding presentation format (HIST course example)

- The student will pre-record their presentations, which will be played in class. The student will answer any questions that relate, from their seat.

Consideration regarding presentation format (SPN course example)

- The student will present to the professor, during office hours. The presentation purpose is to assess speaking ability, a one-on-one presentation format does not negatively impact expected learning outcomes.

Consideration regarding class participation (ENG course example)

- The student and professor have agreed that the student, if asked a question in class, will be asked the second or third question on the previous class homework to expound upon. The student, who has a processing disorder, can be prepared and ready to respond daily.

Consideration regarding class participation (ECON course example)

- The student and professor have agreed that the student will not be cold-called, but will only be called on when they have voluntarily offered to respond to a question (raised their hand).

#### Consideration regarding eating and drinking in class (ARTH course example)

- Student A has a disability that requires them to eat often throughout the day. The professor is aware of another student who has a diagnosis in which the sound of people eating and drinking is disabling. Student A will take breaks, as needed, to consume their food and drinks outside of the classroom door.

#### Consideration regarding eating and drinking in class (DAN course example)

- The student needs to eat often throughout the day. The professor will hold a 3-5 minute break mid class so all students may address their self-care needs. All students will need to be ready to start on time, daily, so that the break does not take away from the expected learning outcomes of each class period.

## Testing Accommodations

**Instructor Responsibility:** Instructors should work to meet students' testing accommodation needs within the context of their course and physical space, if able. When necessary, the CTL can administer exams to students during regular business hours, 8:30 am - 5:00 pm. To be secure a testing space, students must register using the Accommodate Portal ([Accommodate Portal](#)) at least three days prior to the assessment. Should a student need CTL space, the student is responsible for ensuring they are following the registration process. The instructor is responsible for getting the test to the CTL in advance of the scheduled test time and to be available during administration of test, should a question arise.

**Extended Time:** Students with disabilities may require additional time for taking timed assessments, including quizzes, pop quizzes, web-based tests, in-class tests, and final exams. Unless efficiency or speed is the essential skill being assessed, students may be granted additional time for all exams and in-class quizzes.

Extended time ensures that a student's performance reflects his/her mastery of material rather than the speed at which a student performs. It is the instructor's responsibility to ensure that a student who has shared the need for extended time in advance of an assessment receives the time.

While we suggest students with accommodations take their exams within the same time frame as other students, it may be necessary to administer exams at a time that is mutually agreeable. Students may also require other test

accommodations that cannot be implemented in the classroom, such as the ability to use speech to text software.

**Reader or Scribe for Exams:** Some students with disabilities may require having exam questions read to them. When possible, Disability Services uses computer software programs with text-to-speech capability that will read the exam. Should a live reader be necessary, CTL will work with the instructor and student to make arrangements.

In some cases when a student cannot write (often a temporary arm injury) or cannot otherwise use software, CTL will hire a scribe for the exam. Scribes are trained by CTL to take accurate dictation without editorializing. For high level and complicated courses, instructor input maybe be necessary to ensure that the scribe understands the information being tested.

**Distraction Reduced and Private Test Environments:** Students with disabilities may be approved for and request a distraction reduced testing environment (DRE). **Please note:** This guarantees neither a solo nor “distraction free” room but rather a smaller space with fewer distractions from fellow test-takers. We recommend DRE be limited to not more than 5 other test takers. DRE should be in a quiet area, such as an empty classroom, conference, or instructor’s private office, rather than a hallway, stairwell, or busy department office. Your department and the Office of the Registrar ([HWS 25Live](#)) can assist with locating space.

- o Students who have been approved to test alone will have “**private test environment**” specified on their accommodation letter. In this case alone, the student needs an individual testing space with no distractions.
- o Please note that you or a knowledgeable proctor should be available (in person, email, text, or phone) to students who test away from the rest of your class, to answer questions or handle any accommodation issues.

## Animals on Campus

### Emotional Support Animals

Emotional Support Animal accommodations fall under Fair Housing law (FHA) and are provided to students who reside in a campus residence and have been approved to house an animal. Emotional support animals are meant to provide support to the student in their private dwelling. The animal **may not** be in shared communal spaces, including offices, classrooms and shared residence space.

## Service Animals

A Service animal is a working animal, defined by The Americans with Disabilities Act (ADA) as any dog or miniature horse that is trained to do work or perform tasks for the benefit of an individual. There is no state or local license or vest that denotes a service animal, as there is no documentation required or governing body at the state or federal level. Should a dog or miniature horse come to your class or office hours, and your student states the animal is a service animal, please inform the CTL. Legally, one can only ask two questions of a person with a dog: 1) Is that a Service Animal? 2) What service(s) does your Service Animal provide? (one may not ask for an animal to demonstrate its' service)

## Study Abroad

Students who are registered with Disability Services are encouraged to discuss accommodation needs with the instructor and the Center for Global Education prior to departure, and, with sufficient advance notice, CTL will make every effort to provide accommodation letters in advance.

Once a letter is generated, the student and instructor should meet to discuss accommodations to which the student is entitled, and how these will be met.

More information regarding Disability Services' process and implementation while studying abroad can be found beginning on page 33 in the Global Education Faculty Director Handbook ([HWS Faculty Handbook](#)).

### **THINGS TO KEEP IN MIND**

- The earlier a student requests their accommodations, the sooner letters are sent out on their behalf and implementation conversations can take place.
- How accommodations will be implemented should be determined by instructor and student to best meet expected learning outcomes and student needs.
- When planning field trips, especially those that may be overnight or include meal times, consider housing and/or dining accommodation needs that may arise.

## Useful Resources

Fast Facts for - The Ohio State University Partnership Grant: [ADA Resources](#). The Fast Facts for Faculty publications (located at the above link) are information briefs designed to help college instructors improve the climate and quality of education for students with disabilities. Through focus group discussions, both instructor and students provided a number of recommendations to enhance the teaching-learning process within the classroom. The Fast Facts were developed



in response to these recommendations and suggestions. It is important to remember that the pedagogical recommendations included in the Fast Facts are not only helpful for students with disabilities, but are also good teaching practices that are useful for most of your students.

The Faculty Room website - ([Faculty Room](#)). The Faculty Room is a place to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities, and is especially useful for the following:

- Accommodation Strategies
- Rights and Responsibilities
- Instructor Resources
- Interactive Presentations
- DO-IT Prof Project
- Resources for Staff and Administrators

AHEAD ([AHEAD](#)) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource promoting excellence through education, communication and training.

## Types of Disabilities, Typical Accommodations, and Universal Design Methods

### Learning Disabilities

The U.S. Department of Education, Rehabilitation Services Administration defines a learning disability as a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means, which may manifest in one or more of the following: attention, reasoning, processing, memory, communication, reading, writing, spelling, coordination, calculation, social competence, or emotional maturity.

**Examples** of such conditions include but are not limited to:

- Dyslexia - difficulty reading
- Dysgraphia - difficulty performing the motor movements required for handwriting
- Dysphasia - difficulty speaking fluently and/or understanding others
- Dysnomia - difficulty recalling or remembering words or names
- Dyscalculia - difficulty with mathematics

- Visual discrimination - ability to see difference between similar appearing letters, numbers, words, and objects
- Auditory discrimination - ability to hear the difference between similar sounding words and syllables

[Accommodations](#) may include:

- Peer note takers
- Permission to record lectures
- Closed captioning
- Extended time on assessments
- Simple function calculator
- Digital format of texts
- Speech to text responses

[Universal Design Methods](#) for flexible course design that can obviate the need for accommodations include:

- Zoom recording of lectures
- Pre-recorded lectures of the type common to flipped classroom designs
- Posting lecture PowerPoints
- Choosing captioned films and video, and using the captions in class
- Using evaluation techniques like portfolios, papers, or complex take-home exams
- Shorter, more frequent evaluations (in lieu of a midterm/end term only evaluation design)

### [Web Resources](#)

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[Learning Disabilities Association of America – Support. Educate. Advocate.](#) Since 1963, LDA has provided support to people with learning disabilities, their parents, teachers, and other professionals. At the national, state and local levels, LDA provides cutting-edge information on learning disabilities, practical solutions, and a comprehensive network of resources. These services make the Learning Disabilities Association of America the leading resource for information on learning disabilities.

[NCLD - National Center for Learning Disabilities](#) NCLD provides essential information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning and advocates for policies to protect and strengthen educational rights and opportunities.

## **Autism Spectrum Disorders**

Autism Spectrum Disorder is defined by “persistent impairment in reciprocal social communication and social interaction and restricted, repetitive patterns of behavior, interests, or activities” (DSM-5, 2013, p. 53). Symptoms of this disorder are present from childhood and limit or impair day to day functioning. The disorder manifests differently and may vary greatly among individuals based on severity, age, and development. Some common features of this disorder include impairment in social-emotional reciprocity (e.g. one-sided communication, not sharing emotions), difficulties with developing or maintaining relationships, and hyper- or hypo-reactivity to sensory input (sights, sounds, smells, touch and taste).

In addition to academic accommodations, the symptoms associated with Autism Spectrum Disorder may require accommodations for students accessing postsecondary student services such as housing, tutoring, registration, and financial aid.

**Accommodations** may include:

- Peer Note Takers
- Reduced distraction for testing
- Private room testing
- Noise canceling headphones
- Extended time on assessments
- Reduced course loads
- Consideration around presentations
- Considerations around group work

**Universal Design Methods** for flexible course design that can obviate the need for accommodations include:

- Regularly scheduled office hour meetings to ensure understanding of what is happening in class and what is to come
- Shorter, more frequent evaluations (in lieu of midterm/end term evaluation design)
- Posting lecture PowerPoints ahead of class for note taking and tracking purposes
- Clearly posted expectations
- In-class or office-hour check-ins regarding changes to syllabi
- Stressing key points at beginning and end of conversations and or class meetings
- A visual and auditory presentation of key points or takeaways

- Use of manipulative learning aids whenever possible
- Classroom adaptations and technology
- Modeling problem solving behaviors
- Building in study group expectations, perhaps by assigning students to temporary or rotating groups.

## Web Resources

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS; groups listed below do not necessarily speak for the Autism community at large.

[Autism Society](#) The mission of the Autism Society of America is to promote lifelong access and opportunities for persons within the autism spectrum and their families to be fully included, participating members of their communities through advocacy, public awareness, education, and research related to autism.

## Chronic Health Conditions

Students may have medical conditions that are “invisible” but cause serious problems in an educational setting. Symptoms of these conditions can be unpredictable and fluctuate. Students with chronic illnesses or pain may have limited energy and difficulty walking, standing, or sitting for a long time. Some medical conditions may cause students to become dizzy and disoriented, or they may lack physical stamina. Thus, they may be unable to get quickly from one location on campus to another. In addition, students may miss class occasionally due to exacerbations, flare-ups, or treatment schedules. Medical conditions, including medication side effects, can cause problems with fatigue and stamina, which can adversely affect attention and concentration.

**Examples** of such conditions include but are not limited to:

- Asthma
- Allergies
- Arthritis
- Diabetes
- Ulcerative colitis
- Crohn's disease
- Lyme disease
- Migraines
- Cardiac conditions
- Cancer
- Chronic fatigue syndrome
- Lupus

- Seizure disorders (see neurological conditions)

**Accommodations** may include:

- Considerations around due dates and attendance
- Access to in-class videos for at home review
- Access to food and drink during class
- Breaks during class
- Strobming light warning
- Permission to turn off zoom camera
- Stop-the-clock assessment breaks
- Permission to take no more than one final in a day
- Extended time on assessments
- Alternate format of course materials- hard copies
- Monitoring of blood sugars during class (may need access to phone or other device)
- Service animals

**Universal Design Methods** for flexible course design that can obviate the need for accommodations include:

- Regularly scheduled office-hour meetings to ensure understanding of what is happening in class and what is to come
- Clearly posted expectations, particularly around due dates and attendance
- In-class or office-hour check-ins regarding changes to syllabi
- Recording of lectures made available to all students
- Planned breaks in classes longer than an hour
- Opportunities for movement
- Flexible testing times

### **Web Resources**

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[College Diabetes Network](#) The CDN assists young adults and their families during this challenging transition period by providing tools and support for success.

[College Students with Chronic Health Conditions: Rights, Resources & Scholarships](#) Online resource that helps students learn effective strategies for managing their condition at school, whether they have diabetes, asthma, or one of many others. This guide also helps students find support on-campus, understand their legal learning rights, and explore scholarship opportunities to help pay for school.



## Neurological Conditions

The World Health Organization (WHO) defines Neurological conditions as “diseases of the central and peripheral nervous system”. **Source:** [WHO](#)

**Examples** of such conditions include but are not limited to:

- Spinal cord injuries
- Traumatic brain injuries- additional information below
- Migraines- additional information below
- Brain tumors
- Epilepsy or seizure disorders- additional information below
- Tourette’s syndrome
- Multiple sclerosis
- Parkinson’s disease

**Accommodations** may include:

- Considerations around due dates and attendance
- Access to in-class videos for at-home review
- Access to food and drink during class
- Breaks during class
- Strobing light warning
- Permission to turn off zoom camera
- Stop the clock assessment breaks
- Permission to take no more than one final in a day
- Extended time on assessments
- Alternate format of course materials (print vs. digital)

**Universal Design Methods** for flexible course design that can obviate the need for accommodations include:

- Regularly scheduled office hour meetings to ensure understanding of what is happening in class and what is to come
- Clearly posted expectations
- In-class or office-hour check-ins regarding changes to syllabi
- Recording lectures made available to all students
- Planned breaks in classes longer than an hour
- Permission to view in-class videos at home
- Materials available in hard copy or digital format
- Flexible testing times

## Traumatic Brain Injuries

The Centers for Disease Control and Prevention (CDC) defines a traumatic brain injury (TBI) as "a disruption in the normal function of the brain that can be caused by a bump, blow, or jolt to the head, or penetrating head

injury." Individuals can sustain head injuries through everyday activities. Depending on the severity of the brain injury, a person with TBI may experience a change in consciousness that can range from being dazed and confused to losing consciousness. They may also experience memory loss, headaches, intensified senses, irritability, and sleep disorders, slower thinking, anxiety, and depression.

Students that sustain a head injury or TBI may receive short term accommodations. For symptoms lasting longer than 6 months, students may receive permanent accommodations (this information is detailed in the accommodation letter).

### Migraines/ Headache Disorders

Students diagnosed with migraines or headache disorders experience recurrent headaches that can cause extreme pain, a pulsing sensation, nausea, vomiting, and extreme sensitivity to sound and/or light along with other symptoms. These headaches may last anywhere from hours to days and often interferes with one's daily activities.

### Seizure disorders

#### **What is a seizure disorder?**

A seizure disorder is a central nervous system disorder in which the nerve cell activity in the brain is disturbed. Seizures can last from a few seconds to a few minutes. Seizure disorders are generally controlled by medication. Symptoms of a seizure can vary and may include temporary confusion, unresponsiveness and staring, strange smell, sound, feeling, taste, or visual images, sudden tiredness or dizziness, stiffening of the body, breathing problems, uncontrollable jerking movements of the arms and legs, and/or loss of consciousness.

#### **How will I know if a student in my class has a seizure disorder?**

If that student wishes to disclose that disability, Disability Services will generate an accommodation letter that indicates the student has a documented seizure disorder as well as any approved accommodations. As a reminder, students have a right not to disclose specifics of disabilities.

#### **What do I do if a student has a seizure during class?**

Instructors should **call Public Safety (x3333 or 911 on campus phones)** in the event a student has a seizure in class. Emergency medical personnel are trained to respond and can determine whether the student requires transport to a medical facility; they will offer any medication indicated on the student's medical bracelet.

After calling Public Safety:

- Keep calm, let the seizure take its course and do not try and stop it.
- If needed, move the student to the floor.
- Start a timer.
- Instruct other students to move to the hallway.
- Protect the student from further injury, if possible move away any desks, chairs, or other objects that could cause harm.
- Look for a medical bracelet and point out to responders.
- Try to monitor what the student is doing so that you can describe the seizure to the emergency medical personnel. This may include:
  - What kind of body movement occurred?
  - How long did the seizure last?
  - Are there any injuries from the seizure?

**Examples** of such conditions include but are not limited to:

- Absence seizures, sometimes called petit mal seizures, can cause rapid blinking or a few seconds of staring into space.
- Tonic-clonic seizures, also called grand mal seizures, can make a person; Cry out, lose consciousness, fall to the ground, and/or have muscle jerks or spasms
- The person may feel tired after a tonic-clonic seizure
- Simple focal seizures affect a small part of the brain. These seizures can cause twitching or a change in sensation, such as a strange taste or smell.
- Complex focal seizures can make a person with epilepsy confused or dazed. The person will be unable to respond to questions or direction for up to a few minutes.
- Secondary generalized seizures begin in one part of the brain, but then spread to both sides of the brain. In other words, the person first has a focal seizure, followed by a generalized seizure.

## Web Resources

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[Center for Disease Control and Prevention- Traumatic Brain Injury & Concussion](#) Get the facts, signs and symptoms, response, recovery, prevention, as well as data and statistics, for traumatic brain injuries and concussions.

[The Epilepsy Foundation](#) The Epilepsy Foundation is a family-led, community-based organization with nearly 50 local organizations across the country. Their network offers programs and services for people impacted by seizures and their family, friends, and local community.

[John Hopkins Health Library- Epilepsy and Seizures](#) Guide to the diagnosis, treatment, and prevention of epilepsy and seizure disorders.

[National Institute of Neurological Disorders and Stroke \(NINDS\)](#) The National Institute of Neurological Disorders and Stroke is an Institute within the National Institutes of Health that aims to seek fundamental knowledge about the brain and nervous system and to use that knowledge to reduce the burden of neurological disease.

[NINDS Diseases From A-Z](#) NINDS Disorders is an index of neurological conditions provided by the National Institute of Neurological Disorders and Stroke. This valuable tool offers detailed descriptions, facts on treatment and prognosis, and patient organization contact information for over 500 identified neurological disorders.

## **Psychological/Psychiatric Conditions**

Students diagnosed with a mental illness are one of the fastest growing populations on college campuses, with onset typically between the ages 18-25. Psychological problems affect people of every age, sex, and income. One in five Americans will have some form of mental illness (U.S. National Institute of Health).

Many psychiatric disabilities can be controlled with medication. However, some medications cause undesirable side effects, such as drowsiness or disorientation that can affect performance. The side effects of some medications make early morning classes unrealistic.

Depression and anxiety, which may be chronic or acute, are among the most common psychological disabilities.

Psychological impairments may result in additional symptoms, such as poor concentration, irritability, fatigue, anxiety, apathy, perception problems, physical symptoms (such as sleep disorders), and learning difficulties.

**Examples** of such conditions include but are not limited to:

- Bi-polar disorder
- Anxiety Disorders (OCD, Generalized Anxiety, Social Phobia, Specific Phobia)
- Post-Traumatic Stress Disorder (PTSD)
- Schizophrenia

[Accommodations](#) may include:

- Extended time on assessments
- Private testing room
- Consideration around due dates and/or attendance
- Consideration around presentation format
- Trigger Warnings

[Universal Design Methods](#) for flexible course design that can obviate the need for accommodations include:

- Zoom recording of lectures
- Shorter, more frequent evaluations (in lieu of a simple midterm/end term exam design)
- Posting lecture PowerPoints
- Flexible attendance policies or attendance not linked to grade
- Built in study group expectations, perhaps by assigning students to temporary or rotating groups.

### [Web Resources](#)

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[College Guide for Students with Psychiatric Disabilities](#) The team at BestColleges.com realized those struggling with mental illness contend with a true disability that requires the full support of their learning community. They published this guide as a way to start a conversation about this issue.

[NIMH](#) The National Institute of Mental Health mission is to reduce the burden of mental illness and behavioral disorders through research on mind, brain, and behavior. This public health mandate demands that we harness powerful scientific tools to achieve better understanding, treatment, and eventually, prevention of these disabling conditions that affect millions of Americans.

[ULifeline: Mental health resources for college students](#) Ulifeline.org is an anonymous and confidential service offered to students who may be experiencing depression, anxiety, and many other issues. Resources are available for students to learn more about mental health, including: alcohol, drugs, stress, sleep, depression and suicide prevention.



## Visual Impairments

Visual impairments vary greatly. For some students with low vision or partial sight, standard written materials are too small to read and small objects are difficult to see. Other students may see objects only within a specific field of vision, or see an image with sections missing. Text or objects may appear blurry.

Learning via a visual medium may take longer and may be more fatiguing for people who have low vision. Some people with low vision may be able to read enlarged print for a long time period, while others may only be able to tolerate reading for a short time and require readers or audiotaped material.

Visual abilities may also vary in different situations. For example, reduced light or strong glares may affect visual abilities during different times of day or in different rooms. Students with low vision may face challenges in locating large-print materials, getting around in an unfamiliar setting, finding transportation, researching for written assignments, as well as getting electronic recorded books on time. Contact the CTL should the student need assistance in accessing materials around campus ahead of the need, if possible.

**Examples** of such conditions include but are not limited to:

- Blindness
- Low vision
- Convergence Disorder
- Tracking Disorders
- Eye Muscle Weakness

Examples of accommodations for laboratories for students with low vision include:

- Large-print instructions
- Large-print laboratory signs and equipment labels
- Enlarged images through connecting TV monitors to microscopes
- Raised line drawings or tactile models for illustrations

**Accommodations** may include:

- Preferential seating or front-row seating in well-lit areas with full view of the presenter and visual aids
- Reader or Scribe Service
- Alternate format of texts (digital materials)
- Large-print reading materials (e.g., books, handouts, signs, and equipment labels in 16 to 18 point)
- Audio Books
- Extended time on assessments
- Recorded texts and other materials

- Classroom relocation, if needed
- Use of manipulative learning aids whenever possible
- Classroom adaptations and technology
- Consideration around due dates
- Computers with screen and text enlargers, optical character readers (which convert print to electronic format), or speech output
- Laptop computers for note taking
- Verbal descriptions of visual aides
- Monitors connected to microscopes to enlarge images

[Universal Design Methods](#) for flexible course design that can obviate the need for accommodations and other helpful tips include:

- Face the class when speaking
- Provide handouts, reading lists, or syllabi in advance so that students can transfer them to alternate formats
- Provide verbal descriptions of what is on the chalkboard, overhead, or video monitor
- Provide copies of notes or permit note taking devices
- Consider alternate tasks to meet learning outcomes
- Plan field trips and special projects well in advance and make sure they are accessible
- Use large print lab signs, equipment labels, and handouts
- Make assignments available in electronic format

### [Web Resources](#)

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[American Council of the Blind](#) The American Council of the Blind is the nation's leading membership organization of blind and visually impaired people.

[American Foundation for the Blind](#) The American Foundation for the Blind (AFB) is a national nonprofit that expands possibilities for people with vision loss. AFB's priorities include broadening access to technology; elevating the quality of information and tools for the professionals who serve people with vision loss; and promoting independent and healthy living for people with vision loss by providing them and their families with relevant and timely resources.

[National Federation of the Blind](#) The purpose of the National Federation of the Blind (NFB) is two-fold-to help blind persons achieve self-confidence

and self-respect and to act as a vehicle for collective self-expression by the blind.

## **Attention Deficit/Hyperactivity Disorder (ADHD)**

Attention Deficit Disorder is a neurological impairment characterized by inattention, impulsivity, and/or hyperactivity. Individuals may be diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). Other learning and social-emotional problems can co-occur with ADHD. Individuals with ADHD may appear easily distracted, disorganized, and lose things frequently. Employment, relationships, and other life areas may be affected by attention deficits and associated difficulties. A diagnosis of ADD or ADHD is typically made by psychoeducational or medical professionals following a comprehensive evaluation.

Attention deficits may impact a person's behavior as a student, as a client in a student services office, or as an employee—in lectures, discussions, test taking, writing assignments, work assignments, personal relationships, or fieldwork. Some students with ADHD will need accommodations to succeed. For example, a student with ADHD might need to record lectures to review information that might be missed in written notes, or she might need a quiet room to eliminate distractions during a test. Students often are the best source of information about their needs.

Many individuals respond well to the use of strategies that encourage them to identify their strengths and weaknesses as learners, set priorities, and make plans. This population may benefit from meeting with a Study Mentor in the CTL to address organizational needs.

**Examples** of such conditions include but are not limited to:

- ADHD Inattentive
- ADHD Hyperactive
- ADHD Combined

**Accommodations** may include:

- Audio Books
- Extended time on assessments
- Recorded texts and other materials
- Use of manipulative learning aids whenever possible for tactile learning
- Distraction reduced testing environment
- Access to PowerPoints/slideshows ahead of class for note taking purposes.

**Universal Design Methods** for flexible course design that can obviate the need for accommodations include:

- Stress key points at beginning and end of conversations and or class meetings
- A visual and auditory presentation of key points or takeaways
- Keep distractions to a minimum
- Model problem solving behaviors
- Use eye contact
- Help students identify the progress they are making in their learning
- Make expectations explicit
- Use of brainstorming techniques
- When extending deadlines, ask what progress has been made and negotiate a new deadline, with clear requirements for what needs to be accomplished by that date
- Break long-range tasks into stages or steps
- Posting slideshows/PowerPoints ahead of class for note taking purposes
- Recording lectures and making them available to all students
- Planned breaks in classes longer than an hour
- Opportunities for movement
- Flexible testing times

### Web Resources

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[Attention Deficit Disorder Association](#) The Attention Deficit Disorder Association (ADDA) is the world's leading adult ADHD organization. Their mission is to provide information, resources, and networking opportunities to help adults with Attention Deficit/Hyperactivity Disorder (AD/HD) lead better lives.

[CHADD - Improving the lives of people affected by ADHD](#) Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD) is a national, non-profit, tax-exempt (Section 501 (c) (3)) organization providing education, advocacy and support to individuals with ADHD.

### Deaf/ Hard of Hearing

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment refers to any type or degree of auditory impairment; deafness is an inability to use hearing as a means of communication. Hearing loss may be mild, moderate, or profound. Some students who are hard of hearing may hear only specific frequencies or sounds within a certain volume range. They may rely heavily upon hearing aids and lip

reading. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. People with acquired deafness may have excellent speech.

Students who are hard of hearing may use speech, lip reading, and hearing aids to enhance communication. While some students are highly skilled in speech reading, only 30-40% of spoken language is understandable through speech reading. If students use an FM amplification system, the instructor is asked to wear a clip-on microphone. The system's limitations may affect participation, so instructors should repeat classroom instructions.

Many individuals learn communication through American Sign Language (ASL) and will require an interpreter. As a result, ASL may be their first language and English their second. They often view themselves as a cultural and linguistic minority.

Interpreters are provided to many students with hearing impairments or deafness. Interpreters are persons who are taught to translate words into the style of language best understood by the student. Interpreters adhere to a strict code of ethics as part of their contract. Interpreters may not discuss, counsel, advise, or give personal opinions and do not participate in discussions or discuss student performance.

**Examples** of such conditions include but are not limited to:

- Profoundly Deaf
- Hard of Hearing

**Accommodations** may include:

- Interpreter services
- Sound amplification systems
- Note takers
- Real-time captioning
- Email for instructor-student meetings and class discussions
- Visual warning systems for lab emergencies
- Changing computer auditory signals to flash changes
- Captioned video presentations
- Teletypewriters (TTY) and amplified phones available across campus
- Adaptive equipment loaned for academic use (FM systems)
- Assigned or arranged classroom seating
- Emergency evacuation assistance
- Provision of closed-captioned films and videos

**Universal Design Methods** for flexible course design that can obviate the need for accommodations include:

- When speaking, make sure the student can see your face and avoid unnecessary pacing and moving
- When speaking, avoid obscuring your lips or face with hands, books, or other materials
- Repeat discussion questions and statements made by other students.
- Write discussion questions/answers on a whiteboard or overhead projector
- Speak clearly and at a normal rate
- Use visual aids with few words and large images and fonts
- Provide written outlines, assignments, instructions, and demonstration summaries and distribute them before the class or other presentation when possible
- Structure the setting so that the student can see the instructor, the interpreter and the chalkboard all in one view.
- Whenever possible, provide a list of technical or scientific words in advance. When this isn't possible, write words on paper, chalkboard, overheads, etc
- Give important changes in meeting times or assignments in writing.
- Use closed-captioned films and videos
- On field trips, make certain the student can have access to people speaking and there is a clear line of view, information is repeated, and closed captioning or interpreters are available

### Web Resources

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[National Deaf Center](#) For more information, please visit the National Deaf Center on Postsecondary Outcomes

[Hearing Loss Association of America](#)

[National Association of the Deaf](#)

### Physical/Mobility Conditions

Many types of orthopedic or neuromuscular impairments can impact mobility. Mobility impairments range from lower body impairments, which may require use of canes, walkers, or wheelchairs, to upper body impairments that may include limited or no use of the upper extremities and hands.



Mobility impairments can be permanent or temporary. A broken bone or surgical procedure can temporarily impact a student's ability to walk independently and travel between classroom buildings in a timely manner. Likewise, some students may be ambulatory with a walker for short distances within a classroom, but may need a wheelchair or scooter for longer distances.

Some students may take longer to get from one class to another, enter buildings, or maneuver in small spaces. In some cases, physical barriers may inhibit entry into a building or room. Accessible transportation may also be required for students to get to fieldwork sites.

A mobility impairment may impact, to varying degrees, a student's ability to manipulate objects, turn pages, write with a pen or pencil, type at a keyboard, and/or retrieve research materials. Medical conditions such as arthritis or repetitive stress injuries can impact fine motor abilities and decrease endurance for longer assignments. A student's physical abilities may also vary from day to day.

**Examples** of such conditions include but are not limited to:

- Paraplegia or quadriplegia
- Amputation
- Arthritis
- Cerebral palsy
- Spina bifida
- Muscular dystrophy
- Cardiac conditions
- Multiple sclerosis
- Stroke
- Respiratory disease

**Accommodations** may include:

- Accessible locations for classrooms, labs, work sites, and field trips
- Speech to text technology access
- Note takers, scribes, and lab assistants
- Audio Books
- Extended time on assessments
- Recorded texts and other materials
- Consideration around group work
- Permission to record lectures
- Access to disability parking spaces, wheelchair ramps, curb cuts, and elevators
- Course and program materials available in electronic format

- Preferential scheduling

**Universal Design Methods** for flexible course design that can obviate the need for accommodations and other helpful tips include:

- Be familiar with the building's evacuation plan
- Alert Disability Services if classroom tables and seating pose problems of access (i.e. fixed, seating, table height)
- When speaking with a student in a wheelchair for more than a few minutes, sit down or move back to create a more comfortable angle for conversation
- Arrange assistance from library personnel for access to bookshelves, microfiche, and other equipment, or to manipulate the pages of publications for course research
- Help with access to resources required for off-campus assignments and field work
- Allow for flexibility in demonstrating knowledge (alternative methods)

### Web Resources

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[Cerebral Palsy Guide - Your Guide to Cerebral Palsy](#) The Cerebral Palsy Guide provides free educational materials, financial options and emotional support for those affected by cerebral palsy.

[United Spinal Association](#) This site lists state and local resources for United Spinal Association Chapters, local SCI/D support groups, Model System and CARF-accredited rehab facilities, Centers for Independent Living, State programs, and much more!

### Temporary Medical Conditions

A short-term medical condition may not legally qualify as a disability, and so may not be covered either under the Americans with Disabilities Act (ADA) of 1990 or under Section 504 of the Rehabilitation Act. Therefore, it is possible that students experiencing temporary medical conditions will not qualify for legally mandated accommodations. However, Hobart and William Smith Colleges recognizes that temporary medical conditions may arise that can adversely affect a student's ability to fully participate in their academic endeavors. Students experiencing short term or temporary changes in their medical, functional, or mobility status are advised to meet with Disability Services or their College Dean.

**Examples** of such conditions medical condition, illness or injury include but are not limited to:

- Concussions or Traumatic Brain Injury
- Broken bones
- Surgery
- Prolonged illness (e.x. mononucleosis, long COVID)

[Accommodations](#) may include:

- Parking permit
- Transportation assistance to classes
- Scribe
- Extended time on assessments
- Considerations around due dates and attendance

[Universal Design Methods](#) for flexible course design that can obviate the need for accommodations and other helpful tips include:

- Regularly scheduled office hour meetings to ensure understanding of what is happening in class and what is to come
- In-class or office-hour check-ins regarding changes to syllabi
- Recording lectures and making them available to all students
- Posting notes before or after class
- Planned breaks in classes longer than an hour
- Permission to view in-class videos at home
- Materials available in hard copy or digital format
- Flexible testing times
- Clear expectations regarding attendance and due dates

### [Web Resources](#)

The websites listed are for informational purposes only. Inclusion on this list does not constitute an endorsement by HWS.

[CDC Returning to School](#) The CDC provides a “Return to School after a Concussion” fact sheet for educators.

[Nationwide Children's Hospital](#) The Nationwide Children’s Hospital is an academic pediatric medical center that provides an “Educator’s Guide to Concussions in the Classroom.”

[HWS Health Center](#) Students that share they have or may have a concussion and have not sought help, can be directed to the HUBBS Health Center.

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[1] Information taken from the National Center for Educational Statistics.



## Appendix A

### Recording of Classroom Lectures Agreement Form

You have been approved for **an accommodation to record classroom lectures**. To implement this accommodation, please read the following information and provide a signature to verify your agreement.

- Sharing or selling recordings of class lectures is an infringement of copyright laws.
- A discussion with faculty prior to any recording is required.

My signature indicates that I have read and understand the information above.

Signature:		Date:	
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Any questions regarding the alternative format process can be directed to Christen Davis-Adjaho, Associate Director of the Center for Teaching and Learning for Disability Services, [cdavis@hws.edu](mailto:cdavis@hws.edu).

## Appendix B

Dear Professor and Student,

This student has been approved for a "Consideration Regarding" accommodation. This accommodation is provided to a student whose disability(s) vary in frequency and duration. For example, students requiring "consideration" accommodations may experience unexpected flare-ups or need to change medications resulting in an unplanned barrier to their education. Some students may have a disability(s) that impacts their ability to engage in specific tasks such as unpredicted group work, or presentations.

The "consideration" accommodation is written broadly, allowing the student and faculty an opportunity to decide together what is fair and reasonable, given the expected learning outcomes of a course. A consideration accommodation(s) is not meant to excuse a student from an expected learning outcome. The goal is to develop a plan that reflects the students' needs as they relate to their disability, the course, while also honoring course/class goals.

We ask you to please capture the shared agreement below. The student receiving the accommodation should then upload this form into their *Accommodate* portal. Should an agreement be unreachable, the CTL is happy to discuss the accommodation(s) and facilitate a conversation.

A copy of the Agreement will be visible in *Accommodate*.

Thank You,  
Disability Services  
The Center for Teaching and Learning

### **Shared Agreement:**

- 

### **To upload this form to your Accommodate Portal:**

- Log in to the *Accommodate* portal
- Select "Accommodation"
- Select "Documents"
- Click "Add New Accessibility Document"
- The "Document Title" needs to be "Consideration Agreement" and the class number. For example, "Consideration Agreement PSY 230-02"
- Select "text" under "document Type"
- You can leave the description blank
- Select "Submit"