

Common Types of Accommodations

- Extended time on tests
- Minimal Distraction testing environment
- Note taking
- Taped text books
- Interpreter
- Scribe
- Reader
- Assistive Technology
- Extra time on assignments
- Special seating
- Tape-recorded lectures
- Enlarged print
- Faculty liaison
- Library assistance
- Strategy development
- Rehabilitation Agency liaison
- Individual support
- Approved handicap parking permits
- Campus Services liaison with Student Support Services, Academic Counseling Center, SUCCESS Program, and Campus Security

Students are encouraged to use the Learning Center, Student Support Services, the Academic Counseling Center, to interact with faculty, and study with classmates

Contact Information:

Faculty is encouraged to refer to the *Disability Services Guidebook and Procedural Standards*, available in the Office of the Dean of Student Services and the Vice President for Instruction.



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**Alternative Formats Available
Upon Request**

Faculty Guidelines for Disability Accommodations



Pearl River Community College



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Poplarville, MS 39470
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Purpose of Designated ADA Coordinator:

- Provide services and accommodations to students with disabilities
- Work closely with faculty and staff in an advisory capacity
- Assist in the development of reasonable accommodations for students
- Provide “equal access” for “otherwise qualified” individuals with disabilities
- Be in compliance with ADA/504

Qualified Individual (Sec 504)

- Have a physical or mental impairment which substantially limits one or more major life activities
- The student must provide updated documentation (within 3-5 years) to the designated ADA Coordinator and it must be sufficient to justify student’s request for accommodations
- Accommodations must be approved by the designated ADA Coordinator
- Meets academic and technical requirements necessary for admission or participation in the education program or activity

Confidentiality:

- Disability documentation is confidential between the student and ADA Coordinator unless the student chooses to reveal it
- Any explicit or implicit inference to a particular student and the disability is inappropriate

Common Disabilities:

- Attention-Deficit/Hyperactivity Disorder (ADHA)
- Blind/Visual Impairment
- Deaf/Hearing Impairment
- Physical Disabilities
- Psychiatric/Psychological Disorders
- Specific Learning Disabilities: Math, Reading, Language, Writing
- Temporary Medical Conditions
- Rehabilitated Drug/Alcohol Abuse

A general description, characteristics, and accommodations are enumerated in the *Disability Services Guidebook and Procedural Standards* available in the offices of the Dean of Student services, Vice President for Instruction, each ADA Coordinator, and in the Library. More information may be available upon request of the ADA Coordinator.

Teaching Strategies that Facilitate all Student Learning:

- Study guides
- Guided lecture questions
- Visual aides
- Key terms
- Face the class
- Learning style adaptations
- Spatial awareness for the blind
- Liaison with interpreter

Instructor Rights:

- Request a signed agreement from students for taping of lectures
- All student must adhere to the PRCC student code of conduct
- Deny testing accommodations if the completed *Test Accommodation Form* is not provided one week in advance
- Challenge reasonable accommodations that would threaten the academic standards or integrity of the course. Substantive Compliance standards will be applied in such circumstances (Individualized Assessment, nondiscriminatory applications, fundamental fairness, proper balancing, adverse impact, deliberate process).

Instructor Responsibilities:

- Share responsibility for student accommodations with ADA Coordinator
 - Refer students who are suspected of having a disability to the ADA Coordinator
 - Provide reasonable accommodations when student verification letter has been received from the ADA Coordinator only
 - Include a reasonable accommodations statement on course syllabi
 - Deliver tests to drop-off points as coordinated with ADA Coordinator
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