Smith College - Disability Academic Accommodation Process

Disability Services Responsibilities:

- 1. Student is referred or self-refers to Disability Services
- 2. Students meet with Director to register with Disability Services
- 3. Students must submit medical documentation or Psycho-educational testing
- 4. Establish plan of services and accommodations
- 5. Faculty are notified by letter or email about accommodations and confidentiality
- 6. Disability Services will initiate a mid-term check in
- 7. Provide additional consultation to faculty on an ongoing/as needed basis

Faculty Responsibilities:

- Read the accommodation letter
- 2. Discuss contents and preferences with student
- 3. Discuss logistics with the student and implement arrangements
- 4. Establish lines of communication
- 5. Follow though by providing accommodations requested
- 6. Contact disability services with any questions or concerns that may arise
- 7. Honor the confidentiality of students

Faculty are encouraged to:

- Add an accommodation statement to your syllabus inviting students to meet with you
- Provide written instructions for assignments and due dates as far in advance as possible.
- Make print materials accessible online as a matter of course (use copy and scan guidelines on Moodle home page)
- Post handouts, PowerPoint presentations, etc. on Moodle
- Use captioned audio materials (movies and web video when possible)
- Speak clearly and face the class
- Be thoughtful about language/disability bias
- Focus on functional challenges not diagnosis to develop accommodations
- Keep learning about "learning" to inform and adjust teaching to reach diverse learners

Faculty Extra credit: Employ principles of Universal Design when teaching to reach all learners.

Remember! You have legal obligations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. You represent yourself and the college in your interactions with students. If you are unclear, seek consultation before dismissing a request or overcompensating!

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