

Classroom Accommodations:

The Accessibility Services Coordinator coordinates the assignment of classroom assistants (interpreters, note takers, assistants, etc.) before the beginning of each term when possible. If the student cannot be accommodated in the classroom or needs additional assistance, please contact the Accessibility and Inclusion Coordinator at Ext. 471 or (803) 778-7871.

Note taker/Scribe: An individual assigned to assist a student by recording class lecture notes or student's spoken words. Students are hired for this position.

Physical Assistant in Lab: An individual assigned to help perform manual tasks in a lab setting under direction of the student who needs assistance.

Recordings: Recording classroom lecture using a voice or digital recorder.

Sign Language Interpreter(s): A person who translates spoken English into American Sign Language (ASL) and vice versa for students with significant hearing loss or deafness. A student using an interpreter should be allowed to choose classroom seating which is most appropriate for the student's particular need.

Clear view/Lip-reading: The process of viewing the speaker's lips to facilitate communication. Requires an unobstructed view of the speaker.

Early access to Course Syllabus: Providing the student with a course syllabus prior to the beginning of the term. A student who needs class materials in alternate format (taped texts, Brailled texts, large print materials, etc.) or who requires additional time to complete reading or writing assignments will benefit from having early access to course requirements. Early access to the course syllabus allows the accommodation process to begin early and reduces chances of delays in services.

Flexible attendance: Student has flexible attendance as an accommodation. Student is responsible for notifying the Accessibility and Inclusion Coordinator (AIC) and instructors should a crisis arise. Student is responsible for completion of ALL missed course work, quizzes, and exams. The AIC will notify instructors of the days the student should be marked "FA" for attendance.

Large Print Handouts: Enlarging written material on a standard photocopier or word processor to facilitate reading for a student with various processing or sensory impairments.

Closed Captioning: Encoding the dialogue and sound effects of a video or film into text form, which can be read across the bottom of the screen much like the subtitling in a foreign film.

Brailled Materials: Transcribing materials manually or via special computerized equipment from English into Braille format for those who are blind or visually impaired.

Visual Media: Using graphics or other visual methods, such as transparencies or handouts, to supplement class lecture and spoken information

Priority Seating: Allowing the student to choose the class seating arrangement which is most appropriate for them in light of their disability.

Accessible Furniture: Providing classroom furniture which is most appropriate for the student in light of their disability and which allows them to fully participate in classroom activities.

Alternative Textbook Format: Textbooks that are in an alternative format that are multimedia accessible (eBooks, PDF, screen readers, etc.) Students would have the opportunity to listen to material rather than read it.

Personal Care Break: Students are allowed to leave the classroom for 5/10 minutes to administer self-care procedures that are supported by medical documentation. Students are responsible for all work missed and are encouraged to return to class immediately.

Test Modifications

The office of Accessibility Services encourages each student to discuss testing modifications with instructors. If the student cannot be accommodated by the instructor or needs special assistance or equipment, please contact the Accessibility and Inclusion Coordinator at (803) 778-7871 or Bldg. 500, room M543.

Extended Time: Additional time given to complete a test. Length of extension varies according to the student's needs and documented disability. The standard time extension is "time and a half." Double or triple time can be requested if the need is verified by the disability documentation. Un-timed tests, however, are not recommended.

Limited Distraction Environment: An environment with a decrease of noise and a decrease of other distractions.

Large Print Tests: Enlarging tests to provide the student with visual access to the test.

Test with a Screen reader: Test questions are saved so that they could be read by a screen reader. Test are recorded and saved in a digital file, so the student can listen to the questions. This might include allowing the student to record answers.

Orally Administered Tests: Administering test orally to the student and allowing the student to provide oral responses.

Alternative Test Design: Changing test format or design to allow the student to demonstrate mastery of course material while minimizing the interference of their disability. For example, one might use a multiple-choice test design instead of an essay design.

Reader: Individual assigned to read test directions and/or test questions to the student with a disability.

Scribe: Individual assigned to record test responses of the student with a disability but who does not offer assistance with content of test responses.

Individual Test Proctor: Individual assigned to personally administer a test to the student.

Calculator Usage: Use of a calculator during testing that is not assessing a student's understanding of order of operations. If the assessment is assessing a student's understanding of order of operations or a division or multiple tables may be provided.

Voice Calculator: A calculator that provides voice output of mathematical data and mathematical processes.

Computer Usage: Use of a personal computer during testing allowing the student to use a spellchecker, word processing capabilities, or special assistive software required for their specific disability needs.