THE ACADEMIC ACCOMMODATIONS PROCESS AT FRANKLIN PIERCE UNIVERSITY

**Accommodations** are adjustments given to students with disabilities that help to mitigate the effect of a disability in the classroom; they “level the playing field.” Appropriate accommodations are determined by the Coordinator of Student Accessibility Services based on review of formal documentation of the student’s disability and an assessment of the individual needs of the student.

**Examples of accommodations:**
- Extended time on tests, quizzes, exams (typically time and a half are considered extended time, for a 50 minute exam, as student would receive 75 minutes to complete the exam)
- Reduced distraction testing environment (test at the Center for Academic Excellence)
- Use of appropriate technology in the classroom (smart pens, laptops, recording devices)
- Access to instructor notes, outlines, PowerPoints
- Scribe and or Reader for quizzes, tests, exams
- Note taker (a student in the class who volunteers to share a copy of their notes)

**HOW DO I KNOW IF A STUDENT QUALIFIES FOR AN ACCOMMODATION?**

If a student qualifies for an accommodation they should give you a **Blue Sheet**. A Blue Sheet is a blue piece of paper that lists the approved accommodations and is the form used to notify the faculty that the student is registered with our office. Students must get new Blue Sheets every semester. We encourage students to hand them in at the beginning of each semester though they can hand them in at any time. Faculty are not required to provide a student with an accommodation if they have not received a Blue Sheet from the student.

**WHAT DO I DO WHEN A STUDENT GIVES ME A BLUE SHEET?**

1. Take the blue sheet from the student and keep it confidential
2. Review the approved accommodations. If you have any questions please contact the Coordinator of Student Accessibility Services.
3. Blue Sheets should be shredded at the end of each semester.

*Please note:* students can request accommodations at any time during the semester or during their academic career and in which ever classes they choose. Additionally, students (including those submitting blue sheets) do not have to disclose to faculty the specific nature of their disability, although our office does encourage students to do so when we feel it would be helpful to faculty to have this information.
WHAT ARE THE MOST COMMON ACCOMMODATIONS PROVIDED?

The most common accommodations provided at Franklin Pierce are extended time (typically time and a half) on tests, quizzes and exams and reduced distraction testing environment. The Center for Academic Excellence coordinates the delivery of these accommodations in the following way:

1. A student must make an appointment to take their exam at the Center for Academic Excellence prior to the exam.
2. The Coordinator of Student Accessibility Services will then send the instructor an email stating the student has requested to take their exam at the Center.
3. You should email or send the exam to the Center as soon as you receive the email. It is important that you send the exact same exam that the rest of the class will be taking. Students cannot be given a different exam (even one you consider to be equivalent) simply because they are using an accommodation.
4. Typically the exam will be administered at the same time that the class receives their exams. Faculty will be notified if a change in exam time is necessary.
5. Students are not allowed to bring cell phones or back packs in the testing room and are proctored throughout the exam. It is important that you let the Center know if the student is permitted to use notes, calculators or other tools during your exam as otherwise students are not permitted to have these items with them in the testing room.
6. Exams will be returned as soon as possible. They may also be picked up at the Center.

WHAT SHOULD I DO IF I THINK A STUDENT IN MY CLASS HAS A DISABILITY BUT THEY HAVE NOT GIVEN ME A “BLUE SHEET”?

If a student is struggling in your class you might ask them why they are having difficulty. If they mention that they had services in high school (i.e. they used a resource room, had an IEP, had different requirements for assignments or exams) please encourage them to come to the Center and meet with our staff.

If a student has documentation (other than a blue sheet) they want to give to you please direct them to give this documentation to the Center. Documentation of a disability must be kept separate from a student’s academic record.

We also encourage faculty to contact our office with concerns about students. While we cannot disclose information a student has shared with us about a specific disability we can provide more general assistance and suggestions for working with students who are struggling in your classes.

If you have questions or need more information, please contact:

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