Fast Facts for Instructors

Rights and Responsibilities

TO ASSURE EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

# Introduction

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of disability. Creating equal educational opportunities is a collaborative effort between the student, the instructor, and Disability Services (DS). DS is available at 614-287-2570 or http://cscc.edu/services/disability/.

Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990 protect students with disabilities from discrimination that may occur as a result of misconceptions, attitudinal barriers, and/or failure of the institution to provide appropriate accommodations, auxiliary aids, or services. Examples of accommodations and auxiliary aids include, but are not limited to: qualified interpreters, double time for exams, and educational materials in alternate format (i.e. Braille, audio, electronic format, and enlarged print).

# Who Benefits

* Students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities.
* All Instructors. Instructors are assisted in their responsibility to teach all students in their classes and to provide equal access to education.
* Disability Services. The office provides a system for service coordination in order to better meet student needs.
* Columbus State Community College. By providing educational access for all students, the college meets its mandated responsibilities and enhances campus diversity.

# Principles of ACCESS

**A – Accessibility:** Instructors play a major role in making their classrooms accessible to all   
 students.

**C – Communication:** It is imperative that students with disabilities, faculty members, and DS   
 communicate on a regular basis.

**C – Confidentiality:** All instructors and DS staff must respect a student’s right to confidentiality.

**E – Eligibility for Accommodations:** DS is the office designated to determine eligibility for federally mandated academic accommodations and services.

**S – Student Responsibility:** Students have a responsibility in ensuring they get the necessary services.

**S – Support:** Both instructors and DS work together to support students in their legal right to access an   
 education.

# Instructor Rights and Responsibilities

**Instructors Have The Right To:**

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| Documentation  * Request verification of a student’s eligibility for any requested accommodations. Such verification will be in the form of a letter written by a DS advocate and delivered by the student. **DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.** Instructors should not view this documentation. |  | Accommodations  * Expect the student to initiate accommodation requests. * If the student is taking their tests at DS, expect DS to administer exams in a secure and monitored environment. |

**Instructors Have The Responsibility To:**

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| Accommodations  * Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers. * Provide accommodations only to students who are registered with DS. It is **NOT** your responsibility to provide accommodations to students who are not registered with DS. * Use the approved syllabus statement and class announcements to invite students to disclose their needs. * Act immediately upon getting a student’s request for accommodations by contacting DS (if unsure about request) or by providing the service. * Please select your textbooks in a timely manner so that students with disabilities who have Alternate Media needs for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Print materials converted into Alternate Media can include braille, audio or enlargements |  | * Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.) * Consider incorporating principles of Universal Design for Learning in your teaching.   **Confidentialit**y   * Treat and protect all disability-related information as confidential. For example, keep printed items, such as emails regarding student disability-related information, in a protected location.  Communication  * Clearly communicate your testing procedures with the student and with DS by delivering exams to the DS office 48 hours in advance. * Consult with students with disabilities and DS in providing appropriate accommodations. |

PLEASE NOTE: Instructors do NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty do NOT have the right to ask about the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

# Student Rights and Responsibilities

**Students Have The Right To:**

## Confidentiality

* Expect all disability-related information to be treated confidentially.

## Accommodations

* Receive appropriate accommodations in a timely manner from faculty or DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.**
* Appeal decisions regarding accommodations and auxiliary aids. For more information, see the DS student handbook or visit http://cscc.edu/services/disability/overview.shtml

**Students Have The Responsibility To:**

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| Documentation  * Provide DS with appropriate documentation of the disability.   **Confidentialit**y   * Go to the instructor’s office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.   **Accommodations**   * Initiate requests for specific accommodations in a timely manner, preferably early in the semester. * Follow procedures with faculty and DS in order to get the appropriate accommodations. When arranging for exam accommodations at DS, complete and submit the Student Testing Request Accommodation form (STAR). * Inform DS of the materials you need in alternate format as soon as possible. |  | * Notify instructor/DS immediately when an accommodation is not being provided completely or correctly. * Notify instructor /DS immediately when a decision has been made to *not* use an accommodation or the accommodation is no longer needed. * Provide for their own personal independent living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or acquiring homework assistance are student responsibilities and are not the responsibilities of DS.  Communication  * Act as your own advocate. Work with your DS advocate on developing advocacy skills and communicating your specific needs and accommodations to faculty. |

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# DS Rights and Responsibilities

## DS Rights

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| Documentation  * Receive the appropriate documentation from the student prior to the services being initiated.   **Accommodations**   * Expect students and instructor to work cooperatively with DS to facilitate academic accommodations. |  | * Deny unreasonable academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the college. * Deny academic accommodations/services if appropriate documentation has not been provided. |

## DS Responsibilities

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| Documentation  * Collect, evaluate, securely house disability documentation and determine eligibility for services.   **Confidentiality**   * Treat and protect all disability-related information as confidential medical information. * Meet with the student privately in an accessible location to discuss disability-related needs.   **Accommodations**   * Administer exams as directed in a secure and monitored environment. |  | * Provide appropriate accommodations in collaboration with the instructor and student. * Provide print materials in accessible format once the instructor and student identifies them.   **Communication**   * Communicate procedures clearly to the student and the instructor.   **Advocacy**   * Assist students with disabilities in understanding their strengths and functional limitations. Provide them with the skills to become self-advocates. |

## Definitions of Terms

*Alternate Media* – Print material that has been converted to a format that enables a print impaired person to read the materials. This includes but is not limited to: taped materials, Braille, electronic text, and enlarged print.

*Auxiliary aids* – Services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include but are not limited to: sign language interpreters, real time captioning services, adaptive technology, Alternate Media, exam accommodations, etc.

*Exam accommodations* – Legally mandated services that allow students with disabilities to exhibit their knowledge on exams by using auxiliary aids which include but are not limited to: extra time, a reader/scribe, computers, large print, CCTV, distraction reduced environment, etc.

*Universal design* – An approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. Universal design provides equal access to learning, not simply equal access to information. Universal design allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods.