

## Accommodating Students with Disabilities

# Guidelines for Faculty



### Possible accommodations:

- Alternate testing (separate room, extended time)
- Use of note taker
- Spelling amnesty (use of spell checking or relaxed penalty for misspelling)
- Tape recording of lectures
- Preferential/reserved seating
- Flexibility of due dates/deadlines as a result of disability-related absences
- Other (based on documentation and individual needs, deemed appropriate by DS office)

### Tips that facilitate learning in all students:

- establish and clarify expectations
- use outlines or study guides
- use visual aids
- encourage cooperative learning
- identify key terms
- acknowledge differences in experience and cultural background
- teach to a variety of learning styles
- embrace the principles of multimedia and interactive learning

#### Disability Services Mission Statement:

To ensure equal access to qualified students with disabilities to the programs, services and activities of Umpqua Community College. Disability Services advocates for and empowers students with disabilities through the provision of information, services, and skill development in problem solving and self-advocacy to reach their full personal, academic and vocational potential.

Please contact the Disability Services office in the Counseling Center with any questions or concerns. Serving as a resource to faculty regarding ethical and legal issues related to disability is a high priority.

Administrative Assistant (Ruth) .....440-7760 or Ext.7760  
Coordinator (Barb) .....440-7655 or Ext.7655

*Umpqua Community College  
is an equal opportunity educator and employer.*

## Instructor Rights:

- To request a signed agreement from students for disability- related taping of lectures. (Agreement forms are available from DS).
- To challenge accommodations that would jeopardize the academic standards or integrity of the course/program
- To deny accommodations if student has not presented Letter of Introduction/Accommodations Form from DS office. \*

\*Allowing an accommodation that is not available to all students may legally obligate this and other colleges to provide future accommodations. (The student could thereafter be “regarded “as having a disability.)

## Instructor Responsibilities:

- To provide accommodations when student has presented a letter of introduction from the DS office
- To refer students who request accommodations or who disclose that they have a disability to the DS office.
- To include a reasonable accommodation statement on syllabi\*

\* *"Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during office hours or contact Disability Services in the Counseling Center."*

## Confidentiality

Disability documentation and the nature of the disability is confidential between the student and Disability Services unless the student chooses to reveal it. Any explicit or implicit inference to a particular student and the disability is inappropriate.

It is the goal of Disability Services (DS) that the information presented in this booklet will assist U.C.C. in fulfilling the promise that this nation made to its citizens with disabilities in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the most recent legislation, in 1998, the Assistive Technology Act and Section 508, the Reauthorization of the Rehabilitation Act.

## Letter of Introduction

At the beginning of each term, the student hand-delivers a *Letter of Introduction* to each instructor, or s/he arranges to have it sent electronically. This confidential letter lists the requested accommodations, and is signed by both the student and a person from the Disability Services office. Students are responsible for requesting their letters, picking them up from DS, and handing them to their instructors. There is a place on the letter for the instructor’s initials, indicating that the student has initiated a dialogue. A copy of the letter is placed in the student’s DS file. Most accommodations are clearly defined, such as time-and-a-half and/or a separate room for testing, permission to tape lectures, or the use of a note taker, whereas others require instructor and student agreement as to what accommodations are necessary and appropriate. For example, some students have medical and/or mental health conditions for which ‘flexibility of deadlines and due dates for disability related absences’ is the listed accommodation. Initialing the form allows both student and instructor to set fair parameters that will accommodate the student without lowering instructor standards or lessening course integrity. In the event of such an absence, the student must make an effort to communicate directly with the instructor as soon as possible. More detailed information can be found in the Accommodation Focus Handbook. Please call to request a copy, or ask your department secretary.