

Accessibility Services

Documentation of Disability

- Umpqua Community College instructors should never accept or review medical or psychological reports if offered by a student to support a request for accommodations. Students should always be referred to meet with the Accessibility Services office available on campus who will review documentation and determine eligibility for accommodations and services.

Reasonable Accommodations

- Reasonable accommodation of a disability is any reasonable adjustment of the learning environment that eliminates, as much as possible, physical or instructional barriers to learning encountered by the student. Examples of this are alternative testing, testing environments and media format. The adjustment must be based on the individual student's documented need and tailored to the specific student's disability. Both the student's physical accessibility to the classroom as well as the ability to fully participate in all course activities are considered in the process of providing reasonable accommodation.

Unreasonable Accommodations

- An accommodation is unreasonable when it creates a change in requirements that are essential to the program of instruction or to meet licensing prerequisites; fundamentally alters the nature of the program; imposes an undue financial or administrative burden; or poses an appreciable threat to personal or public safety.
- An example of this, would be Attendance “waivers” where a student is not required to attend classes , or waiving assignment due dates or requesting long extensions for assignments
- If you feel a request is unreasonable, discuss your concerns with the counselor indicated on the “Approved Academic Accommodations” letter. If there is a difference of opinion, the college will consult with appropriate department administrators and make a determination about the appropriateness of the accommodation

Confidentiality

- UCC has designated Accessibility Services (AS) to be the office to hold documentation and handle information about a student's disability. AS staff cannot share information about a student's disability with UCC staff unless the student has granted permission to share this information or there is a demonstrated institutional need to know. With the student's permission, designated faculty and staff will be advised only of the information they need to know to accommodate the student or to protect the safety and health of the student or others. Consider any communication regarding a student's disability or special needs to be confidential. Destroy any written communication you receive at the end of each term.

Harassment

- Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act define disability harassment as,
- “...intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the institution’s program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”
- An example is denying educational opportunities to a student because he/she has a disability. Or repeatedly asking the only student in class with an obvious disability, “do you understand?”

Meeting With Your Student

- Accessibility services identify possible accommodations for eligible students with disabilities based on documentation as previously stated. These accommodations are communicated to UCC instructors via an “Approved Academic Accommodations” letter delivered by email.
- If your student approaches you with an “Approved Academic Accommodations” letter, sit down together privately and review the accommodations as they relate to your class. You may ask how the disability may affect specific tasks required in your class, but never ask what is “wrong” with your student or for details about the disability. If your student does not present you with a letter and requests accommodations, explain that you must have one before any modifications can be made. Refer your student to the Accessibility Services Department on campus.

Successful Tips for Interacting With Student

- Always use appropriate terms when describing individuals with disabilities. First and foremost, they are people; secondly, they have one or more disabling conditions. Hence, they should be referred to as “students with disabilities,” rather than “disabled students.” Avoid terms such as “handicapped,” “victim,” “special needs,” and “wheelchair student.”
- Be aware that many students are extremely uncomfortable in approaching instructors to discuss their accommodation needs.
- Treat everyone as adults.
- Always use a normal tone of voice when extending a verbal welcome. Don’t raise your voice unless requested.
- Always speak directly to the student, not to an interpreter or an aide. Never turn to the others and ask, “What does he want?”
- Be sure that discussions with students about their particular needs are done in private or are discrete.
- Always treat the information you discussed in your meetings as confidential.
- Have the conversation in private with the student and not in front of other students

Your Responsibilities

- Class Syllabus
- The college recommends that you include the following statement on your syllabus:
- “UCC is committed to supporting all students. Any student who feels he or she may need an accommodation for any type of disability should make contact with the Accessibility Services Coordinator in the Educational Skills Building. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the “Approved Academic Accommodations” letter. To request academic accommodations for a disability, please contact Accessibility Services. “
- *Phone (541) 440-7655 or (541) 440-7760 or Oregon Relay 1-800-735-2900.*
- ***Additional information may be found at the Accessibility Services web page at: <http://www.umpqua.edu/accessibility-services>
New and returning students may access information at: <http://www.umpqua.edu/your-first-term>***
- This approach preserves the student’s privacy and also indicates your willingness to provide assistance. Bring this statement to the attention of your class at the first class meeting.

Accommodation Request Timelines

- Student Requests of Instructors: The instructor should negotiate the timelines for students' accommodation requests on a case-by-case basis. Requested accommodations are not retroactive; that is, you are not required to re-administer tests or make adjustments to course activities that have already occurred if the student makes a request late in the term. However, from the date of receipt on you must make the necessary adjustments.

Common Accommodations

The following are common classroom accommodations listed on “Approved Academic Accommodations” letters:

- **Alternate Media Formats:** Students may contact you about printed materials that need to be adapted into an alternative format (such as audio or electronic). They may request copies of your handouts and overheads or text information so that printed materials can be ready at the start of the term. They may ask to borrow an extra text copy while their texts are used for production.
- **Note taking Assistance:** If this accommodation is indicated on the “Approved Academic Accommodations” letter, you may need to assist your student in recruiting a classmate as a note taker. AS offers the use of a photocopier. Never identify your student to the class in any way. You may wish to make a statement such as, “We have a student in our class who needs assistance with taking notes. Please come up to see me after class. Your assistance will be greatly appreciated.”

Common Accommodations

- **Tape Recording Lectures:** Reviewing material presented orally in class may be a vital study aid for some students and they must be permitted to record class lectures. You may ask that a student sign a statement promising that recordings will only be used for their personal study and not shared.
- **Test Accommodations:** Students may need test accommodations such as extra time, a distraction-reduced site, a test reader and/or scribe. You may work with your student to set up these arrangements on your own or you may choose to use AS's Test Accommodation Services.