



Rights and Responsibilities

TO ASSURE EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

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The Ohio State University Partnership Grant
Improving the Quality of Education 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, faculty and staff members, and disability services (at Foothill, the Disability Resource Center, DRC; at De Anza, Disability Support Services, DSS or the Educational Diagnostic Center, EDC).

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, note takers, extra time for exams, and educational materials in alternate format (i.e. Braille, audiotape, electronic format, enlarged print).

Who Benefits

- Students with disabilities. A disability includes any physical or mental impairment that substantially limits one or major life activity.
- All faculty and staff. Instructors and staff members are assisted in their responsibility to teach all students in their classes and to provide equal access to education.
- The disability services offices. On each campus these offices provide the system for service coordination in order to better meet student needs.
- Foothill/De Anza Community Colleges. By providing educational access for all students, the colleges meet their mandated responsibilities and enhance campus diversity.

Principles of ACCESS

- A – Accessibility:** Faculty members play a major role in making their classrooms accessible to all students.
- C – Communication:** It is imperative that students with disabilities, faculty and staff members, and the disability services staff communicate on a regular basis.
- C – Confidentiality:** All instructors, staff members, and disability services staff must respect a student's right to confidentiality.
- E – Eligibility for Accommodations:** The disability services office on each campus 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 faculty and the disability services staff work together to support students in their legal right to access an education.



Faculty Rights and Responsibilities

Faculty Have The Right To:

Documentation

- Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a referral or memo written by a professional from the respective campus's disability services office and delivered by the student or mailed directly to you. The disability services offices are the only offices designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty may not view this documentation.

Accommodations

- Expect the student to initiate accommodation requests.
- If the student is taking their tests at the disability services office, expect the disability services to administer exams in a secure and monitored environment.

Faculty Have The Responsibility To:

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 the disability services office. It is NOT your responsibility to provide accommodations to students who are not registered with the disability services offices.
- Use a syllabus statement and class announcements to invite students to disclose their needs. A fact sheet on syllabus statements is available from disability services and at www.osu.edu/grants/dpg.
- Act immediately upon getting a student's request for accommodations by contacting the disability services office (if unsure about request), by providing the service or by meeting with students to complete test accommodation paperwork. These forms facilitate exam accommodations and should be completed by the student and faculty member collaboratively. The student is responsible for returning them to the respective campus disability services office. If you have questions, contact the disability services office on your campus.
- If a student needs alternative media, please provide the disability services office with syllabi, textbooks, course packets etc, well before classes begin (5 weeks prior to the start of the quarter is recommended) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have alternative media needs for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Alternative media may be print material in Braille, on audiotapes, scanned onto discs, or enlarged.

- 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 VCR equipment used has captioning capabilities).
- Consider incorporating principles of Universal Design for Learning in your teaching. A fact sheet on Universal Design is available from disability services or at www.osu.edu/grants/dpg

Confidentiality

- Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as test accommodation forms or

emails regarding student disability-related information in a protected location.

Communication

- Clearly communicate your testing procedures with the student and with the disability services office by completing test accommodation forms upon request.
- Consult with students with disabilities and the disability services office in providing appropriate accommodations.

PLEASE NOTE: Faculty 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 must 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 the disability services office. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. Please keep in mind that the disability services offices are the only offices designated to review disability documentation and determine eligibility for appropriate accommodations.
- Appeal decisions regarding accommodations and auxiliary aids. For more information, see the student handbooks produced by the disability services office on each campus.

Students Have The Responsibility To:

Documentation

- Provide the disability services office with appropriate documentation of the disability.

Confidentiality

- 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 quarter.
- Follow procedures with faculty and the disability services office in order to receive the appropriate accommodations. When arranging for exam accommodations at the disability services offices, first pick up the proper forms. Then meet privately with the instructor to collaboratively fill out the forms. Once the forms have been completed, return them to the disability services office well before the actual date of the exam.

- Inform the disability services office of the materials needed in alternate format as soon as possible.
- Notify faculty/the disability services office immediately when an accommodation is not being provided completely or correctly.
- Notify faculty/the disability services office 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 disability services.

Communication

- Act as his or her own advocate. Work with counselors to develop advocacy skills and communicate specific needs and accommodations to faculty.



Rights/Responsibilities of Disability Services

The Rights of Disability Services

Documentation

- Receive the appropriate documentation from the student prior to the services being initiated.

Accommodations

- Expect students and faculty to work cooperatively with the disability services offices to facilitate academic accommodations.

- Deny unreasonable academic accommodations, adjustments, and/or auxiliary services. Accommodations can not 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.

The Responsibilities of Disability Services

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 faculty member and student identifies them.

Communication

- Communicate procedures clearly to the student and the faculty.

Advocacy

- Assist students with disabilities in understanding their strengths and functional limitations. Provide them with the skills to become self-advocates.

Definitions of Terms

Alternative 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, alternative 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.

Testing forms– The forms that aid in the facilitation of exam accommodations. They must be completed by both the student with a disability and the classroom instructor. Exam accommodations can not be scheduled at the disability services office without these forms being properly filed.

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.

This Fact Sheet is available in alternate format upon request. Please call the Alternate Media Specialist for your campus.

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Foothill: Steven Sum (650) 949-7673, sumsteven@foothill.edu.

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