Faculty

1. The student hands me a "Dear Faculty" accommodation letter. How should I handle this request?

That letter is the chance to open a conversation with the student regarding the disability, not necessarily what the disability is, but the way in which the student’s disability affects learning in your class

- If the accommodation is for extended time and/or a quiet testing environment, you and the student will need to determine the time and location of the test. The student may start early and overlap the test time or start on time and go late, depending upon the plan that you and the student develop.
- We recommend that you write the time and location of the test down on a business card or send the student an e-mail reminder so that the student has a written as well as a verbal confirmation of that plan.

2. What if the student and I cannot agree on a plan?

If you cannot agree on a plan or you have any question about whether the request is reasonable, you have the responsibility to contact Disability Services immediately.

3. Who decides on accommodations?

Appropriate and reasonable accommodations are best determined through an interactive process that most often includes the student with the disability and Office of Disability Services staff. Occasionally faculty or staff members will be asked to join in the discussion as the situation warrants. If a student requires an accommodation in your classroom, the Office of Disability Services will provide a letter for the student to present to you. That document will detail the accommodations to which the student is entitled. Accommodations should not alter the fundamental nature of the program of study. If you are concerned that an accommodation will fundamentally alter the nature of your course, please contact the Office of Disability Services.

Details about how the accommodations will be provided are generally arranged between the faculty member and the student. If you need assistance arranging appropriate accommodations, please contact us.
4. What if the student asks for accommodations but does not have a letter of accommodation?

Please refer students who identify themselves as students with disabilities to the Office of Disability Services and feel free to call to discuss any questions or concerns (Peters Hall G-27/28, x55588).

5. Why don’t you send me a list of all the students with disabilities in my class?

Information is sent to faculty only at the request of a student. Even if a student has documented a disability, he or she must request that a letter of accommodation be provided for your class.

6. How do I know that the student really has a disability?

The Office of Disability Services is responsible for determining which students are eligible as students with disabilities.

7. How can I help students to understand what they need to do?

We suggested that you include a statement in your syllabus that encourages students with disabilities to use the process. Sample statements are provided in the "For Faculty" location on our website for your convenience.

8. What is the student’s right to confidentiality?

Absolute confidentiality is essential. Please do not make any reference to a student’s disability in class or in front of other students, faculty, or staff members. The student may opt to tell you about his or her disability, and you are free to ask for details about the ways that the disability impacts on class performance and learning once the student has disclosed to you.

9. Where can I find useful on-line resources?

   Teaching College Students with Disabilities
   The Faculty Room, University of Washington
   Fast Facts for Faculty, Ohio State University

   Universal Design for Instruction
   Tools for the Universal Design of Instruction, University of Connecticut
   Universal Design for Learning, CAST

   Disability-Related Resources

   Job Accommodation Network
Association on Higher Education and Disability

Assistive Technology

- Technical Resource Centre
- Georgia Tools for Life

Hearing Impairments

- Deaf Linx
- National Association of the Deaf
- National Technical Institute for the Deaf

Learning Disabilities and ADHD

- CHADD
- International Dyslexia Association
- Landmark College Institute for Research and Training
- Learning Disability Association of America
- LD Online

To learn more about disability law, visit:

http://www2.ed.gov/policy/rights/guid/ocr/disabilityoverview.html