

Griffin Technical College

Instructional Support Idea Pages

Rights and Responsibilities

TO ASSURE EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

Learning Resources Department
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, the instructor, and the Student Services Office.

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 Instructors. Instructors are assisted in their responsibility to teach all students in their classes and to provide equal access to education.
- The Student Affairs Office. The office provides a system for service coordination in order to better meet student needs.
- Griffin Technical College. By providing educational access for all students, the college meets its mandated responsibilities and enhances 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 members, and Student Services communicate on a regular basis.

C – Confidentiality: All instructors and Student Services staff must respect a student's right to confidentiality.

E – Eligibility for Accommodations: Student Services 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 Student Services work together to support students in their legal right to access an education.

Instructor Rights and Responsibilities

Instructors 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 letter written by an Student Services counselor and delivered by the student or mailed directly to you. Student Services is the only office designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty should not view this documentation.

Accommodations

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

Instructors 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 Student Services. It is NOT your responsibility to provide accommodations to students who are not registered with Student Services.
- Use a syllabus statement and class announcements to invite students to disclose their needs.
- Act immediately upon getting a student's request for accommodations by contacting Student Services (if unsure about request), by providing the service or by meeting with students to complete a Proctor Sheet. A Proctor Sheet is a form that facilitates exam accommodations and should be completed by the student and faculty member collaboratively. The student is responsible for returning the Proctor Sheet to Student Services. If you have questions, contact Student Services at 770-228-7348
- If a student needs alternative media, please provide Student Services 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, 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. A fact sheet is available on Universal Design from Student Services.

Confidentiality

Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Proctor Sheets or emails regarding student disability-related information in a protected location.

Communication

- Clearly communicate your testing procedures with the student and with Student Services by completing a Proctor Sheet upon request.
- Consult with students with disabilities and Student Services 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, instructors 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 Student Services. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. Please keep in mind that Student Services 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 Student Services student handbook.

Students Have The Responsibility To:

Documentation

Provide Student Services 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 Student Services in order to get the appropriate accommodations. When arranging for exam accommodations at Student Services, first pick up a Proctor Sheet from Student Services. Then try to meet privately with the instructor to collaboratively fill out the Proctor Sheet. Once the form has been completed, return the Proctor Sheet to Student Services well before the actual date of the exam.
- Inform Student Services of the materials you need in alternate format as soon as possible.
- Notify instructors/Student Services immediately when an accommodation is not being provided completely or correctly.
- Notify instructors/Student Services 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 Student Services.

Communication

Act as your own advocate. Work with counselors on developing advocacy skills and communicating your specific needs and accommodations to faculty.

Student Services Rights and Responsibilities

Student Services Rights

Documentation

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

Accommodations

- Expect students and faculty to work cooperatively with Student Services 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.

Student Services Responsibilities

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.

Proctor sheet – The form that aids in the facilitation of exam accommodations at Ohio State. Both the student with a disability and the classroom instructor must complete it together. Exam accommodations cannot be scheduled at Student Services without this form.

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.