



FAST FACTS FOR FACULTY

RIGHTS AND RESPONSIBILITIES

TO ASSURE EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

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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 faculty member, and Student Life Disability Services (SLDS). Disability Services is available at 614-292-3307, slids@osu.edu, or slids.osu.edu.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, As Amended, 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, extended time for exams, and educational materials in alternate formats (e.g., PDF with searchable text, print enlargement, Braille, etc.).

WHO BENEFITS

- **Students with disabilities.** According to the ADA, a disability includes any “physical or mental impairment that substantially limits one or more major life activities.”
- **All Faculty and Teaching Associates.** Instructors are assisted in their responsibility to teach all students in their classes and to provide equal access to education.
- **Disability Services.** The office provides a system for service coordination in order to better meet student needs.
- **The Ohio State University.** By providing educational access for all students, the university 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 Disability Services communicate on a regular basis.
- C – Confidentiality:** All instructors and Disability Services staff must respect a student’s right to confidentiality.
- E – Eligibility for Accommodations:** Disability 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 receive the necessary services.
- S – Support:** Faculty and Disability Services work together to support students in their legal right to access an education.

For definitions of italicized terms, please see page 4.

The entire Fast Facts series is available at ada.osu.edu/resources/fastfacts/

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FACULTY RIGHTS AND RESPONSIBILITIES

FACULTY HAVE THE RIGHT TO:

Verification

- Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a letter written by a Disability Services counselor and will be delivered by the student or emailed directly to you. **Student Life Disability 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 Disability Services, expect 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 Disability Services. It is NOT your responsibility to provide accommodations to students who are not registered.
- Use a syllabus statement and class announcements to invite students to disclose their needs. A fact sheet is available on syllabus statements at ada.osu.edu/resources/fastfacts/.
- Act immediately upon receiving a student's request for accommodations by providing the service, contacting Disability Services (if unsure about the request), or meeting with the student to complete a *Proctor Sheet* so that they may utilize approved *exam accommodations* in the Disability Services office. The student is responsible for returning the Proctor Sheet to Disability Services.
- Finalize textbooks and reading lists as soon as possible in order for students with disabilities to use *alternative media* at the same time that all other students have their course materials. Converting print materials is both labor and time

intensive, and with such timely consideration, students with disabilities who have alternative media needs will be best served.

- Work to ensure that all audiovisual materials used in class are accessible (i.e., videos are captioned for students who are D/deaf or hard of hearing, videos are made with auditory description in some way, written transcripts are provided, etc.)
- Consider incorporating principles of *Universal Design for Learning* in your teaching. A fact sheet is available on Universal Design at ada.osu.edu/resources/fastfacts/.

Confidentiality

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

Communication

- Clearly communicate your testing procedures with the student and with Disability Services by completing a Proctor Sheet upon request.
- Consult with students with disabilities and Disability Services 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 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 Disability 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 Life Disability 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 Disability Services student handbook or visit slds.osu.edu.

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

- Provide Disability 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 semester.
- Follow procedures with faculty and Disability Services in order to receive the appropriate accommodations. When arranging for exam accommodations at Disability Services, first pick up a Proctor Sheet from the office. 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 Disability Services at least two (2) business days prior to midterms and quizzes and three (3) weeks prior to final exams.
- Inform Disability Services of the courses for which they will need alternative media as soon as they schedule their classes. By default, Disability Services produces only the required textbooks in an alternative format; however, additional course materials (e.g., recommended texts, Carmen articles) can be produced upon request.

- Notify faculty and Disability Services immediately when an accommodation is not being provided completely or correctly.

- Notify faculty and Disability 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 Disability Services.

Communication

- Act as their own advocate: work with counselors on developing advocacy skills and communicating their specific needs and accommodations to faculty.

STUDENT LIFE DISABILITY SERVICES RIGHTS AND RESPONSIBILITIES

DISABILITY SERVICES RIGHTS:

Documentation

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

Accommodations

- Expect students and faculty to work cooperatively with Student Life Disability Services to facilitate academic accommodations.

- Deny unreasonable academic accommodations and/or auxiliary services. Accommodations cannot impose undue hardship or fundamentally alter a program or activity of the college.
- Deny academic accommodations/services if appropriate documentation has not been provided.

DISABILITY SERVICES RESPONSIBILITIES:

Documentation

- Collect, evaluate, and securely house disability-related 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 formats once the student or faculty member identifies them.

Communication

- Communicate procedures clearly to the student and the faculty.

Advocacy

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

DEFINITIONS OF TERMS

Alternative media – Print material that has been converted to a format for students unable to use traditional print. This includes but is not limited to: PDF image or searchable text, print enlargements, RTF (Rich Text Format), Braille, audible mathematics/scientific notation, and tactile or raised-line images.

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, 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: extended time,

a reader/scribe, word processing, large print, CCTV, distraction reduced environment, etc.

Proctor Sheet – The form that aids in the facilitation of exam accommodations at Ohio State. It must be completed by both the student with a disability and the classroom instructor together. Exam accommodations cannot be scheduled at Disability Services without this form.

Universal design – An approach to designing course instruction, materials, and content to benefit students 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 their method of accessing information while the instructor monitors the learning process and initiates any beneficial methods.