

How do I maintain student privacy?

Students have a right to privacy in disability matters, and their confidentiality must be maintained. The U.S. Dept. of Justice has indicated that faculty members generally do not need to know what the disability is. Please file notices of accommodation in a secure place and refrain from discussing their disabilities and necessary accommodations in the presence of fellow students or others who have no educational need to know.

What else can I do?

Don't be afraid to ask a student to describe how he or she learns best. You can also make your course more disability-friendly by including information on your course syllabus that encourages students with disabilities to contact the Disabilities Services office for assistance in receiving accommodations. If you need additional information or specific resources, please contact your campus Disability Service office for a DSS faculty handbook.

Reference PEPNet

Disability Services for Students (DSS)

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Newport Campus
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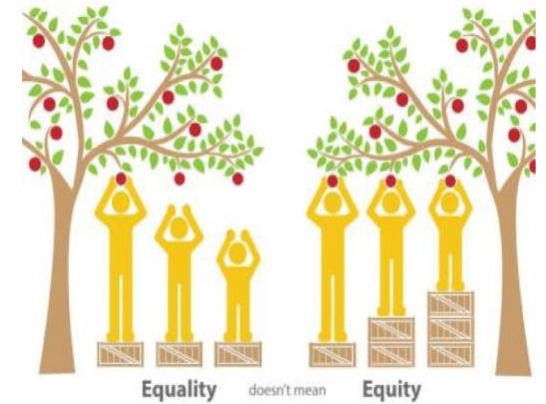
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What Faculty Members Should Know About the Americans with Disabilities Act

A Guide for Working More Effectively
With Students Who Have a Disability

**COMMUNITY
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What is the ADA?

The Americans with Disabilities Act is a federal law intended to stop discrimination against people with disabilities. It applies to employers, state and local government agencies, places of public accommodation, transportation facilities, telephone companies, and the U.S. Congress. Under Title II of the ADA, public colleges and universities are required to provide accommodations, auxiliary aids and services to qualified students with disabilities. Providing an accommodation is not considered special, but rather an equal opportunity to participate in the services, programs, or activities offered by the institution.

What are my responsibilities as a faculty member?

Campus compliance with the ADA is a shared responsibility, and faculty members play an important role in an institution's efforts. The ADA is a civil rights statute, ensuring that students with disabilities will have the opportunity to participate in postsecondary education without discrimination. For faculty members, providing reasonable accommodations or auxiliary aids and services is one way to prevent discrimination.

How do I decide which accommodations are appropriate for a particular student?

Because appropriate documentation is provided by the student to staff within the Disability Services office, faculty members are not responsible for making decisions about accommodations. Disability Service professionals recommend the accommodations which will be most effective in assuring the student's access to academic programs. Students have the responsibility for requesting accommodations and services, and must provide documentation of conditions that may warrant academic accommodations. Before providing particular accommodations for a specific course, the disability specialist carefully considers the nature of the student's disability and how this disability may affect the student's ability to learn, and to demonstrate achievement in the course.

How will I know that a student in my class is supposed to have an accommodation?

The Disability Services office will email a letter identifying the accommodations prepared for the student. Faculty are to read and reply to the emailed accommodation request letter with questions or concerns. It is common practice for the student to

review their accommodations with faculty during office hours. Occasionally a student may ask you to provide accommodations, but you did not receive a request letter emailed from the Disability Services office. To protect yourself, the student and the institution, you should recommend that the student channel any requests through the Disability Services office.

Will accommodations compromise the integrity of my class or academic program?

No. When providing accommodations for disabilities, institutions of higher education are not required to lower academic standards or compromise the integrity of the school or program. Essentially, the accommodations, auxiliary aids and services are provided to "level the playing field" for the student with a documented disability, enabling the student to compete with other peers. Once you have provided accommodations, you should grade the work as you would for any other student. There is no need to give them a break by being unduly lenient. To do the opposite, grade them more harshly, because they have had the opportunity for additional time for exams or other instructional modifications would nullify the effect of the accommodations.