WORKING WITH STUDENTS WITH DISABILITIES

Section V: Faculty Role in Services for Students with Disabilities

The Faculty Role in Services for Students with Disabilities
Creating a diverse and inclusive learning environment, which is part of the University's commitment, includes providing equal access for students with disabilities. As an educator, you are an important partner in this endeavor, and the following information is designed to provide you with a brief overview regarding equal access to students with disabilities.

Four Key Facts Regarding Students with Disabilities
1. Equal access to education is achieved when physical and instructional barriers to learning are removed and the student is allowed to compete on the basis of their academic abilities.
2. Students with disabilities have met the same admission standards to be enrolled in courses as have other students in your class; in other words, they are "otherwise qualified" to be here.
3. Once admitted, students with disabilities who request assistance from the University must provide DS with appropriate documentation for review. The documentation must come from a qualified professional and provide information regarding the functional limitation imposed by the disability in an academic setting. After DS determines a student has a documented impairment that limits one or more major life activities (including learning), the student will be eligible for support.
4. Once students with disabilities have established their eligibility for services, you will receive a Faculty Notification that details the student’s academic accommodations which you are to provide. Reasonable accommodations are designed to offset the substantial limitation imposed by the disability, not to alter essential elements of courses or programs.

Four Important Actions to Assist Students with Disabilities
1. Include a statement on your syllabus each semester which invites students with disabilities to meet with you and which provides contact information for DS.
2. Provide academic accommodations only after you have received a Faculty Notification. If a student requests academic accommodations or provides you with disability
documentation, but you have not received a Faculty Notification, refer that student to DS.

3. The student is to meet with you to discuss the best way to implement their accommodations. You and the student must agree on how to best use the accommodation.

4. The student with a disability should be held to the same academic standards as otherwise qualified students.