

Quinebaug Valley Community College

Disability Services FAQs for Faculty

2018-2019

Who at QVCC works with students with disabilities? John Lepore (860.932.4069; jlepore@qvcc.edu) and Satina Salce (860.932.4299; ssalce@qvcc.edu) work with students in Danielson and Willimantic as Disability Service Providers.

What should I do if a student requests additional time for tests because of a disability? Without granting or denying the request, ask the student to see a Disability Service Provider. We can meet with the student, and provide assistance. Requests for academic adjustments that are not authorized in writing from a Disability Service Provider should not be granted.

What should I do if a student brings me documentation of a disability? Rather than accept it, ask the student to bring or send the documentation to a Disability Service Provider.

What should I do if a student complains that it is unfair that a classmate is getting additional time for tests or some other academic adjustment? You can reply that the situation in question is authorized due to special circumstances. If the complaining student expresses a similar need, feel free to refer the student to a Disability Service Provider.

What should I do if a student asks me to alter my curriculum because of a learning disability? Federal law prohibits colleges from altering the essential nature of a course or program as an academic adjustment. Generally, academic adjustments affect the way we deliver and receive content, but not the nature or amount of content. The intent of academic adjustments is to “level the playing field” relative to an individual’s documented disability without compromising academic integrity.

Should I discuss a student’s disability with the student? Yes, if the student wishes, but please proceed with care, bearing in mind that a student’s confidentiality is protected by federal law and all reasonable precautions should be taken. Students are not required to divulge the nature or details of a disability and questions about details are best avoided.

Should I discuss a student’s academic adjustments with the student? Yes, definitely. Please bear in mind that a student’s confidentiality is protected by federal law and all reasonable precautions should be taken. At your earliest convenience, you may want to discuss how the academic adjustments will be implemented in your course. (Some students will only need to use their adjustments occasionally rather than at all times.) If a situation should arise where you need to immediately address an academic adjustment question, such as during an exam, try to do so in as private a manner as possible.

At what point am I required to provide a particular academic adjustment?

Academic adjustments take effect when you receive written authorization. The student will bring an authorization memo to you after meeting with a Disability Service Provider. Adjustments should not be provided prior to receiving the authorization memo, and are not usually applied retroactively to exams or assignments that were due prior to your receiving the memo from the student.

What should my syllabus say about disabilities? Syllabi should include a brief disabilities statement. Here is an example that you may use:

If you have a disability and wish to discuss or request academic adjustments, please contact John Lepore (860.932.4069; jlepore@qvcc.edu) or Satina Salce (860.932.4299; ssalce@qvcc.edu) as soon as possible.

Who determines if a student has a qualifying disability that requires reasonable academic adjustments?

The student must initiate the academic adjustment process by contacting and meeting with a college Disability Service Provider, signing a Self-Disclosure Form, and providing documentation from a clinical professional. A Disability Service Provider evaluates and reviews the documentation, meets with the student, and determines if the requested academic adjustments are reasonable. Instructors are welcome to provide input and suggestions about academic adjustments to a Disability Service Provider at any time. However, academic adjustments should not be altered or refused without prior consultation with one of the Disability Service Providers. There may be legal or procedural issues unknown to the instructor.

What do I do once I have received a student's academic adjustments memo?

Provide the academic adjustments listed on the memo, but no others. If you have suggestions, concerns or questions please feel free to contact a Disability Service Provider.

How do I provide the "extended time for tests" academic adjustment? This adjustment typically allows the student to work for 150% of the time that is granted to the class - for example, ninety minutes for a one-hour exam. The testing should take place at a time and location that is reasonably convenient for both of you, such as the Learning Center (860.932.4014).

What if a student has "extended time for assignments" as an academic adjustment? For some assignments, this adjustment can pose difficulties or even work against the learning process; for example, if the assignment due dates are based on the student being ready to participate in required upcoming classroom activities. In these situations, it may be best to not provide extended due dates for assignments as an academic adjustment. Please inform a Disability Service Provider- we would be glad to help explain the situation to the student if you wish.

What if a student has "flexible attendance" as an academic adjustment? This could vary based on the design of a course; for some classes, this academic adjustment might have little impact; for other classes, it might strongly interfere with the learning process. A key question is, "Does interaction between instructor and student, or among students constitute a significant component of the learning process?" Please inform the student soon and regularly about the impact of missed classes. If lack of attendance becomes an issue or begins to seriously interfere with the learning process, please inform a Disability Service Provider- we would be glad to help explain the situation to the student if you wish.

What about calculators as an accommodation? The Academic Division has determined that calculators will not be used as a disabilities accommodation in any Mathematics course.

What are the "Suggested Instructional Strategies" on the memo I receive from the student? These are individualized for the particular student- to help the instructor know more about the student's learning styles and what instructional strategies may be of help. Feel free to utilize the strategies, adapt them to your teaching style, or make other suggestions.