Responsibilities of Faculty to Serve the needs of Students with Disabilities

DRC is located in Founder's Hall Room 98
610-902-8572

- Provide accommodations approved by Disability Resource Center (DRC) to the student in the classroom and/or for exams/quizzes
- Treat information about a student's disability and/or accommodations as **confidential**
- Provide a copy of the exam/quiz with completed TAF (Testing Accommodations Form) to the DRC **prior** to the date of the test
- Include a statement on the syllabus that encourages students to disclose his/her disability and request accommodations from DRC
- Expect the student to **initiate** accommodations request in the classroom
- Verify that a student is **registered** with DRC and is eligible for accommodations
- Establish and identify **essential** functions, abilities, skills and knowledge needed for the course
- Discuss with DRC **concerns** about accommodations requested by the student

Sharing Information with Other Faculty

- Only with student's written consent
- When released by the DRC on a "need-to-know" basis
- Should not be shared with other faculty, staff or students
- Should be kept separate from their academic records

Additional Key Points

- All students receiving disability related accommodations must be registered with the DRC
- Assistive furniture – for example, tables used by students in power wheelchairs – is for DRC student use only

- All classroom and online video content must be captioned (Source: Federal Telecommunications Act of 1996)

Possible Barriers Faced by Students

- Reading textbooks or handouts
- Keeping up with reading course materials assigned
- Writing/copying lecture notes or homework
- Listening to/hearing lecture
- Seeing notes on board
- Entering buidlings or classrooms
- Obstacles such as hills, stairs or long distances between classrooms

Keep In Mind…

When working with a student with a disability:

- Students with disabilities are **Cabrini students first**
- Treat students with disabilities the same as other students
- Don't single out or bring attention to a student with a disability
- If a student comes with an interpreter or attendant, speak directly to the student
- Don't be afraid to shake hands with an individual with a disability
- Place yourself at eye level with a person using a wheelchair
- Don't be embarrassed if you use everyday expressions such as "see you later" or "did you hear that"
- Don't lean on a person's wheelchair
- Don't distract a service animal (dog) from their job; for example, by feeding, petting, calling out for it to come or throwing objects
- Faculty plan an important role in making their classrooms accessible to all students