What are my responsibilities as a faculty member?

Campus compliance with the ADA is a shared responsibility. 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.

CONFIDENTIALITY

All information regarding a student’s disability is confidential information and cannot be released without written permission from the student.

FACULTY RIGHTS

- To be informed when a lecture is being audio recorded.
- To expect all students to adhere to the student code of conduct.
- To deny accommodations if the letter of accommodations from the Disability Services office is not provided.
- To challenge accommodations that jeopardize the academic standards or integrity of the course.

FACULTY RESPONSIBILITIES

- To share responsibilities for student accommodations with Disability Services.
- To maintain confidentiality of the student utilizing accommodations in your class.
- To refer students to Disability Services who report a disability.
- To provide accommodations that are appropriate when accommodation letter has been received.
- Do not provide accommodations to students who are NOT registered with DS.
- To include Chapman’s ADA statement on all syllabi.
- To deliver and pick up proctored tests from Testing Center, usually via email, interoffice mail, or hand delivered by to the staff.
- To contact Disability Services to determine appropriate accommodations for unusual circumstances or other questions.
- To communicate with the student directly to agree upon which accommodation(s) are appropriate for a particular event if it is not already assumed.
Will accommodations compromise the integrity of my class or academic program?

No. When providing accommodation for disabilities, institutions of higher education are not required to lower academic standards or compromise the integrity of the school or program. Essentially, accommodations and auxiliary aids and services are provided to “level the playing field” for the student with a disability, enabling the student to compete with his/her peers. Once you have provided accommodations, you should grade the work of a student receiving accommodations as you would grade the work of any other student. There is no need to be overly lenient. To grade students more harshly because they have had the opportunity for additional time for exams or other instructional modifications would nullify the purpose of the accommodations, thus possibly constituting discrimination.

What else can I do?

Don’t be afraid to ask a student to describe how he or she learns best (especially if they are struggling). They are not required to disclose their disability diagnosis, but you can help them approach the work more effective and efficiently, while considering their strengths and weaknesses. Frequently this could include utilizing technology in the classroom to aid in notetaking and/or audio recording.

Please consider allowing/encouraging technology in your classroom. This help students with and without disabilities in today’s technological world.

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