

FACULTY RESOURCES

The information in this section has been created to provide faculty with procedures specific to Texas A&M University- Central Texas. Included are helpful tips for working with students with disabilities, information specific to your role as a faculty member, and answers to frequently asked questions.

How the process works

Students right and responsibilities

- Students seeking accommodations are required to self-identify their disability and need for accommodations with Access and Inclusion. A&I will not seek out students with disabilities. Students may self-identify at any point during the semester. Due to this, it is highly suggested that professors add a [syllabus statement](#).

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities.

- **Steps to receive accommodations**
 1. Student contacts the A&I Office.
 2. Student submits documentation and intake packet to the A&I office.
 3. The Access and Accommodations Coordinator reviews the documentation provided.
 4. The Access and Accommodations Coordinator schedules an intake meeting with the student.
 5. If approved, the student will receive an accommodation letter to provide to instructors.
 6. Students are encouraged to speak with instructors and be prepared to discuss their needs once they receive an accommodations letter.

Accommodations are not retroactive.

Accommodations are decided on an individual basis. There is a range of accommodations that can be provided. Below are a few of the accommodations that instructors often have questions about.

Alternative Testing

Students who have alternative testing as an accommodation may schedule exams in the testing center where they will be proctored by a testing staff member. The testing guidelines can be found [Here](#).

Extended Time on Exams

Students may receive 1.5x (time + half) or 2x (double time) on exams.

- If the exams are online, instructors will need to adjust the time in their testing system (Canvas, etc.).
- If exams are face-to-face, students can test in the testing center where they will be proctored by a testing staff member.
- Exams should be completed on the same day and time as the class, unless there are extenuating circumstances (i.e. the student has another class right before or after yours which would not allow the student to receive their allotted time).

Absence/tardy leniency

Students are encouraged to discuss this accommodation with their instructor at the start of the semester. Students are provided an [absence leniency agreement](#) which allows the instructor and student to create an agreement.

Ability to Negotiate Deadlines

This accommodation is approved for students who have a disability that could impact their ability to complete assignments by the due date (students whose conditions are episodic in nature and/or conditions that change and result in problematic symptoms for example).

Access and Inclusion informs students that they have a responsibility to anticipate their needs for and to request an extension in a “timely manner” (as soon as possible). In the accommodation letter it states that negotiating deadlines is at the discretion of the instructor. When provided, extensions should be short (within a day or 2).

Instructors should be prepared to provide a rationale if they determine that extending an assignment deadline is not educationally feasible.

For more information, view the [deadline extension agreement](#).

Questions that instructors may ask themselves when determining extension deadlines are:

- To what extent does the fundamental nature of the course rely upon completion of assignments within a specified time frame as an essential method for learning?
- Is the completion of an assignment within a specific time frame a critical component of an assessment activity?
- What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion?

Instructor Rights and Responsibilities

Do I have the right to know what type of disability a student has when they ask for an accommodation(s)?

No, a student does not have to provide the faculty member with particulars about their disability. If the student chooses to share information, then that is their right. It is important that instructors maintain confidentiality. Instructors should refrain from discussing student's disability and accommodations in the presence of fellow students or others who do not have an educational need to know.

Do I have the right to confirm a student's request for accommodations?

Accommodations are provided on a semester-by-semester basis and each letter will be dated and signed by the Access and Accommodations Coordinator.

Instructors may contact the A&I office to confirm that a student has active accommodations.

What should I do if a student tells me that they have a disability?

If a student shares that they have a disability, instructors should refer them to the Access and Inclusion office.

What should I do if there is a student in my course who I feel has a disability that affects their education?

If an instructor feels that a particular student may have a disability, they may refer the student to the Access and Inclusion office.

What should be done if a student is disruptive in class?

Instructors should treat a student with a disability the same way they would any student who is disruptive in class. However, if an instructor feels that there is a disability-related reason for the student's behavior, the instructor can discuss this with the Access and Accommodations Coordinator to determine if there is a solution to the problem or strategies for addressing the behavior.

What should be done if a student with a disability is failing?

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, reasonable accommodations are intended to provide equal access and not necessarily success. Therefore, it is important for instructors to remember that providing reasonable accommodations to a student with a disability does not guarantee success.

Instructors can suggest on campus resources such as tutoring, workshops, The University Writing Center, etc.

What should I do if I have a student with a temporary disability?

Although Access and Inclusion (A&I) work primarily with students with permanent disabilities and chronic medical conditions, our office also serves students with a wide variety of temporary injuries due to an accident, illness, hospitalization/surgery, or other situations which are not considered a disability under ADA. As a result, academic adjustments may be recommended for students with temporary injuries (e.g., broken bones, concussions, recovery from surgery). These students may benefit from services

A&I can coordinate, such as extra time for examinations, note-taking assistance, and accessible parking options.

Students who are requesting additional support must submit medical documentation in order to be considered for any academic accommodations. In addition, students who anticipate being away from campus because of a scheduled surgery or hospitalization may find it helpful to contact the Dean of Students Office in order to prepare for potential assistance which may be needed upon their return to campus.

Please note that A&I does not provide assistance with transportation around campus.

Tips

- Make videos accessible.
 - Include captioning and transcript.
- Have an awareness of processes and resources for disability-related accommodations.
- Discuss expectations in regard to absence leniency/extensions when applicable.
- Once you receive an accommodation letter from a student, discuss it initially and contact A&I with any questions or concerns.

Contact A&I if you have questions.

- Phone: [254.501.5836](tel:254.501.5836)
- Email: access@tamuct.edu
- Fax: 254.519.8601