



ADA information for Instructors of Adult Students Auburn Career Center

Auburn Career Center supports the right of full and equal educational opportunity for all students. Disability should not be the basis for exclusion from educational programs. Instructional accommodations and alternative testing programs may be necessary in order for qualified students with disabilities to participate in instructional programs. Such accommodations, including alternative testing, should allow equivalent opportunity for qualified students to demonstrate their acquired knowledge and competence. They should not create unfair advantage for the student or undue hardship for the instructors. The purpose of the following statement of policy is to guide instructors in the provision of alternative testing opportunities for students with disabilities.

Instructors are responsible for the educational activities of the institution, including the assessment of student learning in their courses. As the numbers of students with disabilities attending Auburn Career Center increases, faculty will increasingly receive requests to provide reasonable academic accommodations from these students. Students with disabilities are responsible for informing faculty in a timely manner of their need for such accommodations. Students should consult with faculty as early as possible – preferably before the beginning of a class/module, but no later than the first three weeks of class. Students who incur or recognize a disability and the need for an accommodation during the class/module should immediately consult with the instructor. Throughout all of these steps, the student is responsible for self-advocacy.

Testing and assessment in courses may measure knowledge of course materials, proficiency in skills, or both. Students who have acquired such knowledge or skills may not be able to demonstrate their competency under some testing conditions. For example, a student whose disability reduces reading and/or writing speed may not be able to demonstrate proficiency in timed tests. If the skill or knowledge being tested does not directly require timed performance, extended time can accommodate such a student without creating unfair advantage. Similarly, a student with a visual disability may need to use audiotape, large print, or Braille in order to read an examination. Alternative response formats may need to be arranged, including (but not limited to) oral, large print, scribe or computer generated tests. Consideration should also be provided for those students who, for documented health reasons, need to have the date and time of the test altered.

The determination of appropriate procedures for alternative assessment or testing may depend on the student's disability and history of accommodation; on the nature of the course material;

on the design content, and purpose of the assessment; and on the testing environment. The Office of Accessibility is available to assist students and instructors by verifying disabilities, recommending accommodations, and providing information and training on disability-related issues. Students having previous experience with alternative testing may also provide helpful suggestions to instructors. If an instructor is not satisfied with a recommendation for alternative testing, he or she may consult with the Office of Accessibility in order to seek a mutually agreeable modification.

Most accommodations for alternative testing are relatively simple. For example, students may come earlier to start an extended-time exam, or large print versions of exams can be printed at the same time that originals are prepared. Accommodations may be provided directly by instructors, The Office of Accessibility, or through other arrangements mutually agreeable to the student and instructor. The ability of an instructor to provide accommodation may be compromised by (a) large numbers of students needing accommodation or (b) limited instructional resources. In such situations, it is recommended that instructors work with The Office of Accessibility to explore potential solutions. In times of high demand, some flexibility may be required.

Before an instructor makes a decision to provide an accommodation, please consult with the Office of Accessibility. There may be legal concerns that need to be addressed for each individual situation. It is important that all decisions regarding accommodations are made through the collaboration of the Office of Accessibility, and the student. Students are responsible for self-identification that they require ADA services.

It is vital that students with disabilities are made aware of the ADA services and referred to the Office of Accessibility.

Instructors, departmental staff and The Office of Accessibility are ALL responsible for maintaining confidentiality. Any disability-related information should be kept in a separate, confidential file and NOT included with the student's academic records.