Disability Academy Module 12

Appendix 11: Policies

Transcript

# Slide 1

This is Disability Academy Module 12

Appendix 2 covering policies

# Slide 2

Attendance is the first policy we will cover in this module

# Slide 3

Attendance Policy

Disability services does not create or change attendance policies that the college and instructors have put in place

It is important to share legal guidelines such as:

* Inform students of the instructor’s attendance policy that is in their syllabus
* Instructors should meet with students who wish to discuss the attendance policy
* Instructors also need to explain to the students why they will or will not alter their attendance policy and the rationale behind their decision

If the Disability Services makes a decision that reasonable attendance adjustments are a reasonable accommodation, then discuss the OCR guidelines with the instructor as well as responsibilities and expectations with the student

# Slide 4

Attendance guidelines for faculty

If the faculty have any questions, these should be discussed and evaluated with Disability Services

The OCR guidelines are as follows:

* What does the course description and syllabus say?
* What elements of the class experience are used to calculate the final grade
* What are the classroom practices and policies regarding attendance?
* To what extent is there classroom interaction between the instructor and students and among students
* Do student contributions constitute a significant component of the learning process
* Does the fundamental nature of the course rely on student participation as an essential method of learning?
* To what degree does a student’s failure to attend constitute a significant loss to an educational experience of other student in the class

# Slide 5

Attendance responsibilities should be discussed with the student and Disability Services before granting the accommodation. The responsibilities include:

* Follow medical advice
	+ Proper nutrition, adequate rest, and other lifestyle management suggestions from their doctor are important to manage their condition and to minimize the number of disability related absences that may impact them academically.
* Schedule medical appointments around class schedule to the extent possible
	+ Scheduled doctors’ appointments during class should be avoided. If a student has regular medical appointments that may interfere with class, the student should discuss this in advance with their instructors and inform Disability Services.
* Understand the wording of reasonable attendance adjustment
	+ This accommodation means that the student is eligible for a reasonable opportunity to make up work. It does **NOT** give the student a “free pass” for unlimited absences. Faculty have been notified that the student has a disability that may cause absences, it is up to each faculty member to determine what is reasonable in their class.
* Understand the nature of in-class activities and the implications this will have for unavoidable disability related absences
	+ Faculty have been provided questions for guidance with their specific course, designed to help them determine what constitutes a reasonable attendance adjustment to their attendance policy. In the student’s conversations with faculty, they should be sharing this information with them, so the student understands how absences will impact them academically.
		- At Wilkes Community College (WCC) we have an letter created to email to faculty about their responsibilities and the OCR guidelines they should consider.
* Ensure that conversations with faculty include specific instructions for how each one wishes to communicate about absences and makeup work
	+ Developing and following a communication plan is key to making the reasonable attendance adjustment work. Also, contact Disability Services as soon as possible when the student is absent due to a disability related situation.
* Regularly receive and review notes for classes missed. Work ahead if possible to meet deadlines during flare ups
	+ To manage fluctuations in their disability or medical condition, the student will need to plan when working on assignments is difficult. Plan to have assignments ready several days before they are due, and study for exams in advance.
* Be aware of the deadlines to drop a class
	+ As the drop deadline approaches, the student should evaluate how absences have impacted them academically in each class and ensure that they will be able to meet requirements. The student may wish to discuss this with their instructors. If excessive absences are threatening the student’s success in the class, their best option may be to withdraw.
* Remember the school’s attendance policy- attendance is expected and considered an important part of a students’ educational experience
	+ The WCC Catalog states that regular attendance is expected and considered an important part of a students’ educational experience. Students are responsible for attendance and are expected to be punctual and to attend every class session. Regardless of reasons for absences, students will be held accountable for all academic activities.

We also mention that material may be learned in different ways and reading a textbook may not be enough and valuable information may be lost. This may mean that the student take a lighter load to manage their condition and increase the likelihood of working ahead

Here at WCC we cover all these responsibilities and expectations and have the student sign the document with them listed to ensure they understand

# Slide 6

Code of Conduct

# Slide 7

Here are a couple code of conduct policies

The first one is from Alamance Community College website

“The Office of Disability Services takes seriously its responsibility to protect and promote a positive learning environment at Alamance Community College, and all students are expected to adhere to the College’s Student Code of Conduct policies. Students are expected to be responsible for their behavior. The rights and feelings of others must be respected both in the classroom and outside it. In the area of academics, students are expected not to give or receive help during quizzes, tests or exams, not to submit papers or reports (that are supposed to be original work) which are not entirely their own, and not to cite source materials improperly. Students, who furnish false oral, written or forged documentation for a medical condition or disability to deliberately misrepresent, alter or modify forms and/or reports used to determine eligibility and/or accommodations will be reported to the Dean of Student Development for appropriate disciplinary action. The ACC Student Code of Conduct details offenses which may lead to sanctions and is printed in the Curriculum Student Handbook.”

The second is from the WCC Disability Services guidebook

“Student with disabilities are subject to the same code of conduct as other Wilkes Community College students. Any inappropriate behavior will be reported to the Dean of Instruction and Student Services and to the Campus Police if the behavior presents a threat to self or others.”

The WCC college code of conduct is written out below the Disability Services statement on code of conduct in the handbook/guidebook

# Slide 8

Next are examples of grievance policies

# Slide 9

Grievance procedures vary from college to college I have included two examples that colleges choose the process through different individuals. One is from WCC and the other from Cape Fear

Wilkes Community College policy example

“Students with disabilities can resolve most grievances through an informal meeting with the faculty or staff involved. If the grievance is not resolved to the student’s satisfaction, the student should meet with the Director of Disability Services. If the complaint is against the Office of Disability Services, the student should contact the Dean of Instructional Support Services who will conduct an investigation for resolution.”

Cape Fear Community College policy example

“A student with a grievance based on discrimination, accommodation issue and/or denial of services based on a disability, are to be filed initially with the Director of Disability Support Services. If this action does not result in an acceptable resolution of the issue within the standards of CFCC’s policies and procedures and/or the standards of the class/curriculum, then the student should consult with the Dean of Student Affairs by referring to the Complaint Form for Alleged Violation webpage

# Slide 10

This grievance procedure is through a committee and the example comes from Forsyth Tech Community College

“If a student feels his/her rights have been violated and /or does not agree with the decisions made by the Disability Services Office, they may appeal the decision. The student must put their grievance in writing asking for an appeal concerning the decisions made about accommodations they are asking for. Once the notice has been received, the Disability Services Review Committee will be notified, and a meeting shall occur. The Disability Services Review Committee consists of faculty/staff at Forsyth Tech in different areas of academia.”

# Slide 11

This concludes module 12 on policies