



ACCESSIBILITY SERVICES: FACULTY

SCTCC faculty and staff are key to promoting and providing accessibility on campus for students with disabilities, through implementing approved accommodations and creating an accessible campus environment.

Accessibility Services works with faculty and staff to foster all of SCTCC's Shared Beliefs, most specifically:

- **An antiracist and antidiscrimination ethos is necessary for advancing social justice and equity.**
- **It is our responsibility to ensure equitable outcomes for our students. Each student can succeed.**
- **Innovation, flexibility, and life-long learning are critical for our community to thrive.**

St. Cloud Technical & Community College is required by federal disability legislature to ensure that qualified students with disabilities are afforded equitable access to the college's programs and services.

Students with Accommodations

Students who are approved through Accessibility Services are not seeking accommodations to get an advantage in class. These accommodations are put in place to allow students with disabilities to experience the class from an equitable position relative to all other students.

Students with disabilities are still expected to meet course expectations and should be evaluated by the same criteria as their peers.

What Counts as a Disability?

The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

Most students registered with Accessibility Services have invisible disabilities, meaning they have no obvious signs indicating their accommodation needs.

What are Accommodations?

As needed, accommodations (modifications to policies and practices) are provided to ensure equitable access for students with documented disabilities.

While accommodations may change the way a student accesses information or demonstrates knowledge, accommodations should never compromise the essential element of a course or program.

Accommodations for students with disabilities are protected by federal law.

Implementing Accommodations

Instructors are tasked with implementing the approved accommodations listed in the student's Accommodation Plan.

It is the responsibility of the student to provide their instructors with a copy of their Accommodation Plan. Keep in mind that accommodations are not retroactive.

If you have any questions regarding the implementation of accommodations for a student in your class, please reach out to Accessibility Services to consult.



ACCESSIBILITY SERVICES: FACULTY BEST PRACTICES

- Follow the student's Accommodation Plan as it is written.
- Bring any questions regarding implementing a student's Accommodation Plan to Accessibility Services.
- Maintain the confidentiality of all disability-related information and be mindful of your environment when discussing accommodations with the student.
- Add the Accessibility Services Syllabus Statement to your syllabi.
- Make a general announcement at the beginning of the semester when going over the syllabus to encourage students to seek out services who may need it.
- Understand that not all disabilities are stable and due to this students might require changes to their accommodation plan throughout the semester.
- Don't challenge the legitimacy of a student's disability. Accessibility Services is the designated office to determine accommodations for students and any student with an Accommodation Plan has met the qualifications for services.
- Understand that accommodations are made to "even the playing field" and should not be applied to all students in the class, unless it follows the principles of universal design.
- Expect students to meet the same class expectations as their peers.
- It is key to not overly accommodate students past what is reasonable. They are capable students who were admitted on their own merit and have met the same admissions requirements as other students.
- Students with disabilities know themselves best and are the best sources of information regarding their disability and the impact it has on their academics.
- Keep in mind that many students are concerned about the stigma of disclosing a disability. A positive reaction to the student's self-disclosure and need for accommodation is an important way to promote disability inclusion on campus.