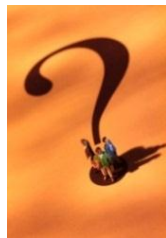


Answering Instructors' Questions About Reasonable Accommodation Plans



What is a Reasonable Accommodation Plan (RAP)?

A reasonable accommodation plan is a document that verifies that a student with disabilities is working with disabilities services and is eligible for accommodations and supports, which the plan will outline. It is important to note that it is a plan set up by us; it is NOT an old high school IEP or 504.

What are reasonable accommodations?

Reasonable accommodations are academic adjustments that help to “level the playing field”. They provide access and equal opportunity for students but should be reasonable and not alter course objectives. They do not modify course content. Accommodations are similar to what you might see in 504’s in the K-12 setting.

Examples: Extra time on tests and quizzes, preferential seating, use of a four function calculator in math, etc.

When will I receive a RAP?

Students *should* be coming to the Learning Commons (Room 100) to create plans or renew plans before the start of the semester. It is the student’s responsibility to give their plan to their instructor. Students can apply for a plan at any time, so you may see some plans after the semester begins.

The plans are not retroactive, so you are not obligated to allow students to retake tests or resubmit work with new accommodations.

What do I do when I receive a RAP?

You should review the information in the RAP, discuss it briefly with the student (in private) and ask questions about the RAP if needed. Please DO NOT ask about the disability; the student will only disclose what he/she is comfortable with. Help the student feel welcomed and at ease with your responses.

Is there confidentiality involved?

YES. It is up to the student to share his/her plan, decide who to talk to and what information they want to disclose. It is not appropriate to ask what the diagnosis is. Faculty should NEVER bring up a student’s disability or plan in front of other students. Discussions should take place privately.

It is not appropriate to discuss a student disclosure with another professor. For example, a student may have disclosed information to their advisor who then may feel it is in the best interest for the student’s instructors to know; however, it is considered a breach of confidentiality. Perhaps the student did not want to tell anyone else.

What am I required to do to assist a student with a RAP?

You are required to enter into an interactive process with the student and Disabilities Support Coordinator to determine if the accommodations the student is eligible for are reasonable. “Reasonable” is in reference to course objectives, conduct and health codes, and technical standards.

Example: An accommodation of giving a student an alternative to public speaking is okay for some classes but not if it’s critical to course objectives (i.e., education program classes).

What if I suspect a student has a disability but I was not given a RAP?

You should speak privately with the student. Please do not suggest or imply that they have a disability. You could talk about their progress in the class, learning styles, your concerns, etc. which could open the door to discuss resources at NCC geared to help students (including disability services).

What if a student says they have a disability or an “IEP” but I have not received a RAP?

You are not obligated to give accommodations. The student could be confused: they may not realize that IEP’s don’t extend to college or they may not know there is a process to receive support (as they are used to K-12 schools initiating the process for them).

Please direct them to the Disabilities Support Coordinator to set up a RAP. You can tell them you cannot accommodate until they have a plan in place.

What else should I know?

All personal aids, translators, note-takers, etc. must be approved through disability services before taking the class and will be listed on the RAP.

Please keep in mind many students have anxiety about attending college and have difficulty advocating for themselves. Communication with students (especially those with disabilities) will help you to help them more effectively and will make them more comfortable with you and your class!

What other services are available to NCC students with disabilities?

Visual enlargement software, text/speech software, audio books / PDFs, coaching, skill development, quiet testing center, drop-in tutoring, one-on-one tutoring, help in the Writing Center, computer labs and support groups are things we have here to help students access material and help them in achieving their goals.

If I have questions, where should I go for help?

Please contact the Disabilities Support Coordinator, Melissa Olson, located in Room 100. E-mail Melissa at molson@ccsnh.edu or call 578-8900 ext. 1451