Frequently Asked Questions (for faculty)

1. Who is the ADA campus contact at my campus?

**Dover**
Charles Mundell  
(302) 857-1349  
e-mail: cmundell@dtcc.edu

**Georgetown**
Carla Tingle  
(302) 259-6045  
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**Stanton**
Heather M. Statler  
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**Wilmington**
Victoria Chang  
(302) 434-5553  
e-mail: vchang1@dtcc.edu

2. If a student self-discloses a disability to me, what should I do?

   You should direct the student to the appropriate ADA campus contact listed above. Faculty members should not make accommodations on their own. The ADA campus contact will request the required documentation from the student and will work with the student to determine the appropriate adjustment for all classes. Of course, your input is always appreciated.

3. What is a reasonable accommodation?

   The following are examples of reasonable adjustments:

   a. **Accessible Furniture:** Providing classroom furniture, which is most appropriate for the student in light of their disability.

   b. **Assistive Listening Device:** An amplification system designed to help the student hear better by minimizing background sounds and amplifying desired sound.

   c. **Clear View/Lip-Reading:** The process of viewing the speaker's lips to facilitate communication (requires unobstructed view of the speaker).

   d. **Course Reductions which do not fundamentally alter the nature of the program:** Students may elect to attend on a part-time basis. Part-time study may impact the length of time to complete program requirements and/or financial aid.
e. **Course Substitutions** will be considered so long as the modification does not fundamentally alter the nature of a program.

f. **Early Access to Course Syllabus**: Providing the student with a course syllabus prior to the beginning of the term. A student who needs class material in alternate format or who requires additional time to complete reading or writing assignments will benefit from having early access to course requirements. Early access to the course syllabus allows the accommodation process to begin early and reduces chances of delays in services.

g. **Large Print Handouts**: Enlarging written material on standard photocopier or word processor to facilitate reading for a student with various processing or sensory impairments.

h. **Note taker/Scribe**: Individual assigned to assist a student by recording class lecture notes of instructor’s spoken words. The scribe may also assist student to record in-class assignments.

i. **Priority Seating**: Allowing the student to choose the class seating arrangement which is most appropriate in light of the disability.

j. **Sign Language Interpreter(s)**: A person who translates spoken English into American Sign Language (ASL) and vice versa for students with significant hearing loss or deafness. A student using an Interpreter should be allowed to choose classroom seating which is most appropriate for that student’s particular need. The college will provide the interpreter; it is not reasonable to expect the College will pay for an interpreter you have used before or currently use on a daily basis.

k. **Tape Recording/Transcribing Lectures**: Recording spoken material presented in the classroom using a tape recorder.

l. **Visual Media**: Using graphics or other visual methods, such as PowerPoint slides or handouts, to supplement class lecture and spoken information.

4. **Can I challenge a given accommodation?**

   Faculty members are welcome to discuss an accommodation with the ADA campus contact. There is often more than one way to level the playing field for a student who has a disability. The process is an interactive one and the opinion of the faculty member is always appreciated. In addition, the faculty member may have feedback on whether the academic adjustment is helpful to the student. However, federal law requires the College to provide accommodations and the decision as to the appropriate ones rests with the ADA campus contact.

5. **What is the procedure for receiving a student’s accommodation(s) plan?**

   After the ADA campus contact reviews the documentation provided by the health care provider and discusses the available options with the student, a copy of the plan will be sent to you by e-mail.

6. **If I receive an accommodation(s) plan, do I have to implement them immediately?**

   Please implement the plan as soon as you are able to do so. Most changes, such as providing additional time for test taking, can be made immediately. You can only do what is possible – if you are asked to provide early access to a syllabus or a textbook, you cannot provide the
information to the student until you have it yourself. However, it would be helpful if you provide the information to the student as soon as you are able to do so. Be assured that the plan is not retroactive; you don’t have to give a re-test on material covered prior to your receipt of the plan, unless you provide re-test opportunities to all students.

7. Will I receive a copy of the student’s medical documentation of the disability?

No, the documentation and the specific diagnosis are confidential and the information will be held by the ADA campus contact. They may share information with you only upon the consent of the student. Otherwise, it is up to the student to choose to share the information with faculty.

8. Can I talk to the student and ask them questions about their disability?

Students are encouraged to discuss the disability with faculty members. However, it is up to the student to share as much or as little as the student is comfortable with. You should not ask questions unless you are invited to do so by the student. If there is something that you think you need to know to be more effective in teaching or advising the student, discuss it with the ADA campus contact.

9. I would like to assist a student in any way I can. Can I provide whatever accommodation I want?

No. Remember that the goal of the accommodation process is to provide equal access for students with disabilities. The student must have a disability that is documented by a medical professional which then allows the ADA campus contact to engage in an interactive process to determine what assistance will level the playing field for the student’s particular situation. The goal of the assistance is to make the class accessible to the student, not to provide an unfair advantage.

10. What is Asperger’s Syndrome?

Asperger’s Syndrome is a disorder on the autism spectrum. It is a neurological condition which is characterized by differences in communication and social interaction, by an excessive interest in a single subject and a very literal interpretation of language resulting from a very narrow focus of attention. Higher education is seeing more and more students who are somewhere on the autism spectrum. Further information is available at the following links:

- [http://www.autistics.org](http://www.autistics.org)
- [http://www.taaproject.com](http://www.taaproject.com) (The Autism Acceptance Project)