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Academic Enrichment Center, Office of Disability Services

New Faculty Training Guide

Welcome

Morrisville State College complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities.

The information contained on the following pages is designed to help you provide academic accommodations to the students in your classes. We encourage you to access it as needed. Morrisville State College has disability services contacts at both the Morrisville and Norwich Campuses. If you have any questions in regards to students with disabilities please feel free to contact one of us.

Best Regards,

Dave	Jeri
David Symonds Coordinator of Service for Students with Disabilities Morrisville Campus Butcher Library, PO Box 901 Morrisville, New York 13408 symondda@morrisville.edu (315) 684-6349	Jeri O'Bryan-Losee Coordinator of Academic Support Services Norwich Campus 20 Conkey Avenue Norwich, New York 13815 obryanj@morrisville.edu (607) 334-5144

What is Disability Services?

Disability Services (DS) coordinates all academic accommodations for students with documented disabilities at both the Morrisville and Norwich Campuses. The DS office is the official office to review and house disability documentation for students, and to provide them with an official Notification of Disabilities form to present to the faculty if an accommodation is warranted. DS strongly encourages faculty to provide accommodations only if and when they are in receipt of said notification form. If a student indicates they have a documented disability they should contact the DS office at their campus immediately.

Site Locations:

Morrisville Campus	Norwich Campus
David Symonds	Jeri O'Bryan-Losee
Butcher Library, PO Box 901 Morrisville, New York 13408	20 Conkey Avenue Norwich, New York 13815

Schedule:

Classes in session:

Both Campuses
Monday thru Friday 8:30 – 5:00

Classes NOT in session:

Both Campus
Monday thru Friday 8:00 – 4:00

What are academic accommodations?

Academic accommodations are defined as all adjustments, alterations, and/or modifications that allow a student with a documented disability or impairment to have equal access to college programs and activities.

How do I know if a student with disabilities is in my class?

Students who are registering with the DS office are given a form to deliver to their instructors. This “Notification of Disabilities” form will allow an initial *confidential* discussion of the students needs. If a student presents a form to you, suggest a time for the two of you to meet to discuss the impact the accommodation may have on your class. **Please keep in mind this is confidential information and should never be discussed in front of other colleagues or students.**

While you will get the bulk of these notifications early in the semester it is important to note that students legally may put their accommodations in place at anytime during the semester. **If a student discloses a disability to you but has not given you the “Notification of Disability form” they have not yet begun the appropriate process and should be directed to the DS office.**

Syllabus statement

A syllabus statement is a statement placed on course syllabi indicating a faculty member’s willingness to provide reasonable accommodations to a student with a disability as well as to serve as a reminder to students who have not yet registered for accommodations with the DS office. The statement should be an invitation to students who have disabilities to meet with you, in a confidential environment, to review course requirements and to discuss their need for accommodations.

An example disability statement that can be used/adapted for course syllabi:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Disability Services (DS) office immediately to register for services and receive a Notification of Disabilities form. Once you have this form, we will meet privately, to discuss your specific needs. Although you may register for services at any time, please attempt to make arrangements within the first two weeks of the semester so all appropriate academic accommodations can be set. For additional information, contact DS:

(Morrisville Classes) David Symonds, symondda@morrisville.edu, 315-684-6349 in the Academic Enrichment Center of the Butcher Library.

(Norwich Classes) Jeri O’Bryan-Losee, obryanj@morrisville.edu, 607-334-5144 in the Second floor Administrative Offices of the Norwich Campus.

Keep in mind that when discussing accommodations with a student you cannot ask them to disclose the name or nature of their disability. Your discussion should revolve around the accommodations that the students will need to utilize in your class. Focus on the “how” not the “why”.

If you have any questions about talking with students or would like to role-play sample conversations contact the DS office we would be happy to assist you.

Tips for providing academic accommodations:

The key to providing academic accommodations is to understand the need to learn to “Level the playing field” without lowering academic standards. We know sign language interpreters, real time captioning, textbooks in Braille, accessible web sites, and other simple steps often successfully allow students with hearing, visual, and learning disabilities to master the same course content as others.

It is important to understand that many changes originally intended to benefit students with disabilities often improve the college experience for everyone. Real time captioning intended for students who are deaf or hard of hearing provides every student two ways to receive the instructional material. Captioned video has proven to be not only accessible but becomes searchable and reusable as components of future classes. An understanding of “Universal design” and “Learning styles” in materials enhances the flexibility and cross platform usability of instructional for all students.

At any point if you need to understand how to make this happen contact the DS office at either campus. Standard tips and techniques that have been successful for other faculty.

Classroom tips

- Include a syllabus statement regarding students with disabilities (an example is provided earlier in this document).
- Provide classroom information in a variety of ways. Multi-modal delivery; verbal, print and electronic takes into account a variety of learning styles.
- Be open to the student’s discussing their needs with you.
- Give students a window of opportunity to complete their exams. For example, you want your test completed by the end of the day on the same day it was given. **Please note:** students using extended time may be taking their exam at a time other than the scheduled class time.
- Whenever possible proctor your own tests for students with disabilities. You will then be available if the student has a question about the test. Those who may be proctoring tests are not able to infer meanings or correct grammar while administering the test.
- A student should never be scheduled to take a test at a time that would cause them to miss lecture of new material. If at all possible schedule testing at the end of the class time. If you are going to test and then lecture, be aware a student may need to start the test early or reschedule to take the test at a different time.
- Take the time to become familiar with universal design concepts. Information is available through the CAST web site (<http://www.cast.org/>) or working with the DS office.

Accommodating your own tests

Over the past few years increasing amounts of faculty have been accommodating their own tests for students with disabilities. This practice has been received with positive response from both students and faculty. The majority of students with disabilities

utilize very simple accommodations such as extended time for tests and being able to complete tests in a separate location with fewer distractions. Students who need to access special equipment, or require their entire test be read to them should complete the exam with us with the exception of language classes or those tests containing subject specific vocabulary.

There are two prerequisite to accommodate your own tests:

1. Having time enough in your schedule to arrange testing with the student.
2. Having a place that offers few distractions. **Having a student complete a test in the school office with an administrative assistant serving as proctor is not an appropriate or effective accommodation.** The student should take their exam in or near your office or classroom.

Testing should occur at a time that works for both you and the student. A student should never miss another one of their classes to make up a test. If you do not have the time or the place to accommodate the needs of the student with the disability they should take their test in the DS office.

Using the DS office to accommodate tests

When you send a test to the DS office please do so at least 48 hours before you are scheduled to give the test to students. This gives me appropriate time to accommodate both you and the student. All tests must be completed the same day the test is scheduled. Any other arrangements must be made by agreement between the student and instructor.

Tests taken in the DS office must include the following information to assist us in providing test accommodations. Test cover sheets are available on-line or in the DS office at both campuses but as long as the following information is included accommodations can be appropriately made:

- How long do they have to take it? (A typical time frame is to have the student complete the test some time on the same day it is given. Instructors, particularly those who are administering essay exams, may give a longer extended time frame.)
- Is the exam open book or open notes? (What can they bring into the test.)
- Can formula sheets be used?
- Can the test be taken in parts? (Our policy is that the exam is to be completed in one setting unless other arrangements have been made or accommodation documentation has been deemed appropriate.)
- Are you using bubble sheets, if so which style?

How do I get a test to the DS office?

Tests can be sent in a variety of ways.

Dave Symonds-Morrisville Campus	Jeri O'Bryan-Norwich Campus
Hard copy	Hard copy
E-mail as an attachment E-mail your exams to: ASCtesting@morrisville.edu	E-mail as an attachment to TWO staff: obryanj@morrisville.edu - (Jeri O'Bryan-Losee) conklipl@morrisville.edu -(Patti Conklin)

The preference is to have the exams e-mailed, but if you have material on your exam that will not e-mail providing hard copies is fine.

Making technology accessible

Utilizing technology in the classroom is an instructional tool. It allows students to access information at anytime and in different ways. It is important to keep in mind that some things may be difficult for students with a variety of disabilities. There are a variety of tools to assist you in making your technology accessible (ie. close captioning for movies or web site tags). Please keep accessibility in mind when working with different media in your classes.

If you are providing copies or materials handed out to students keep, in mind they must be "clean" copies with no marks and or fuzzy backgrounds it may be difficult for scanning into alternate formats. Work with the librarians when putting material on reserve to ensure accessibility.

If you have a web site, you would like to make accessible feel free to contact our campus Web Master who is always willing to assist you. The Web Master can be reached at 315-684-6059.

Wrapping it up

Please keep in mind

Although providing accommodations to students with disabilities is not an option, there are options in how the accommodations are delivered. If you need assistance to determine how to work with a student with disabilities, feel free to contact the Disability Services office at either site we would be happy to help.