

SYLLABUS STATEMENTS from the OWLL*

*Old West Lower Level

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A. REQUIRED FOR ALL COURSE SYLLABI: “Accommodating Students with Disabilities” Statement

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical condition– that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation needed to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717)245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you’ve already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, be sure to enter all test dates into your Access Plan in advance of our meeting. ADS will be happy to provide any assistance you may need.

Note: Reading this statement aloud is the ideal way for a faculty member to make clear our commitment to inclusivity and to promote the timely disclosures of any accommodation needs.

The most current statement can always be found on our [Disability Syllabus Statement](#) page.

B. REQUIRED ACCESSIBILITY STATEMENTS FOR ALL FACULTY WHOSE OFFICES OR CLASSES ARE NOT LOCATED ON THE GROUND FLOOR:

Note that our community includes several students who require the use of their motorized scooters or wheelchairs to move about the campus, and there may be others using crutches, canes, or other mobility aids. Additionally, there are members of our community who contend with mobility impairments that are not outwardly apparent.

Some may be able to navigate only a few steps, while others may occasionally have a flare-up of a chronic medical condition (such as arthritis or a heart condition) that renders them temporarily unable to climb or descend stairs.

Using the templates below, you should announce any potential barriers to your class and/or office location, along with your willingness to make alternate arrangements, thus giving your students (and colleagues) with mobility impairments an opportunity to convey any needs they may have for an accessible meeting location.

IF YOUR CLASSROOM OR OFFICE IS ACCESSIBLE BY STEPS OR BY ELEVATOR...

Please include in your syllabus and via email when first reaching out to students, a statement comparable to this:

Physical Access to our Classroom

This class meets on the ____ floor of _____, which has an elevator, located _____ (e.g., “to the right of the main entrance”). If you require the use of an elevator to access the ____ floor, please let me know, and be sure that ADS (access@dickinson.edu) knows as well. If there is ever a malfunction with the elevator, we will be notified by email, and I will consult with ADS to identify our options for that day.

Physical Access to My Office

My office is located] on the ____ floor of _____, which has an elevator, located _____ (e.g., “to the right of the main entrance”). If you require the use of an elevator to access the ____ floor, please let me know, and be sure that ADS (access@dickinson.edu) knows as well. If there is ever a malfunction with the elevator, I will gladly arrange to meet you at an alternative location, either in the building, nearby, or by video conference.

IF YOUR OFFICE OR CLASSROOM IS ACCESSIBLE ONLY BY ASCENDING OR DECENDING STEPS FOR ENTRY...

Please include in your syllabus and via email when first reaching out to students a statement comparable to this:

Physical Access to Our Classroom

This class meets on the ____ floor of _____, which does not have an elevator, and is only accessible by going [up/down] ____ steps. If you currently are, become, or anticipate being challenged by the use of stairs, please inform me and Access and Disability Services (ADS: access@dickinson.edu) right away, so that we can strategize accordingly.

Physical Access to My Office

My office is located on the ____ floor of _____, which does not have an elevator, and is only accessible by going [up/down] ____ steps. If coming to my office to meet would be problematic for you, please let me know and I will gladly arrange to meet you at an alternative location, either in the building, nearby, or by video conference.

If any students contact you with questions related to building accessibility, please share with them the link to this webpage: www.dickinson.edu/ADS-mobility.

C. USEFUL BUT OPTIONAL ACCESS-RELATED STATEMENTS:

The following are useful statements to add to your syllabi:

- This class may be recorded for accommodation purposes.

If you have any students with an accommodation to record class you will need to convey this statement. If you have it in your syllabus already, you've satisfied this requirement. Note that it is fine to tell the class, "We're about to discuss something sensitive, so no notes will be taken," and that will signal to a student with a recording accommodation that recording at that time is not permitted.

- Laptop use is by permission only.

Some students may have an accommodation to type notes. If you restrict laptop use in class, this would prevent "outing" that student as having a disability. No need to broadcast your criteria for "permission."

D. RECOMMENDED ACADEMIC RESOURCE STATEMENT ABOUT SOAR:

*Certain members of the ADS professional team also staff the office of **SOAR** – which provides resources for **ALL** students (not just those with disabilities).*

Faculty referrals for support from the office of SOAR are welcome. If you'd like to provide additional context for the referral, please do so by emailing SOAR@dickinson.edu.

*As previously noted, SOAR is located in **Old West's Lower Level** (aka "the OWLL"). We have lots of useful handouts (such as Dickinson-specific semester calendars, tips on meeting with professors, test and note-taking guidance, and more.*

Here is a SOAR Syllabus Statement that faculty are encouraged to include in their syllabi:

SOAR: Academic Success Support and More

SOAR stands for **S**trategies, **O**rganization, & **A**chievement **R**esources, and students can find a wealth of strategic academic success tools (like weekly planners, semester calendars, and much more) at www.dickinson.edu/SOAR or by going to Old West's Lower Level (aka "the OWLL"). Online or in person, you'll find useful resources related to organization, study skills, memory strategies, note-taking, test-taking, etc. If you'd like to attend a SOAR workshop or request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email SOAR@dickinson.edu, or go to the OWLL to SOAR!