🦉 ACCESS 'NUGGETS OF WISDOM' FROM THE OWLL*:
ESSENTIAL ACCOMMODATION-RELATED GUIDANCE FOR FACULTY

**ADS is located in Old West's Lower Level, aka "the OWLL"* *(Control + Click to go to any topic in the document)*

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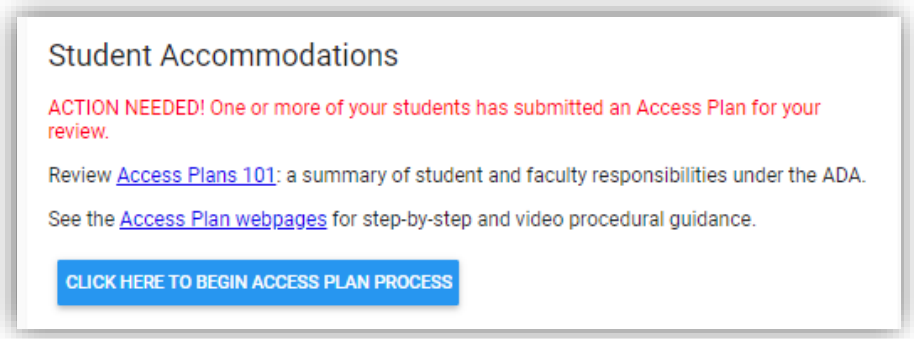
Even if you've seen them before, please review all 7 nuggets. We realize this is a lot, but we've done our best to include only that which is most critical for you to feel confident in your ability to comply with disability law and to facilitate equitable, accessible class experiences for students with disabilities. Please remember that ADS also has an extensive treasure trove of information available on our ADS Faculty Resources page.

🦉 OWLL NUGGET #1: The VERY First Step - Using CLIQ's Access Plan

ACCESS PLAN'S FIRST THINGS FIRST *(without this, you can't get started)*

1. CHECK FOR DISCLOSURES. Students, not ADS, are the ones to convey to you their eligibility for academic accommodations and their intended use of them through submitting a completed Access Plan in CLIQ. Go to Gateway → CLIQ → Student Listings (beta) to check for this. When the first student each semester does so, you'll see the following notification on the right side of your CLIQ home page…



(Nada? That means that no students have disclosed an Access Plan to you.)

When you click the blue "CLICK HERE…" button, you'll be asked to respond to 9 short prompts that clarify the accommodations process.

2. CONFIRM YOUR UNDERSTANDING ONCE PER SEMESTER. Please read each prompt before confirming your understanding. You can later access them through the "Access Plans 101" link on your CLIQ home page.

3. PREPARE FOR YOUR ACCESS PLAN MEETINGS (if this is new) by going to www.dickinson.edu/AccessPlan. Review the overview and then click on "Faculty Guidance," where you'll find both written and video guidance on how to conduct your Access Plan meetings and acknowledge your students' Access Plans.

OWLL NUGGET #2: Whoo Should Do What When?

SETTING UP ACCOMMODATIONS: *IN WHOSE COURT IS THE BALL?*

➔ After a student discloses to you their eligibility through their Access Plan, the ball is still in their court. Their next step is for them to email you to request and schedule an Access Plan meeting.

> (*They'll have a "Request a Meeting" button that appears after they submit their Access Plan to you. Clicking on it will pull up a pre-written message into which they're instructed to suggest several possible meeting times. That's why you may get multiple nearly identical messages.)*

➔ Once a student emails you to set up a meeting, the ball is then in your court, so please respond ASAP. It is a legal requirement under the ADA that faculty arrange for requested accommodation meetings in a timely manner.

➔ If a student emails you about accommodations but they haven't disclosed through their Access Plan, please remind them that they need to submit their Access Plan with their accommodation intentions and any test-taking needs before you can meet. It might be helpful to refer them to guidance found at www.dickinson.edu/AccessPlan and note that they can always email access@dickinson.edu for help.

➔ If a student has disclosed and emailed you to meet, and they intend to use test-taking accommodations, please remind them to **enter the dates of all your tests in their "test-taking" page before your meeting**.

- If a student has disclosed to you, but hasn't yet emailed to request a meeting, feel free to propose some possible meeting times (or to remind the student to do so).
  - Are you required to? No.
  - Would doing so be beneficial to you and/or the student? Most likely.

WHILE IT'S APPROPRIATE TO EXPECT STUDENTS TO DO THEIR PART…

Keep in mind that many students are new to the process of setting up their accommodations through the Access Plan, and that it involves multiple steps. They need to:

1. *Complete an online "Confirmation of Understanding" regarding their rights and responsibilities*
2. *Open their Access Plan in CLIQ and choose their intentions for each accommodation in every class*
3. *For many, submit individual requests for each timed assessment in every class*
4. *Look up your office hours and compare them to their own schedule*
5. *Customize their Meeting Request message to offer three potential meeting times that suit both of your schedules.*

If students express (or demonstrate) confusion about the Access Plan process, please encourage them to go to the Proctoring Center in room 003 of the OWLL or to email proctoring@dickinson.edu for assistance.

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OWLL NUGGET #3: ADA & Disability-Related Do's and Don'ts

A.D.A. "DON'Ts"

(Thanks for avoiding these.)

- **Don't ask a student if they have a disability** if they haven't told you that they have one. (That's discrimination. You can always contact ADS if you have this suspicion.)

- **Don't refer students to ADS if they haven't disclosed that they have a disability**.

  (Instead, you can refer students to meet with a staff member of SOAR and then send a separate email to jonesmar@dickinson.edu and access@dickinson.edu to convey any concerns that you have about the student.)

- **Don't reveal a student's disability status to others** -- even other students with disabilities.

  (They may find out on their own, but not through your verbal or email communications or through Access Plan screen-sharing if displaying anything other than that student's information.)

- **Don't outright refuse any accommodations**.

  (That said, if you have questions or concerns about implementation or the reasonableness of any accommodations, let Dean Marni Jones (jonesmar@dickinson.edu) know!)

- **Don't ask a student what their disability diagnosis is.**

  (But you can ask: ***"Is there anything you'd like for me to know about how your disability might impact you academically?")***

EQUITABLE ACCESS DO'S

(These are golden!)

Remember that many students with disabilities may put off meeting with professors due to a fear of how they might be perceived. You can assuage those fears and foster a constructive meeting in these ways:

- **Thank students** who email you and let them know that you're looking forward to meeting.

- **Let them know that it'll be helpful for them to have their CLIQ Access Plan open during your meeting**, in case they need to make any changes.

- **Read aloud the** *"Accommodating Students with Disabilities"* **syllabus statement to your class.** (Doing this will make it clear that you welcome disclosures and value inclusivity, neurodiversity, and equitable access for Dickinsonians with disabilities.)

ACCESS PLAN MEETING DO'S *(More golden nuggets!)*

If you can meet before the semester starts, great! Otherwise, do so as soon as possible.

- **Reassure students that your conversation is confidential**.
- **Explain how you intend to implement** each accommodation and ask if any guidance from you or ADS may be needed.
- **Offer options.** There may be times when students will indicate an intention to use an accommodation, but will change their minds, based on your conversation. While you should never outright deny a requested accommodation, it's fine to say such things as, *"I see you would like to record the class. I'll be sharing my notes with the class, and tests will be based on those notes and what's in the textbook. Will that suffice for you?"* If it won't, either honor their request, or contact Marni for guidance.
- **Open the door.** Consider asking, ***"Is there anything else that might be important for me to know about your access needs?"*** and then conclude your conversation by reminding them of your availability during office hours, as well as other campus resources available to them (including SOAR, the Writing Center, the QR Center, Peer Tutoring, Academic Advising, etc.).
- **For every exam, specify whether or not you will need proctoring from ADS.**
- **Click "Acknowledge Accommodations" after all accommodations have been finalized by the student** (otherwise, ADS won't know that you've even met!).

POST-MEETING DO'S

- **Although not required, consider reminding students** via email if there are any actions you're awaiting from them.
- **Contact ADS** if you have any questions.

See below for whoom to contact about what:
(IF YOU'VE WORKED WITH ADS IN THE PAST, NOTE WHAT'S NEW!)

∗ **The accommodation process, referrals, or general inquiries**: access@dickinson.edu
∗ **Academic success support via SOAR:** SOAR@dickinson.edu
➔ John Joyce, Associate Director - (717) 245-1734
➔ Tracie Clevenger, Access and Administrative Assistant – (717) 254-8895

∗ **Exam Proctoring and Test-taking Accommodations:** proctoring@dickinson.edu
➔ Emily Wetzel, Assistant Director and Proctoring Manager - (717) 254-8090

∗ **Note-taking**: notes@dickinson.edu
∗ **Assistive Technology, Accessible Documents and Access Plan support** ADStechnology@dickinson.edu
➔ Susan Frommer, Accommodation Specialist - (717) 245-8107

∗ **Concerns re: Compliance, protocols, or accommodation implementation**: jonesmar@dickinson.edu
➔ Marni Jones, Dean and Executive Director - (717) 245-1136

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🦉 OWLL NUGGET #4: How to Ensure Online Docs are Accessible

Make Any Texts That You Post or Share Accessible

(so that screen-reader applications can read them aloud)

This nugget is short and sweet.

There are many students who, due to their disabilities, may need to have their computer read documents aloud to them. Uploading a scanned document would typically not be readable by a computer's screen-reader until you render it so.

To be inclusive to all students (and comply with requirements under the ADA), please follow this Guidance for Ensuring that Shared PDFs are Accessible to All.

Included is a link to our Assistive Technology page, where you'll find a cool new document conversion tool available to all Dickinsonians called *SensusAccess*. You'll also find some super time-saver tools to enable you to listen to texts read aloud or to type up what you say.

If you have questions or need any help in this area, email Susan Frommer, our Accommodation Specialist, at ADSTechnology@dickinson.edu.

🦉 OWLL NUGGET #5: Facilitating Test-taking Accommodations

How to Implement Test-taking Accommodations

If you have no timed assessments in your classes, no need to give a hoot about this. 😉 But if you do, please read closely! This nugget may be a lot to "dig through" (*get it?*) but we want to be sure you're up to speed on the following:

- How to ensure that each student's Access Plan is accurate
- Use of the ADS Proctoring Center
- Guidance for setting up extended time in Moodle
- Concerns regarding test question clarification

🦉 1. Completing the "Test-Taking Requests" page on a student's Access Plan

Students' entry and faculty's completion of the test-taking page of the Access Plan is critical for ADS. Unfortunately, we've noted the following issues in the past:

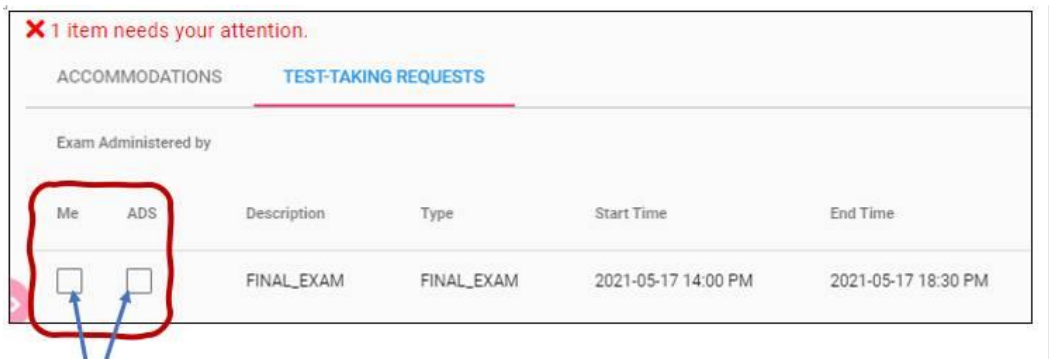
☹️ Many students did not enter the dates of their tests before their Access Plan meetings *(which meant they often didn't get entered until the last minute).*

☹️ Many faculty did not indicate on the "Test-Taking Requests" page whether proctoring from ADS was needed or not *(which resulted in the need for a lot of follow-up).*

Here's how to properly facilitate students' accommodations for test-taking:

1. Remind your students to enter the dates of all tests and exams before your Access Plan meeting. *(If they don't, and proctoring will be needed, but there isn't time for them to enter them during your meeting, rescheduling might best ensure that tests do get entered.)*

2. Review the "Test-Taking Requests" page during your meeting and…
   a. Ensure the student has entered the date and time of each exam correctly.
   (If they've made an error, they need to open their Access Plan from their page in CLIQ and make any needed corrections. As soon as they re-submit the request, you can refresh your page to display the correct information.)
   b. Be sure to convey who will be administering each scheduled exam (you or ADS).
   Here's a screenshot of where you'll need to do this:



You must select one of these boxes! If you will be administering the exam, select "Me." If you cannot meet the accommodation requirements of your student, you can request proctoring by clicking "ADS." If you make no indication, ADS won't be aware that the exam is taking place!

You can see this demonstrated in our Guidance Video beginning at 9:19.

2. Using the Proctoring Center for testing in a distraction-reduced environment

If you indicate in a student's Access Plan that proctoring by ADS is needed, you'll receive an email from proctoring@dickinson.edu about a week before the exam with an array of questions for you and instructions for how and when to send your exam. After the student has completed your exam, we'll deliver it to your office (or the location you provide) – typically within a day of its completion.

3. Being available to answer questions

It's important that ADS have the contact information for the faculty of students taking tests with the Proctoring Center, and that faculty are available to answer students' questions during the time they're taking the exam.

4. Setting up Extended Time in Moodle

If you plan to give tests through Moodle, remember that if a student has an accommodation for extended time, you'll need to set up a separate test site for them. It's not difficult to do, and Brenda Landis in Academic Technology created this helpful video to walk you through how to do it.

If you have any questions related to a student's test-taking accommodations,
don't hesitate to email Emily Wetzel, now the ADS Proctoring Manager, at proctoring@dickinson.edu.

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OWLL NUGGET #6: Assigning a Notetaker

Identifying and Assigning a Notetaker for Students in Need of Supplemental Notes

(How to see who's done well before, make an assignment, provide access to notes, and see them yourself)

Students with a note-taking accommodation have the option of recording class using a Smart Pen, or requesting supplemental notes from a peer note-taker. Supplemental notes will be unnecessary as an accommodation if you use the Universal Design approach of sharing notes with the whole class. (Email notes@dickinson.edu to learn more about how!)

If you don't, and you have your meeting early in the semester, it's entirely possible that a student won't yet know whether they'll need support with class notes or not, and it's okay for them to indicate on their Access Plan *"Unsure of need"* and then revise their intentions after they've been in class for a while.

It's also okay for you to ask in your meeting, *"Would you like to see how things go this first week and then let me know if you still feel you need a notetaker?"* If they do this, instruct students to email you at notes@dickinson.edu if they change their intentions after your meeting.

If /when a student does request supplemental notes (and they may at any time), follow the steps below.

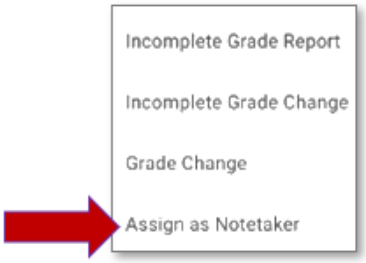
Identifying a Notetaker

- Look for this blue icon in your CLIQ roster to see any students who have been identified by ADS as a reliable notetaker. The icon will appear on the far right side of the page under the heading "Notes."

- Either directly ask one such student if they'd be willing to be the notetaker for this class, or (if this is not an option), request a volunteer notetaker verbally and/or via email using the script found on our Note-taking Guidance page. It is only possible to have one note-taker per class assigned in CLIQ.

  Do not identify the student who will be receiving notes in your communications with potential notetakers.

Assigning a Notetaker



- Once you've identified a notetaker, make it official by clicking the student's name and selecting "Assign as Notetaker" from the pop-up menu.
  - After the notetaker has been assigned, you will see this icon:
  - After a student is assigned to receive notes, you will see this icon:

- Clicking "Assign as Notetaker" will alert ADS and send an email to the notetaker, thanking them for volunteering, and instructing them how to scan and upload their class notes.

Accessing Uploaded Notes

- To access the notetaker's uploaded notes, go to your list of classes in CLIQ.
- This icon will appear on the far-right side of the page if notes have been uploaded for a class. Click the icon to review the notetaker's uploaded notes. This can be a helpful way to see what the recipient(s) of the notes can see, and to give feedback to the notetaker, if need be.

If you have any questions whatsoever, don't hesitate to email Susan at notes@dickinson.edu!

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OWLL NUGGET #7: How (and Why) to Set Up Auto-Captioning in Zoom & Teams

(This will be applicable if you use Zoom or Teams for meetings, to pre-record a lesson, or if your class can't meet in person.)

Auto-Captioning and Live Transcription in Zoom and Teams

(a great tool that will benefit the whole class!)

WHY CAPTION YOUR CLASS RECORDINGS AND MEETINGS?

Closed captioning (which in Zoom is called "Live Transcription"), provides a real-time text feed of what is being said. It's not only beneficial for students with such disabilities as impairments in hearing or auditory processing, but also for any student experiencing challenges with their audio, internet, or background noises.

HOW'S IT DONE?

Here is how to set up auto-captioning in Zoom and in Teams. You can also find more -- including how to auto-caption PowerPoint – on our "Recording, Closed Captioning, and Transcribing" page. Just make sure you've installed the latest updates for Zoom or Teams.

IS AUTO-CAPTIONING ACCURATE?

Well, it's never going to be perfect *(and sometimes far from it)*, but it's pretty good… and – for those who need it -- better than nothing at all!

WHOOM to Contact with Any Questions You May Have

If you have a question related to… **(AGAIN, NOTE WHAT'S NEW!)**

* **The accommodation process, referrals, or general inquiries**: access@dickinson.edu
* **Academic success support via SOAR:** SOAR@dickinson.edu
  - ➔ John Joyce, Associate Director - (717) 245-1734
  - ➔ Tracie Clevenger, Access and Administrative Assistant – (717) 254-8895

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* **Concerns re: Compliance, protocols, or accommodation implementation**: jonesmar@dickinson.edu
  - ➔ Marni Jones, Dean and Executive Director - (717) 245-1136

THANK YOU FOR TAKING THE TIME TO *MINE THESE NUGGETS* &
FOR FACILITATING EQUITABLE **ACCESS** FOR STUDENTS WITH DISABILITIES!

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