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

*ADS is located in **O**ld **W**est's **L**ower **L**evel, aka "the OWLL"*   *(Control + Click to go to any topic in the document)*

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. <u>CHECK FOR DISCLOSURES</u>. 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 submits their Access Plan, you'll see the following notification on the right side of your CLIQ Student Listings page...

> **Student Accommodations**
>
> ACTION NEEDED! One or more of your students has submitted an Access Plan for your review.
>
> Review Access Plans 101: a summary of student and faculty responsibilities under the ADA.
>
> See the Access Plan webpages for step-by-step and video procedural guidance.
>
> **CLICK HERE TO BEGIN ACCESS PLAN PROCESS**

(Not seeing this? That means that no students have disclosed an Access Plan to you yet.)

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

2. <u>CONFIRM YOUR UNDERSTANDING ONCE PER SEMESTER</u>. Please read each prompt before confirming your understanding. You can later access them through the "Access Plans 101" link on your CLIQ home page. Note that not all these prompts may apply to your specific course.

3. <u>PREPARE FOR YOUR ACCESS PLAN MEETINGS</u> 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.

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

→ After a student discloses their accommodations through their Access Plan, the ball is still in <u>their</u> 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 <u>your</u> 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 Set-up" page <u>before</u> 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 (potentially overwhelming) steps.*** *They need to:*

1. *Complete an online "Confirmation of Understanding" regarding their rights and responsibilities;*
2. *Convey in their Access Plans for every class their intentions for each accommodation;*
3. *For many, submit numerous test-taking accommodation requests for multiple classes;*
4. *Look up each professor's office hours and compare them to their own schedule; and*
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 room 005 of the OWLL or to email access@dickinson.edu for assistance.***

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 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, email Dean Marni Jones **and** Associate Director John Joyce at access@dickinson.edu.)

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

  (But you <u>can</u> ask: *"Is there anything you'd like for me to know about <u>how</u> 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, physical and 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 ADS 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 (with new staff/new responsibilities in red):

∗ **The accommodation/Access Plan process, referrals, or general inquiries**: access@dickinson.edu
∗ **Academic success support via SOAR:** SOAR@dickinson.edu
  ➔ John Joyce, Associate Director - (717) 245-1734
  ➔ Aimee Confer, Access and Communications Coordinator – (717) 254-8895
  ➔ Jen Clark, Access Strategist and ADA Coordinator – (717)245-1033

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

∗ **Note-taking**: notes@dickinson.edu
∗ **Assistive Technology and Accessible Documents :** ADStechnology@dickinson.edu
  ➔ Erika Salter, Access and Assistive Technology Coordinator (223)-234-1277 – email preferred

∗ **Concerns re: compliance, protocols, or accommodation implementation**: access@dickinson.edu
  ➔ You may be directed to Marni Jones, Dean and Executive Director - (717) 245-1734

🦉 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 is typically not readable by a computer's screen-reader until you make 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 document conversion tool available to all Dickinsonians called *SensusAccess*. You'll also find some useful tools to enable you to have your devices type up what you say or read aloud emails, articles, webpages, etc.

If you have questions or need any help in this area, email Erika Salter, our Access and Assistive Technology Coordinator, 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 – just skip to the next section. But if you do, please read closely! This nugget may be a lot to "mine through" 😊, but it's critical that you're as good as gold on the following:

- ❖ How to ensure that each student's Access Plan is accurate
- ❖ Properly requesting test-taking supports from (and use of) the ADS Proctoring Center
- ❖ Guidance for setting up extended time in Moodle

🦉 A. 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 that test proctoring needs often didn't get conveyed 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-ups).*

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

1. Remind your students to enter the dates of all tests and exams <u>before</u> your Access Plan meeting. *(If they don't, yet proctoring will be needed, and there isn't time for them to enter them during your meeting, rescheduling might best ensure the entry of all tests.)*

2. Review the "Test-Taking Requests" page during your meeting and…
   a. <u>Verify the student has entered the date and time of each exam correctly</u>.
      (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. <u>Be sure to select who will be administering each scheduled exam </u>(you or ADS).
      Here's a screenshot of where you'll need to do this:

<u>You must select one of these boxes!</u> 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!

<div align="center">You can see this demonstrated in our <u>Guidance Video </u>beginning at 9:19.</div>

🦉 **B. 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 <u>proctoring@dickinson.edu</u> the week before the exam with important questions for you, plus 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.

🦉 **C. Being available to answer questions**

It's important that ADS has the current contact information for the faculty of students taking tests with the Proctoring Center, and that faculty are (and convey how they will be) available to answer students' questions during the time when they're taking the exam.

🦉 **D. Extended time for Quizzes and Setting up Extended Time in Moodle**

You'll find wealth of additional guidance on the <u>Test-Taking Accommodations</u> section of our Faculty Resources pages, including how to handle planned and pop quizzes and how to set up extended time in Moodle.

<div align="center">If you have any questions related to a student's test-taking accommodations,
don't hesitate to email Tracie Corliss, the ADS Proctoring Manager, at <u>proctoring@dickinson.edu</u>.</div>

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. What's most important is to inform students that if they change their intentions about needing or no longer needing a note-taker, they should email you and Cc notes@dickinson.edu.

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

**1. Acknowledge the Accommodation Intention**

2. Identify a Notetaker

- Look for this blue icon in your class's 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 notetaker per class assigned in CLIQ.

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

3. Assign 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.
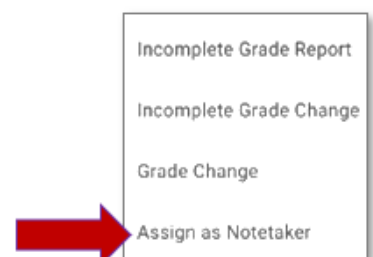
How to Access Uploaded Notes

- 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 Erika at notes@dickinson.edu!

Auto-Captioning and Live Transcription in Zoom and Teams

(A valuable tool to maximize engagement and comprehension for many)

WHY CAPTION YOUR CLASS RECORDINGS AND MEETINGS?

CC 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, attention, or auditory processing, but also for any individual experiencing challenges with their audio, internet, or background noises. Set this up if you ever intend to use Zoom or Teams for meetings, to pre-record a lesson, or if your class can't meet in person.

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

Since it bears repeating, if you have a question related to… **(AGAIN, NOTE WHAT'S NEW!)**

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