Disability Support Services

FACULTY/STAFF RESOURCE GUIDE

Rev 5-2013

Dear Faculty and Staff:

Thank you for taking the time to review the Disability Support Services (DSS) Faculty and Staff Resource Guidebook. In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the ADA Amendments, LIU Post is committed to providing reasonable accommodations to students with disabilities.

Creating an accessible environment is a collaborative process that involves the office of Disability Support Services, LIU Post students and all faculty and staff at LIU Post. LIU Post students who utilize accommodations routinely share stories about the positive impact a faculty or staff member had on the accommodation process. Please use the contents of this guide to assist you in learning more about your role in the accommodations process at LIU Post.

DSS staff is available to assist you at (516) 299-3057. We look forward to working with you.

Sincerely,

Disability Support Services Staff

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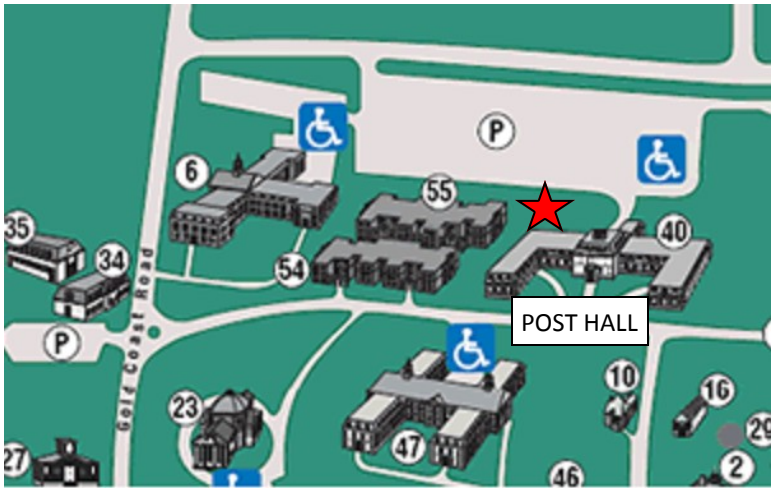
About the DSS Office

The office of Disability Support Services (DSS) collaborates with students with disabilities to ensure equal access to all programs, services and facilities on the LIU Post campus and LIU's regional campuses. The Learning Support Center, of which DSS is a part, provides free assistance to students that is consistent with Section 504 of the Rehabilitation Act , the Americans with Disabilities Act and the ADA amendments.

The office of Disability Support Services is committed to providing assistance and advocacy to students with disabilities as well as education for the campus community.

Location and Hours:



DSS is located in Post Hall, Lower Level, East Wing.

OFFICE HOURS

Monday—Thursday
8:00 am-7:00 pm
Friday 9:00 am-5:00 pm

Summer and Recess Hours:
Monday-Friday 9:00 am-5:00 pm

Disability Support Services
LIU Post
720 Northern Blvd - Post Hall
Brookville, NY 11548
Office 516-299-3057
Fax 516-299-2126
Website: www.liu.edu/post/learningsupport

Disability Law

As a welcoming and supportive university, the faculty and administration at LIU Post strive to ensure students with disabilities participate in all aspects of university life.

It is the policy and practice of LIU Post to comply fully with the requirements of the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2009, and all other federal and state laws and regulations prohibiting discrimination on the basis of disability. The ADA was designed to extend civil rights protection to people with disabilities. Title II of the ADA mandates that government agencies make their programs and services accessible to and usable by persons with disabilities.

Disabilities covered by legislation include (but are not limited to) AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

Under the provisions of Section 504 of the Rehabilitation Act of 1973, LIU Post may not discriminate in the recruitment, admission, educational process, or treatment of student. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

As an institution of higher education, LIU Post may not:

- Limit the number of students with disabilities admitted
- Use admission tests or criteria that inadequately measure the academic level of students with visual, hearing or other disabilities because provisions were not made for them
- Exclude a student with a disability from any course of study solely on the basis of his/her disability
- Counsel students with disabilities towards a more restrictive career than students without disabilities, unless such counsel is based on strict licensing or certification requirements in the profession
- Measure student achievement using modes that adversely discriminate against students with disabilities
- Institute prohibitive rules that may adversely affect the performance of students with disabilities

Student Responsibilities

Registering with DSS

It is the student's responsibility to identify himself or herself to Disability Support Services and to provide documentation of a disability.

All accommodations are approved on a case-by-case basis.

- Accommodations may be requested at any point in the semester
- Accommodations are not retroactive

Documentation

Students seeking support services from DSS on the basis of a previously diagnosed disability must submit documentation that verifies their eligibility under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the ADA Amendments Act.

Documentation may be

- Dropped off at the DSS Office (Post Hall, Lower Level, East Wing)
- Faxed to (516) 299-2126
- Mailed to:

  LIU Post
  Disability Support Services
  720 Northern Blvd - Post Hall
  Brookville, NY 11548

Documentation will be reviewed by a DSS administrator. This process can take up to a week. The student will then be contacted for an intake appointment at which time the student will be provided with his or her Accommodations Form.

Faculty Notification

Each semester, students must go to the DSS office to pick up their Accommodations Form. Students then present their instructors with their Accommodations Form, outlining the academic accommodations for which they have been approved. It is the student's responsibility to have this form signed by the instructor and to discuss their accommodation needs with their instructor.

The student will also provide the instructor with a copy of his/her Accommodations Form for the instructor's records.

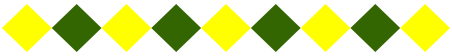
Testing

It is the policy at LIU Post for faculty to provide testing accommodations within their academic department.

When a student provides an instructor with a DSS Accommodations Form, which reflects additional accommodations (over and above extended time and a separate distraction-reduced location) such as a reader or a scribe, we are aware that some faculty members are unable to arrange for this level of accommodation within their academic department.

Therefore, we will make an exception to the current LIU Post policy for that student and test him or her in the Learning Support Center. However, since we have limited space here, prior arrangements must be made. We have created a "Special Request Exam Form" for such situations. The student must come to the LSC to complete the form.

Sample Accommodations Form



DISABILITY SUPPORT SERVICES
LIU POST

Learning Support Center
Post Hall - Lower Level
516-299-3057

DSS ACCOMMODATIONS FORM COVER PAGE

Student: Date: 7/10/2012 Semester: Fall 2012

As a student with a documented disability, I have submitted appropriate documentation to the DSS office and have been approved for the following accommodations in order to have equal access to class information and to meet course requirements. I agree to actively participate in my plan for services by:

- Meeting with the instructor, during the first week of classes or as soon as I become eligible for services, so that I might coordinate academic accommodations with him/her.
- Communicating to my instructor and/or the DSS Office if there are any problems regarding accommodations.
- Scheduling a progress appointment with the DSS Office, if necessary.

I understand that I must return this form signed by my professors so that I may receive my accommodations and so that administrators of the Learning Support Center, of which DSS is a part, may discuss with my professors the need for the identified accommodations and answer any questions they may have about providing them. FAILURE TO RETURN THE SIGNED FORM WILL RESULT IN A LOSS OF SERVICES.

NOTE TO INSTRUCTOR:
PLEASE UNDERSTAND THAT IT IS THE POLICY OF LIU POST TO HAVE FACULTY PROVIDE TEST ACCOMMODATIONS WITHIN THEIR DEPARTMENT. PLEASE NEGOTIATE THESE ARRANGEMENTS DIRECTLY WITH THE STUDENT.

This student has been approved for accommodations as per Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This information should be considered CONFIDENTIAL. If you have any questions or concerns, please call the DSS Office at 299-3057.

Approved testing accommodations and/or academic adjustments: **Details:**

Student's Signature

Accommodations Specialist or LSC Administrator

Professor's Signature	Course #/Section #	Date

Instructor Responsibilities

It is the responsibility of the faculty to work in conjunction with DSS to provide approved accommodations and support services, in a fair and timely manner, to students with disabilities.

Be proactive in encouraging students with disabilities to approach you early in the semester by placing a statement on your syllabus such as the one provided, and being available for conversation with students during office hours or scheduled appointments.

Sample Syllabus Statement:

"If you are a student with a documented disability and will need accommodations, academic adjustments, auxiliary aids, or other services, please read the following information as the disability laws that apply to postsecondary schools (colleges and universities) are significantly different than those that apply to primary and secondary schools (grades K-12).

- *Postsecondary schools do not automatically receive information from your high school about your disability.*
- *Postsecondary schools are not required to identify you as having a disability or to assess your needs.*
- *If you will require accommodations and/or services, you must self-identify as having a disability and present appropriate documentation of that disability.*

To request services or accommodations or for more information about support service options for students with disabilities, please contact Disability Support Services (Post Hall, Lower Level, East Wing) at (516) 299-3057.

Accommodations Forms

DSS verifies the need for a student's accommodations on the Accommodations Form that the student presents to the instructor.

Upon receipt of an Accommodations Form from a student, please make yourself available for a confidential meeting with the student to discuss accommodations. DSS staff can serve as a resource if you have any questions.

Faculty **do not** have the right to refuse to provide required accommodations as outlined on an official Accommodations Form or to request to review a student's documentation. However, faculty members do have input and should work with students to determine how accommodations should be provided in a particular class. An accommodation should not alter the fundamental nature of a course or program.

Remember:
Some students may be very open about the nature of their difficulties, while others may be less comfortable. Generally, the best approach is to focus your conversation and questions on how to best provide the approved accommodations within the context of your course.

The knowledge of a disability should be treated in a confidential matter by the instructor. Identifying a student to peers or making comments about a student's disability in class violates the student's right to privacy.

Exams and Quizzes

It is the policy at LIU Post for faculty to provide testing accommodations within their academic department. Please negotiate these arrangements directly with the student.

If the student's accommodations include use of a computer and you are unable to provide the student with a computer, laptops are available in the DSS office. In order to borrow a laptop for a test or quiz, it is the responsibility of the instructor to contact the DSS office to make such a request.

When a student provides you with a DSS Accommodations Form, which reflects additional accommodations (over and above extended time and a separate distraction-reduced location) such as a reader or scribe, we are aware that some faculty members are unable to arrange for this level of accommodation within their academic department. Therefore, we will make an exception to the current LIU Post policy for that student and test him or her in the Learning Support Center.

However, since we have limited space in the LSC, prior arrangements must be made. The student must come to the LSC to complete a "Special Request Exam Form."

Note Taking

The LSC staff will notify you when a note taker is needed in your class. If you post notes to your Blackboard account and do not feel that a note taker is needed, please call us. Otherwise, please make an anonymous announcement at the beginning of class that a note taker is needed. Please do not use the name of the student who needs the note taker in order to ensure confidentiality. If possible, please review the note taker's notes to ensure that they are legible, accurate, and contain all of the pertinent information.

If you prefer for us to hire a student of your choosing, please refer contact us at or (516) 299-3057 and refer the student to us. Provide us with your course and section # and the note taker's name and we will note our records. Note takers are compensated for their notes.

Frequently Asked Questions

What should a faculty member do if they suspect a student has a disability?
The faculty member should approach the student privately to discuss his/her concerns and recommend that the student contact the DSS office for a consultation. It is usually best to focus on the difficulties that you observed rather than to suggest that the student has a disability.

How should a faculty member treat a student with a disability?
Like any other student. Do not over-accommodate by inflating grades based on effort. Grade the performance of a student with disabilities as you would all other students.

What if the student requests an accommodation without an Accommodation Form?
Instructors should refer the student to DSS. It is helpful for students to know ahead of time about the documentation and intake process.

Does "extended time" apply to homework and other assignments?
If a student is approved for extended time, this only applies to examinations and assignments to be complete in class or as a timed online exam, unless otherwise specified on the accommodations form.

Who should faculty contact if they are unsure of how to provide an accommodation?
Please call Disability Support Services at (516) 299-3057.

Common Course Accommodations

The types of course and testing accommodations that faculty may see on authorized Accommodations Forms from DSS are explained in more detail below. With the exception of approved accommodations, students with disabilities should be treated the same as students without disabilities. The purpose of academic accommodations is to provide equal opportunity and access. They are not meant to provide an unfair advantage or to guarantee academic success. If you ever have concerns about how the approved accommodation might affect the integrity of your course, please contact the DSS office.

Classroom Accommodations

- **Course Material in Enlarged Font/ Alternative Format/Books on CD**

Students may require course materials in alternative formats. Common alternative formats include enlarged tests, syllabi, and class handouts, recorded texts, electronic texts or brailled course materials. DSS works with the student and the professor to provide an appropriate format that the student will be able to use. Because alternative text production is sometimes a time consuming process, a DSS administrator may ask an instructor for information about course materials several weeks (or months) in advance.

- **Note Taker**

If an instructor has a student with an accommodation of a note taker, the instructor will receive a request from the DSS office asking for an anonymous announcement for a note taker to be made. The DSS office will instruct the note taker on how to submit notes and the student on how to access notes. If the student approved for note taking accommodations is experiencing difficulties in obtaining notes, it is the student's responsibility to contact DSS.

- **Permission to Leave or Move About in Class**

For some students with disabilities, sitting for long periods of time and/or remaining in the same position for the duration of a class period can exacerbate symptoms of the disability. Similarly, some students may need to leave class for brief periods to attend to medications or other medical needs. DSS encourages these students to move around or leave class in the least disruptive manner possible. Students should discuss seating arrangements and the timing of breaks with their instructors.

- **Sign Language Interpreter**

Students seeking assistance with interpreters should contact the DSS office.

- **Use of FM System in Classroom**

Some students with hearing disabilities require the use of an FM System in order to hear the instructor. It is the responsibility of the student to acquire the FM System from the DSS Office and to have the system periodically checked. It is the responsibility of the instructor to wear the microphone during lectures.

- **Use of Tape Recorder for Lectures**

Students with disabilities may request permission to record class lectures and discussions. Recording class materials in audio or video format is allowed when the student provides notification of the accommodation to the instructor. The student must provide his/her own recording device and may discuss with the instructor the best placement of the recording device.

Testing Accommodations

- **Extended Time**

Students with disabilities may require additional time for taking tests and completing work in class. Students may be allowed extra time for all exams, in-class quizzes, in-class writing assignments and labs. Based on the documentation submitted to DSS, extended time is typically approved in increments of either one and one half or double the allotted time. The extended time accommodation does not apply to take home exams. Extended time ensures that a student's performance is reflective of his/her mastery of material rather than the speed at which a student performs.

- **Reader**

Some students with disabilities may require having exam questions read to them. Often, DSS employs a variety of computer software programs that utilize text-to-speech capability and can "read" the exam aloud to a student. If necessary, a DSS staff member will read the exam aloud to a student.

- **Scribe**

Some students with disabilities may require the use of a scribe. If appropriate, these students are encouraged to use computers to record their answers. If necessary, a member of the DSS staff will transcribe the student's answers verbatim.

- **Separate Distraction-Reduced Location**

Students with disabilities may be approved for and request a separate "distraction reduced" testing space. This space may be a conference room, unused classroom, or instructor's office. This accommodation is not a guarantee of a "distraction free" testing space, but rather a quieter space where students have fewer distractions from fellow test-takers and are thus better able to maintain focus.

- **Use of Calculator**

This accommodation allows students to use a calculator as long as the calculator is unable to perform the functions that are being tested. This accommodation typically allows for the use of a four-function calculator so students who understand the concepts will not be penalized for errors in basic calculations. Instructors will approve the calculator to be used by the student.

- **Use of Computer for Essay Exams**

Some students with disabilities will be approved for and request a computer for essay exams. Using a computer allows these students the opportunity to avoid physical fatigue and/or to provide legible, better-organized answers to essays. Students making such a request may use a computer provided by the instructor or may borrow a "clean laptop" from the DSS office. Clean laptops allow for word processing without internet access. These arrangements need to be made prior to the exam.

Enhancing Course Accessibility

The following strategies are suggested to enhance the accessibility of course design, instruction, and materials. If you have any questions or would like more information regarding strategies for a specific disability, please contact Disability Support Services.

Textbooks and Printed Course Material

- Make the syllabus available prior to the first day of class to allow the students to begin their reading early or obtain alternative materials in time for the start of classes.
- If the textbook has a study guide or computer tutorial, suggest that students use it.
- Double-space all materials and choose a clear, easy to read font.

In Class

- Provide copies of slides
- Face the class as much as possible and speak clearly and audibly

For students who are blind/low-vision:

- Reserve front seats for low-vision students. Make sure seats are not near or facing windows. Glare from the lights can make it difficult for a student to see the instructor or whiteboard. Verbalize the content printed on slides or on the chalkboard.

For students who are deaf/hard-of-hearing

- Avoid covering your mouth or standing with a light behind you when you speak.
- Keep a minimum amount of lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It is helpful to supply students using interpreters with a written explanation of a demonstration in advance.
- Use classroom microphone systems designed to amplify the instructor's voice.

Attendance

- Provide flexibility in attendance requirements in case of hospitalization/crisis, as long as it does not impact course requirements.
- Consider incompletes or late withdrawals rather than failure in the event of prolonged illness-related absences.

Written Assignments

- Consider alternative or supplementary assignments to evaluate students' mastery of the course material.
- Critique early drafts of written assignments.
- Provide examples of "good" writing for the course and discipline. Give feedback in writing that students can incorporate into future assignments.

Evaluation

- Provide alternatives to scantron answer sheets.
- Consider allowing the student to respond orally to exam questions.
- Consider alternative test designs, such as essay, multiple choice or short answer.
- Consider nature of errors. It may be appropriate to give partial credit for work shown even when the final answer is incorrect due to minor errors such as transposed numbers.

Labs, Field Trips and Transportation

- When instructors intend to hold a class in a new location or go on a field trip, they should verify that the site is accessible. If the University is providing transportation for the field trip, the transportation must be accessible.
- Some students will require assistance manipulating tools, laboratory equipment and/or chemicals. An assistant or lab partner, who functions merely as the student's hands or legs, also may be needed. Contact DSS if this is needed.
- Help to educate non-disabled students who may not realize that most people who need disabled parking are not wheelchair users.

Access to Video & Media

What is captioning?

DVDs, streaming video on the web, and films can be valuable course content, but it is important to make sure these teaching tools will be accessible by all students, including those who are deaf or hard-of-hearing. Captioning involves synchronizing text with audio content of a video presentation.

Legislation and greater awareness of individual needs has resulted in increasing numbers of video presentations available with captions. However, not all videos contain captions. To find out if a video is captioned, look for the closed captioning "CC" symbol on the box, or for the phrase "subtitles for the deaf and hard-of-hearing".

Why is captioning important?

It does not matter if your video is only a short clip, if the information is also in the textbook, or if the information will not be on the test. All students should have full access to course materials, including students who are deaf or hard-of-hearing.

If you are having difficulty locating captioned materials, call the DSS office to discuss resources and strategies for making your materials accessible. If you are not able to get a captioned version of the media, it might be necessary to provide a transcript or to use a sign language interpreter during the presentation. Students might need extra time to process this information, because they cannot watch the video or film and also read the text or follow the interpretation at the same time. Captioning has the advantage or presenting both video and text together.

Where can I find captioned AV materials?

Described and Captioned Media Program
http://www.dcmp.org

National Center for Accessible Media
http://ncam.wgbh.org/

PBS Nova
http://www.pbs.org/wgbh/nova/programs/

Project Read On
www.projectreadon.com

YouTube
http:youtube.com

You can also contact the company that the video was purchased from to see if a captioned copy is available.

Online Accommodations

It is expected that the "classroom environment" will be accessible to all students, including those with a disability. Thus, the online classroom must also be designed with accessibility in mind.

Questions to consider when designing an online course

Review your class syllabus considering how students with various disabilities will be able to experience the learning activities and requirements you have planned.

Then identify areas that pose potential problems for one or more populations of learners with disabilities. Information Technology and Disability Support Services are available to serve as a resource if you have any questions or need assistance.

Providing students with accommodated exams on Blackboard

Some students with disabilities may require additional time for taking tests within the online environment. Typically this applies to timed exams that are taken through Blackboard where the student may log-in and access test material away from the classroom. In such instances, it is possible to provide the extended time accommodation to students using simple tools readily available in the Blackboard environment.

Please contact the Information Technology Department at (516) 299-2281 for assistance.

When designing your course website and content

- Establish a consistent organization/flow for the course.
- Eliminate any unused menu items or areas.
- Avoid extensive layering of activities, such as folders within folders.
- Minimize the need to scroll whenever possible.
- Use a consistent color theme to group points and avoid excessive color.
- Select graphics that will not distract from the learning environment.
- Include "alternative" text when embedding images or multimedia.
- Provide captioning for videos and other media.
- Offer PowerPoint presentations in HTML format so they are accessible to screen readers, and provide scripts for narrated PowerPoints.
- Post high-quality PDF documents that are able to be read using screen reader software.
- Before requiring students to visit outside websites, check to make sure they are also accessible.

Communication

Communication between faculty members and students can have a great impact on their success. Etiquette when interacting with people with disabilities is based primarily on respect and courtesy.

People First Language

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as “the blind”, “the retarded” or “the disabled” are inappropriate because they do not reflect the individuality, equality or dignity of people with disabilities. Further, words like “normal person” imply that the person with a disability is not normal, whereas “person without a disability” is descriptive but not negative.

Some examples of people first language include:

Use: Person with a disability
Not: Disabled person; handicapped

Use: Person who uses a wheelchair
Not: Confined or restricted to a wheelchair

Use: Person who has cerebral palsy
Not: CP victim

Use: Person who is hard-of-hearing
Not: Suffers a hearing loss

Use: Person with a physical disability
Not: Crippled, lame, deformed

Use: Person who is successful, productive
Not: Has overcome his/her disability

Communication Tips

- Treat the individual with dignity, respect and courtesy.
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech. Do not be reluctant to ask the student to repeat a statement if you do not understand.
- If a guide dog is used, do not pet or distract the dog in any way while it is on duty.
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions. Do not insist if your offer is rejected.
- If guiding a person who is blind or visually impaired, allow them to take your arm. He or she will typically walk half a step behind you to anticipate curbs or steps.
- If an interpreter is present, speak to the person who has come to see you, not the interpreter. Maintain eye contact with the person, not the interpreter.
- When addressing a person who uses a wheelchair, never lean on the person’s wheelchair. The chair is a part of the body space of the person who uses it.
- When talking to a person in a wheelchair or with mobility concerns for more than a few minutes, sit down in order to place yourself at the person’s eye level.

Contact Information

Disability Support Services Staff

Associate Director
Marie Fatscher
marie.fatscher@liu.edu
(516) 299-3057

Senior Assistant Director
Catherine Laird
catherine.laird@liu.edu
(516) 299-3057

Assistant Director
JoAnna Verlezza, LMSW
joanna.verlezza@liu.edu
(516) 299-3057