Center for Student Accessibility:
Working with College Students with Disabilities
A Guide for Faculty

"When you have a disability, knowing that you are not defined by it is the sweetest feeling."

- In My Dreams I Dance, Autobiography by Anne Wafula Strike

Center for Student Accessibility:
Working with College Students with Disabilities

A Guide for Faculty

HERE'S WHAT YOU CAN FIND IN THIS GUIDE:

- Your role in disability service provision
- How CSA supports students
- How CSA supports faculty
- A glossary of some common terms related to disability service provision
- Quick tips on working with college students with disabilities
- Types of disabilities that you may experience in your courses
- Strategies to consider
- Universal Design

Welcome to the College of Staten Island (CSI). As a faculty member, you will experience a diverse student population here at the College. This guide was specifically created to provide you with detailed information on supporting college students with disabilities.

The mission of the Center for Student Accessibility (CSA) at CSI is to support matriculated students with documented disabilities through the provision of reasonable accommodations and dynamic services. CSA also serves as a resource for faculty members who need assistance in working with our registered students.

Please keep this Guide for reference, and contact us with any questions or concerns (see last page for full contact information). In fact that is exactly what we want you to do! If you are unsure about what a reasonable accommodation is, please contact us.

Please also keep in mind that you may encounter students with disabilities who are not registered with our Center. If this occurs, please refer them to CSA prior to providing any in-class services or accommodations.

Nearly all colleges and universities are subject to the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, or both. The ADA provides broad nondiscrimination protection in employment, public services, and public accommodations (including many areas of colleges and universities) for individuals with disabilities. The ADA is enforced by multiple federal agencies, including the Department of Justice, Department of Labor, and the Equal Employment Opportunity Commission.

Section 504 prohibits discrimination against an otherwise qualified individual with a disability, solely on the basis of the disability, in any program or activity that receives federal financial assistance. Section 504 is enforced by, among others, the Office for Civil Rights at the U.S. Department of Education.

DID YOU KNOW...?

Students with Learning Disabilities (LD), an invisible disability, represent approximately 70% of CSA's registered students. There is a good chance that you will encounter a student with an LD in one or more of your courses.

.Here are some of the things that CSA does:

FOR STUDENTS

- Provide students with in-class and testing accommodations.
- Provide one-to-one tutoring for students who need supplemental support.
- Collaborate with professors if there is an issue that may benefit from supportive intervention.
- Provide technology training for students who may need assistive technology or special devices.
- Assist with students' career guidance and job preparation.

FOR FACULTY

- Provide accommodation letters indicating that a student with a disability is in your course and receives certain accommodations.
- Provide one-on-one support via phone, e-mail, or in person to assist with any problems or concerns you may have.
- Provide ongoing workshops and professional development on a variety of topics to help you work best with students with disabilities.

Sensitivity and Confidentiality

Some students have experienced the feeling of having a stigma attached to their disabilities. From peers to professors, there can sometimes be an uncertainty of how best to address and engage with students with disabilities. Here are some tips on sensitivity and confidentiality that can help make the college experience comfortable for students with disabilities.

SAY:

- Student with a disability
- Student who is registered with CSA
- Student who is deaf or hard of hearing
- Student who is blind or visually impaired

(This puts the student first and NOT the disability)

DON'T SAY:

- Disabled student
- Handicapped student
- Blind student

(These terms are dated and also place emphasis on the student's disability rather on the individual student.)

SOME OTHER THINGS TO KEEP IN MIND:

- Don't call a student's disability to others' attention.
- Don't say "You don't look like you have a disability."
- Don't set time constraints on tests or assignments before the accommodations are known.
- Don't ask the entire class aloud, "Who else needs an accommodation?"

You can also simply ask the student how they would like to be referred.

Different Kinds of Disabilities...
And What That May Mean in the Classroom

TYPE OF DISABILITY	WHAT IT IS	WHAT YOU CAN EXPECT
		(This is just a small sample, and ranges from behaviors to accommodations).
Learning Disability (LD)	Students with LDs have difficulty processing information and with memory.	Students may take quizzes and exams at CSA with extended time and in a distraction-limited location.
To learn more about learning disabilities…	Please visit the National Center for Learning Disabilities Website:	www.ncld.org
Psychological Disability	Students with psychological disabilities may be diagnosed with anxiety, depression, or bipolar disorder, to name a few.	Students may appear nervous or withdrawn; students may also be overly enthusiastic or overzealous in class.
To learn more about psychological disabilities…	Please visit the American Psychological Association Website:	www.apa.org
Blind or Visually Impaired	Students may be legally blind from birth or have a degenerative disease. They may have some vision or none at all.	Students may be accompanied by a service animal or use a cane. Often they will have a note-taker in class.
To learn more about blind or visually impaired students…	Please visit the National Federation of the Blind Website:	www.nfb.org
Deaf or Hard of Hearing	Students may have some hearing loss or may have no hearing at all.	Students may have a cochlear implant and may be accompanied by an American Sign Language interpreter or CART service provider.
To learn more about deaf or hard-of-hearing students…	Please visit the National Association of the Deaf Website:	www.nad.org

TYPES OF DISABILITY (continued)	WHAT IT IS (continued)	WHAT YOU CAN EXPECT (continued)
		(This is just a small sample, and ranges from behaviors to accommodations).
Physical Disability	Students may have a physical impairment such as cerebral palsy or may have an injury.	Students may use a wheelchair or leg braces and may require a large desk in the classroom.
To learn more about physical disabilities…	Please visit The Association of Higher Education and Disability Website:	www.ahead.org
Autism Spectrum Disorders (ASD)	Students on the autism spectrum may have a pervasive developmental disorder.	Students may have difficulty relating to their peers and group work may be difficult; students may also dominate conversations and focus on a particular topic or point at length.
To learn more about ASDs…	Please visit the National Institute of Mental Health Website:	www.nimh.nih.gov
ADD and ADHD	Students with ADD or ADHD exhibit behaviors such as distractibility, impulsivity, and hyperactivity.	Students may have trouble focusing on coursework.
To learn more about ADD and ADHD…	Please visit the Attention Deficit Disorder Association Website:	www.add.org

Assistive Technology

Assistive Technology enables a person with a disability to access sensory input, amplify cognitive processing, and perform motor operations that would not otherwise be available to her/him. The functionality of assistive technology can be illustrated with real-world examples. A student who is blind can "see" a document on his/her computer by hearing a screen reader read it or by having a refreshable display translate it into Braille. The screen reader can also be used to navigate the computer by a person who is blind. A person with very low vision can use a screen magnifier to see what's on the screen and to have it read as well. A person who is deaf or hard of hearing can "hear" the auditory content in movies and videos by seeing it in closed caption. Students with cognitive disabilities can process reading material with special computer applications that read and highlight their textbooks as they speak back to them to focus on the students' attention. These programs for cognitive enhancement contain study features that enable a student to use a "virtual" felt marker to highlight text, extract it, and organize it into an outline for further study. The programs for cognitive enhancement also provide writing aids, which include brainstorming and word prediction, in addition to the usual spell checker and thesaurus to aid in written composition. A person with a motor impairment can use voice recognition to raise or lower the temperature of a thermostat, to turn lights on and off, to open and close doors in their homes, and to run or perform word processing on a computer.

HERE'S A QUICK TIP...!

The Association on Higher Education and Disability (AHEAD) is the leading national organization in providing information and most effective methods for working with college students with disabilities.

Some Quick Tips on Universal Design

To make your classroom experience more accessible for students with disabilities as well as more enriching for ALL students, here are some tips to keep in mind.

Please note that this is not a checklist of things you are required to use in your course; these are suggestions for a more accessible and successful educational environment.

- Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other learning needs; talk with students with disabilities about what they may need to be successful in the class.

- Face the class and speak clearly during lectures.

- Utilize reading strategies.

- Assure that all classrooms, such as labs and fieldwork, are in locations accessible to individuals with a wide range of physical abilities and disabilities.

- Use multiple modes to deliver content (including lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork).

- Provide multiple ways for students to demonstrate knowledge.

- Provide printed or Web-based materials that summarize content that is delivered orally.

- Provide printed materials in electronic format.

- Use accessible Web pages (text descriptions of graphics).

- Provide printed materials and textbooks early so that students can prepare to access the materials in alternate formats.

- Create printed and Web-based materials in simple, consistent formats.

- Provide effective prompting during an activity and feedback after the assignment is completed.

- Orally explain assignments in class and provide them in writing.

- Make your tangible goals and expectations clear from the beginning.

- Use captioned videos and films.

UNIVERSAL DESIGN

UNIVERSAL DESIGN is based on the principle that what is useful for students with disabilities can also be useful for those who do not have a disability.

Sample Syllabus Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Center for Student Accessibility at 718.982.2510/ csa@csi.cuny.edu or visit the Center in 1P-101. You can visit CSA's Website at www.csi.cuny.edu/csa/.

Event Statement

The College of Staten Island makes every effort to accommodate individuals with disabilities. Participants who need special accommodations should contact the Center for Student Accessibility (CSA) at 718.982.2510/ csa@csi.cuny.edu or visit the Center in 1P-101within 14 working days prior to attending a scheduled event.

Web Accessibility

CUNY rules mandate that all Web pages intended for the public meet and exceed accessibility and usability standards that have been set forth by both the state and federal government.

There are lots of ways that people with disabilities use the Web, since there are many different disabilities to consider. Persons who are deaf or hard of hearing need captions, but they are also useful for people without speakers on their computer. Persons who are blind or have low vision will use screen readers, such as JAWS. People whose vision has been compromised may use add-on tools to increase font size. Persons with cognitive disabilities may take longer to process the information on a single Web page, so clearly organized content helps greatly.
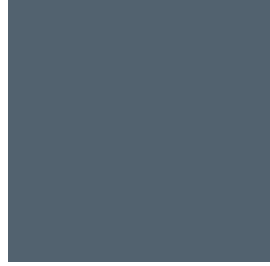
Communications That You May Receive from the CSA

The CSA sends various **confidential** letters to professors throughout the course of the semester with permission of the student. Be sure to check your College email and office mailboxes for these important communications. This is another way in which the Center strives to collaborate with professors on a variety of issues.

- **Student Accommodation Form:** This form indicates that a student with a disability is registered in your course. It is meant to be an introductory letter and will provide contact information for the student's CSA Academic Counselor.

- **Live Scribe Pen Letter:** This letter indicates that a student in your course will be utilizing a digital pen that has been provided by CSA. Please note that only students using CSA-issued pens will provide this letter.

- **ASL Letter:** This letter indicates that a student in your course will be using an American Sign Language (ASL) Interpreter. The Interpreter will sit in the front of the class typically and face the student who is deaf or hard of hearing and will translate all spoken words.

- **Peer Note-taker Letter:** This letter is a request for you and the student registered in our office to identify an existing student in your course who can share their notes with the registered student. This student will receive a stipend at the end of the semester from CSA.

Important Forms

One of the most common accommodations provided at CSA is testing accommodations. Students may receive extended time and a distraction-limited location, and other accommodations, depending on the documentation on file.

Each student is responsible for filling out this form and requesting that his/her professor sign and date it. The student must provide this form at least three days in advance of a test or quiz so that accommodations can be arranged.

Please note, if you give regular weekly quizzes, you can turn in one form for the semester indicating this and we will keep it on file.

On the first page of the form, the student will fill out all information and the professor will indicate how the test will be delivered to CSA. Then just sign and date.

2800 Victory Boulevard
Staten Island, NY 10314
T 718.982.2510 • F 718.982.2117
www.csi.cuny.edu

THE CITY UNIVERSITY OF NEW YORK
College of Staten Island

Center for Student Accessibility

TESTING ACCOMMODATIONS REQUEST FORM

Office Hours: Mon., Tues., Wed., Fri. - 9:00 AM - 5:00 PM; Thurs. - 9:00 AM - 7:00 PM

STUDENT MUST RETURN THIS PAGE 3 DAYS PRIOR TO TEST DATE

Testing Hours: Mon., Tues., Wed., Fri. - 9:30 AM - 4:30 PM; Thurs. - 9:30 AM - 6:30 PM

Please note the testing hours listed for each day and allow for adequate time to complete exams by the end of the indicated testing hours. They will be collected by those times. Special arrangements must be made with instructors for evening or weekend exams.

- **Dates and/or times of tests cannot be changed without permission of instructor.**
- **Any test not taken by the specified test date will be shredded unless otherwise indicated by the instructor.**

This section to be completed by student (please print):

Name: _____ EMPL ID#_____ S.S. # (last 4 digits): _____

Phone: _____ E-mail: _____

Course:_____ Professor: _____

Test Date:_____ Test Time: _____

Request(s): _____Extra Time   _____Reader   _____Sign Language Interpreter
            _____Calculator   _____Writer   _____Other

This section to be completed by instructor:

The test will be:

_____**Dropped off at the Center for Student Accessibility 1P - 101 on**_____

_____**E-mailed in Word format only to CSA@ csi.cuny.edu on**_____

_____   _____   _____   _____
Professor's Signature   **Professor's Name (please print)**   **Contact # (in case we need to reach you)**   **Date**

THIS FORM CANNOT BE PROCESSED WITHOUT A PROFESSOR'S SIGNATURE.

START TIME _____   END TIME _____

Page 1 of 2

Credits: University of Washington: Faculty Room, Texas A&M University, and AHEAD

2800 Victory Boulevard
Staten Island, NY 10314
T 718.982.2510 • F 718.982.2117
www.csi.cuny.edu

THE CITY UNIVERSITY
OF NEW YORK
**College of
Staten Island**

Center for Student Accessibility

TESTING ACCOMMODATIONS REQUEST FORM

Office Hours: Mon., Tues., Wed., Fri. - 9:00 AM - 5:00 PM; Thurs. - 9:00 AM - 7:00 PM
Testing Hours: Mon., Tues., Wed., Fri. - 9:30 AM - 4:30 PM; Thurs. - 9:30 AM - 6:30 PM

**INSTRUCTOR: PLEASE RETURN THIS PAGE TO THE OFFICE WITH THE EXAM OR PROVIDE THE
INFORMATION BELOW IN AN E-MAIL TO: CSA@csi.cuny.edu**

INSTRUCTIONS FROM PROFESSOR

How much time is the class receiving for this exam? _____

Student's Name:_____Course:_____Test Date:_____Test Time: _____

In addition to <u>permitted</u> accommodations, students may use the following additional items:

_____Open Book	_____Notes/Data Sheet
_____Calculator	_____Dictionary
_____Other	_____Nothing Can Be Used

The completed test will be sent to the department unless otherwise specified. See below:

_____Delivered in sealed envelope to Building_____Room_____
_____Picked up at the Center for Student Accessibility

**Any test not taken by the specified test date will be shredded unless otherwise indicated
by the instructor.**

ADDITIONAL INSTRUCTIONS (IF ANY):

_____   _____   _____   _____
Professor's Signature   Professor's Name (please print)   Contact # (in case we need to reach you)   Date

Page 2 of 2

On the second page of the form, the student will fill out all information, and the professor indicates what is allowed on the test (notes, dictionary, etc). Then just sign and date. This page should ideally serve as a cover sheet when the test is delivered to the CSA.

Glossary of Common Terms

Accommodations – Mandated by federal law, these include testing accommodations, ASL interpreting, and CART provision.

ADA – The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

Alternate Text Conversion – Some students with disabilities may need a textbook or other print materials converted (usually by our Center) to a different and more accessible format such as Braille or audio.

ASL Interpreting – American Sign Language interpreters accompany students who are deaf or hard of hearing to their courses to serve as a translator or interpreter.

Assistive Technology – Certain devices such as a closed-circuit television (CCTV) or even an iPad can help students with disabilities in their courses. It is important to note that these devices are only utilized for coursework during class.

CART – Communication Access Real Time Translation providers use speech-to-text technology so that students who are deaf or hard of hearing can see the lecture or class discussion on a screen.

FM Unit – FM Units are assistive listening devices that provide one-to-one communication between an instructor and a student. They consist of a microphone with a portable transmitter and a portable receiver with headphones. The instructor uses the transmitter held on their body with a belt loop and a lapel mic to communicate with the student listening through headphones plugged into the receiver. Assistive Listening Devices are primarily used for students with hearing impairments, but can also be offered to students with cognitive impairments whose preferred learning modality is **auditory**. Because it is a one-on-one system, the instructor needs to repeat questions that come from members of the class for the student using the device to hear them.

IEP – The Individualized Education Program (IEP) is a written document that is developed for each public school student who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

Livescribe Smartpen – This piece of assistive technology is equipped with a digital recorder so that a student may record class lectures and discussions. Many digital pens can also video record the student's notes, which are recorded in a digital notebook and can be uploaded to a computer or laptop.

Note-taker – A person who attends class with a student with a disability who cannot take adequate notes (typically a student who is deaf or hard of hearing, blind or visually impaired, or who has a particular physical disability).

Peer Note-taker – Performs the same duties as a note-taker, but is a student already registered in the course. This student can report to CSA for a small stipend at the end of the semester.

Self-Advocacy – While CSA is in place to make sure that students with disabilities receive accommodations and services, the Center also stresses that students self-advocate or take the initiative and responsibility for their success in college. This includes urging students to work with professors and other offices on campus without the intervention of CSA.

Services – Unlike accommodations, services are not federally mandated by law. These include things like tutoring and academic counseling.

Universal Design – This principle asserts that strategies that are useful for individuals with a disability or disabilities are useful for all individuals. (See page 7 in this Guide for more information and tips on Universal Design.)

Center for Student Accessibility
Division of Student and Enrollment Services

Building 1P, Room 101
718.982.2510
csa@csi.cuny.edu
www.csi.cuny.edu/csa

References:
University of Washington: Faculty Room
Texas A&M University
Association on Higher Education and
Disability

**THE CITY UNIVERSITY
OF NEW YORK
College of
Staten Island**

2800 Victory Boulevard
Staten Island, New York 10314

www.csi.cuny.edu

**CU
NY**