

Disability Accommodation at Syracuse University

Guide for New Faculty

Your Partner: The Center for Disability Resources Mission

The Center for Disability Resources (CDR) advances disability as diversity and adopts an equity-minded approach. Rooted in our core beliefs, CDRs mission is to promote practices that identify and dismantle structural and attitudinal barriers for both the University and SUNY College of Environmental Science and Forestry.

We actively promote access and inclusion as a shared responsibility and engage with campus stakeholders to anticipate and remove environmental barriers that impact living and learning. We support faculty in the classroom, encourage universal design and when necessary, provide individual accommodations when barriers cannot be eliminated.

What you Need to Know: Syracuse University is subject to Section 504 of the Rehabilitation Act and Title III of the ADA

The university has mandatory obligations to protect individuals with disabilities including:

- ✓ Students
- ✓ Faculty and staff
- ✓ Visitors

These obligations require us to provide equally effective access to programs, benefits, and services for qualified individuals with disabilities in the most integrated manner possible. Equally effective access involves developing and providing academic adjustments and auxiliary aids & services.

What does this mean for Faculty?

- ✓ **Faculty** must entertain requests for accommodations at any time.
- ✓ **Faculty** are not permitted to deny or significantly change an accommodation, unless the accommodation requires a fundamental alteration of the curriculum or is an undue burden.
- ✓ Accommodations are not conditional based on availability, faculty compliance/agreement or administrative burden.

Fundamental alteration is a change that is so significant that it alters the essential nature of the course or program of study.

- ✓ Faculty should refer to the essential components of their course/curriculum in terms of learning outcomes and to determine if an accommodation would be considered a fundamental alteration.
- ✓ This standard needs to be consistently applied and supported as being essential across faculty within a discipline.

Faculty Roles and Responsibilities to Ensure Disability Access & Inclusion

Faculty play an important role in ensuring timely access to disability services and accommodation. Examples include: adding the required disability statement to syllabi, timely development of syllabi and notification of course materials and textbook selection, providing exams to CDR if students use our exam services, and being available or assigning a designee for student questions during exams as appropriate. CDR provides support to faculty with this to ensure that students have equal access to their course materials and content.

Faculty are expected to:

- ✓ Become familiar with CDR processes and the faculty resource portal
- ✓ Refer students to CDR when necessary for access
- ✓ Engage student and CDR in atypical or complicated accommodations, for example attendance or extension agreements
- ✓ Upload their exam to the faculty portal at least 24 hours in advance of exam time
- ✓ Assist CDR in finding a peer note taker when CDR is unable to find one upon request
- ✓ Provide course materials and exams in accessible format for students with print disabilities
- ✓ Be aware of student responsibilities

Faculty Resource Portal

Single point of entry to facilitate academic accommodations

- ✓ Single sign-on access via MySlice – Faculty Services & Disability Resources pagelets
- ✓ Receive an automatic notification when you have a student with disabilities in your course who has activated their accommodations (students have the option to opt out of accommodations)
- ✓ View student's accommodation letter, by course, if the student gives permission
- ✓ View enrolled students
- ✓ View & approve CDR testing sign-ups per course
- ✓ Upload exams by course
- ✓ View notes from assigned peer note takers per course
- ✓ Retrieve completed exam from portal or opt to pick them up at CDR

Student Responsibilities

- ✓ Identify and register with CDR
- ✓ Provide documentation if deemed necessary to establish disability and the necessity of requested accommodation (nexus)
- ✓ Engage in the interactive process with CDR, faculty and staff, as appropriate, to address the particular need. For example, request/renew Letter of Accommodation and make it available to each of their faculty members. Follow-up with faculty on attendance modifications or extensions on assignments
- ✓ Test sign-up: Must sign-up within 48-hours of exam time and seek faculty permission if the time/date is outside the class time
- ✓ Provide timely notification of concerns regarding the provision and quality of accommodations to CDR. For example, quality of peer notes, advance access to presentations.

Required Syllabus Statement Regarding Disability-Related Academic Adjustments (Approved by the University Senate)

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call 315.443.4498 or email disabilityresources@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.