Instructor Handbook

Student Accessibility Services

June 2022

Contents

Purpose of the Instructor Handbook

This handbook is offered as a source of information and guidance regarding the provision of reasonable academic accommodations for students with disabilities. Due to the wide spectrum of disabilities and the variety of courses offered at the College, it is not possible to anticipate and address every question or concern that may arise. Instead, this handbook is designed to orient the reader to the fundamentals of the accommodation process, support transparency in our processes to better support students, provide advice on provision of the most common accommodations, and offer answers to frequently asked questions. This handbook is a reflection of the dynamic and ever-evolving work of higher education Accessibility Services and will be updated regularly.

Ultimately, the implementation of disability-related accommodations is stipulated by federal legislation, but beyond legal mandate, access is integral for student success and to achieving our mission for a just and diverse campus community. We view access as a shared responsibility achieved through a collaborative process involving the student, Student Accessibility Services, and instructors. Instructors have an opportunity and a responsibility to collaborate with campus partners to ensure equal access to course content on the basis of disability. Student Accessibility Services staff is available to answer questions or discuss concerns regarding accommodations, legal mandates, and university policies and procedures.

After reviewing this handbook, feel free to contact the Director of Student Accessibility Services with any questions you may have:

> Crystal Stubbs, MA
> 610-606-4666 ext. 4462
> crystal.stubbs@cedarcrest.edu
> Cressman Library, Rm. 320

We look forward to collaborating with you facilitate equal and equitable access for all students at Cedar Crest College.

Mission Statement

Student Accessibility Services advances the College's commitment to diversity and inclusion by developing and leading initiatives that eliminate barriers to equal access, broadening our appreciation for the contributions of individuals with disabilities, and promoting its mission as a shared responsibility of all campus partners. Student Accessibility Services provides leadership, institutional advisement, consultation and training on disability-related topics and issues to ensure students with disabilities are provided equal access to all College programs and services in accordance with the Americans with Disabilities Act (ADA)/American with Disabilities Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Through an interactive process, Student Accessibility Services provides students reasonable and appropriate individualized accommodations, academic adjustments and other services that not only ensure access but empower students to advocate for and utilize resources that will assist them in attaining their educational and life goals. Student Accessibility Services works collaboratively with campus partners to assist in the creation of learning environments that are usable, equitable and inclusive for students with a wide variety of abilities, needs, interests, and experiences.

Legislative Basis for Disability-Related Accommodations

The right to request and receive reasonable accommodations and programmatic modifications is a civil right extended to people with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and additional state laws. Under Section 504 and the ADA, a person with a disability is defined as an individual:

- who has a physical or mental impairment that substantially limits one or more major life activities;
- who has a record of such an impairment; or,
- who is regarded as having such an impairment

The spirit and overarching purpose of the ADA is to promote broad coverage and eliminate disability discrimination. The Americans with Disabilities Act Amendments Act of 2008 (ADAAA) clarifies Congress' original intention by discouraging a focus on exclusionary qualifying standards and encouraging the promotion of broad and meaningful inclusion. Under this legislation, institutions of higher education may not unlawfully exclude a qualified individual, on the basis of a disability, from participation in the services, programs, or activities offered on its campus. Appropriate accommodations and services are to be provided to ensure equitable access unless an institution demonstrates that providing such services would fundamentally alter the nature of the program, or, would create undue financial or administrative burden.

Given the financial and human resources of our campus as a whole, these standards are quite high for our institution. Accordingly, instructors should never preemptively deny an accommodation, but should instead work with Student Accessibility Services staff to address any questions or concerns related to level of burden or reasonableness. If the accommodation in question serves to fundamentally alter the pedagogic intention of the course or assignment, then an alternative accommodation may be possible. Student Accessibility Services staff will be able to advise you in this regard.

Legislative Specifics

Section 504 of the Rehabilitation Act of 1973

Commonly referred to as Section 504, this is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance. To be protected under Section 504, a student must be determined to:

1. have a physical or mental impairment that substantially limits one or more major life activities; or
2. have a record of such an impairment; or
3. be regarded as having such an impairment.

Section 504 requires that, "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."

Under Section 504 regulations, postsecondary institutions are also required to provide "academic adjustments" (e.g., changes in length of time for degree completion or substitution or adaption of courses) and "auxiliary aids" (e.g., Braille texts) to qualified students with disabilities in order to afford

these students an equal opportunity to participate in the school's program(s). Postsecondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

The Americans with Disabilities Act (ADA -1990)

The ADA gives civil rights protection to individuals with disabilities, similar to that provided to individuals on the basis of race, sex, national origin and religion. The ADA guarantees equal opportunity for individuals with disabilities in the areas of employment, state and local government services, public transportation, privately operated transportation available to the public, places of public accommodation and services operated by private entities, and telephone services offered to the general public. ***Title III of the ADA*** prohibits discrimination on the basis of disability in places of public accommodation, including private postsecondary institutions.

ADA Amendments Act (ADAAA -2008)

The ADAAA retained the basic definition of "disability" - as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it broadened the definition of disability by expanding the definition of "major life activities," redefining who is "regarded as having a disability," modifying the definition of "substantially limits," specifying that "disability" includes any impairment that is episodic or in remission if it would substantially limit a major life activity when active; and prohibiting consideration of the ameliorative effects of "mitigating measures" when assessing whether an impairment substantially limits a person's major life activities.

Under the ADAAA, the major life activities list was expanded and includes:

- Seeing
- Hearing
- Speaking
- Reading
- Concentrating
- Learning
- Thinking
- Working
- Performing Manual Tasks
- Reproducing
- Caring for Oneself
- Interacting with Others
- Sleeping
- Breathing
- Walking
- Performing Bodily Functions
- Standing

In addition to changes in laws and regulations, it is necessary to follow other guidance from the Office of Civil Rights (OCR) and the Department of Justice (DOJ), as these agencies enforce Section 504 and

ADA/ADAAA compliance. This guidance may include "Dear Colleague Letters," settlement and resolution agreements – all of which result in trends in the services provided in the higher ed setting.

One important OCR Dear Colleague Letter (DCL) was written (June 29, 2010) in response to a complaint regarding the use of an electronic book reader (the Kindle DX) that was not accessible to students with visual disabilities. The DCL stated that requiring the use of an emerging technology in the classroom that is inaccessible to students with disabilities constitutes discrimination under the ADA and under Section 504 unless these students are provided with accommodations or modifications that enable them to receive all the educational benefits afforded by the technology in an equally effective and equally integrated manner. According to the DCL, students with disabilities must be able to acquire the same information, engage in the same interactions, and enjoy the same services as students without disabilities with substantially equivalent ease of use.

This guidance has many implications for the selection and use of digital technology in the instructional realm. One such implication, as OCR pointed out, is that when considering the use of emerging technology, schools should always include **planning for accessibility from the outset**, even if there are no students with visual impairments at the school. In addition, the FAQ advised schools—in deciding whether to create or acquire emerging technology—to include accessibility analyses as part of their acquisition (procurement) procedures.

OCR Functional Definition of Accessibility

In 2011, OCR provided a "functional definition of accessibility." According to this definition, students with disabilities "must be provided the opportunity to *(independently)* —

- acquire the same information
- engage in the same interactions, and
- enjoy the same services as students without disabilities
- with "substantially equivalent ease of use."
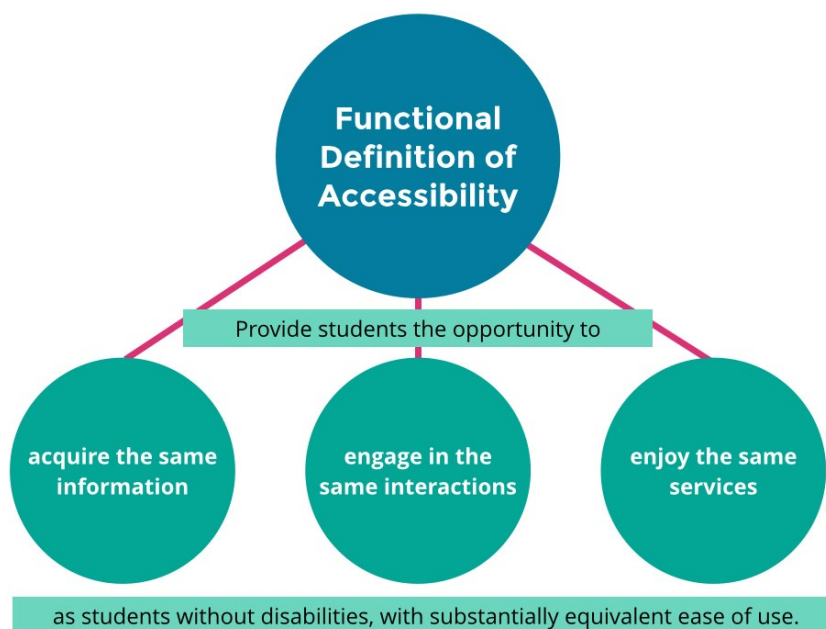
*Information and graphic by CAST

Accessibility

Accessibility is the **inclusive practice** of designing devices, products, and environments so that users of all abilities can **equally access, navigate, perceive, understand, and interact with them**. For something to be created in an accessible format, it must address the needs of people with physical, visual, speech, auditory, neurological, and cognitive disabilities. This is often accomplished by designing content that can be navigated with the help of assistive technology. For example, an "accessible" website may be designed so that the text can be enlarged by the user, rather than having a fixed font size, or may be designed so that it can be interpreted and "read out loud" by screen reader software used by people who are blind or low-vision.

Ultimately, the goal is to ensure course content that is developed, used, or provided, including readings, videos, and software, does not create additional barriers to a student's experience.

Student Accessibility Services

Overarching Role of the Student Accessibility Services Office

The primary function of the Student Accessibility Services office/staff is to **ensure equal access**, for qualified students with disabilities, to the educational programs and activities offered by Cedar Crest College. Our office serves as a resource for the campus community and welcomes the opportunity to be a source of support for our instructors and staff in teaching and working with students with disabilities. Student Accessibility Services staff understand that instructors interact with students every day and play an essential role in College accessibility. We look forward to partnering with you as you seek to make your classes more accessible. Your active involvement in creating an accessible campus has a tremendous impact on the quality of life and retention of our students with disabilities.

Qualified students (students that meet all of academic and/or technical standards for admission to or participation in the educational program or activity) with a wide array of physical, sensory, learning/cognitive and mental health disabilities attend the College and are active in all majors and disciplines at every level of our educational system; undergraduate, graduate and professional programs. Students with disabilities may require accommodations in order to access College academic/non-academic programming as well as the physical environment of the College.

Duties of Student Accessibility Services Staff

In short, Student Accessibility Services staff evaluate student accommodation processes, assist students in understanding how to use accommodations, work with students and faculty to resolve an accommodation/access issues, train students on the use of assistive technology, provide some accommodations directly, arrange for the provision of accommodations, maintain confidential student records, maintain data regarding student services, etc.

More specifically, the responsibilities of the Director of Student Accessibility Services include, but are not limited to, the following:

- Conduct Student Disclosure meetings with individual students to understand the nature of the student's condition and how it may functionally impact the student in the learning, living, and dining environments;
- Review supplemental documentation provided by the student;
- Determine if the student is considered an eligible student with a disability;
- Within an interactive accommodation process, determine, on an individualized basis, what accommodations allow the student access in relation to their functional limitations;
- Communicate with the student regarding accommodation decisions;
- Oversee the communication of student accommodations to faculty/staff;
- Assist students and faculty/staff with issues surrounding provision of accommodations;
- Meet with students on a regular basis (as needed and requested by students) to provide direct support and assist with developing academic improvement and self-advocacy skills;
- Monitor policies and procedures for ongoing compliance with relevant laws and professional best practices; develop new policies and procedures as required;
- Assist students in attempting to resolve issues that may be barriers to academic success; refer students to appropriate campus and community resources for additional support;
- Create and maintain confidential student files from student inquiry through graduation, in accordance with all legal requirements;

- Research, procure and provide training on adaptive/assistive equipment and/or technology;
- Oversee the administration of exams to eligible students as needed;
- Collaborate with other campus offices regularly to ensure accessibility of programs and services and specifically to support students' individual accommodations;
- Serve as a resource for the Cedar Crest College community regarding laws, rules, regulations, and best practices regarding equal access for students with disabilities;
- Provide training to staff and faculty regarding accessibility of educational programs/activities, educational content, communications, etc.;
- Promote accessibility as an institutional obligation

Please note that the phrase "Student Accessibility Services staff" is used throughout this manual; however, there is currently only one staff person who serves in this capacity for the College, with administrative support for generation of Accommodations Letters and for test administration.

Student Population Served

As of the Spring AY 2021-22 semester, Student Accessibility Services was serving about 13% of the College's enrolled students; however, the surveyed and estimated rate of disability in the population is as high as 20% or more.
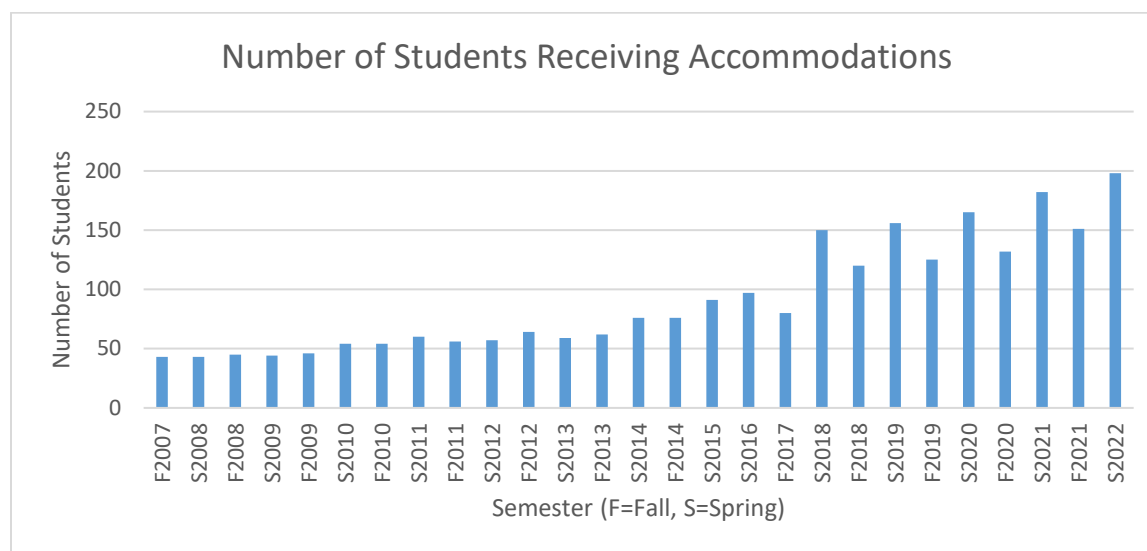
As indicated by this data and as shown in the chart above, the number of students being served by Student Accessibility Services remains high and continues to climb. It is likely that this number will continue to grow.

Student Eligibility for Accommodations

To determine reasonable accommodations, Student Accessibility Services staff utilizes best practices for accessibility in higher education (www.ahead.org), as well as guidance from the legal field of disability rights and the Office for Civil Rights. In order to receive services, students must meet eligibility requirements as defined by state and federal laws.

Students must participate in an interactive process to request accommodations, which includes the following:

They must **"self-identify"** in order to receive services, by first meeting with the Director of Student Accessibility Services. During this Self-Disclosure meeting, the student will: discuss a diagnosed condition, the functional limitations the student experiences as a result of this condition, how these functional limitations affect the student in the learning environment – the student's issues with access, and requests for accommodations (academic, residential and/or dining).

They must **provide** supporting documentation of their condition, which assists in further identifying accommodations that are reasonable and appropriate.

The supplemental documentation students provide must come from an appropriate evaluator or medical provider, who can verify the students' diagnosis and provide information about the functional limitations the student experiences related to learning, living on campus, or utilizing dining services.

Students receive academic accommodations based on an individualized assessment of their specific disability-related barriers. Student Accessibility Services staff determine this need using the student's self-report and a careful review of the various types of documentation received by the office. Students may have diagnosed conditions/disabilities that fall into many categories, including the following: Acquired Brain Injury/Post-Concussion Syndrome, AD/HD, Autism Spectrum Disorder, Chronic Health Conditions, Cognitive Impairment, Communication Impairment, Drug & Alcohol Addition/Recovery, Food Allergies, Hearing Impairment/Deaf, Intellectual, Learning, Physical (orthopedic, mobility etc.), Mental Health, Visual Impairment/Blind or other category. Students with disabilities have met all the same admission standards as all other students and meaningfully contribute to undergraduate and graduate academic programs at the College.

The interactive process may be on-going due to changes in the student's functional limitations, issues with student access to unanticipated types of assignments or activities, initial accommodations not being effective in providing access, etc.

Student Rights and Responsibilities

Student Rights (Qualified Students with Disabilities)
- To be ensured equal access to the College's educational and co-curricular programs, services, employment, activities and facilities, both on-campus and on-line.
- To not be discriminated against on the basis of a disability, or receive any retaliatory discrimination.
- To choose to self-identify to Student Accessibility Services and seek classification as a student with a disability by following outlined procedures for requesting services.
- To choose not self-identify if accommodations are not being requested.
- To participate in an interactive process leading to a determination (on a case-by-case basis) of reasonable, appropriate and effective accommodations, academic adjustments and/or auxiliary aids – the goal of which would be to ameliorate the student's access issues related to the functional limitations caused by their disability(ies)
- To request additional accommodations, academic adjustments and/or auxiliary aids at any time during their enrollment.
- To terminate accommodations at any time during their enrollment
- To determine, on a course-by-course basis, whether or not a particular accommodation, academic adjustment and/or auxiliary aid will be utilized AND to reverse that determination at any point during the course.
- To notify Student Accessibility Services of physical, academic and attitudinal barriers and request removal of barriers.
- To be provided the appropriate level of confidentiality regarding information pertaining to the student's disability, including choice of disability disclosure.
- To submit a Bias Incident report should the student feel they have experienced discrimination on the basis of a disability

Student Responsibilities
- To be a qualified student with a disability – to meet all academic and/or technical standards for admission or participation in their chosen educational program or activity.
- Self-identify as an individual with a disability and request accommodations in a timely manner.
- Follow the established Student Accessibility Services process for requesting accommodations.
- Participate in a Self-Disclosure meeting with Student Accessibility Services staff and provide supplemental documentation from an appropriate professional source verifying the nature of the condition/disability, functional limitations and the rationale for specific accommodations being recommended.
- Request a confidential meeting (phone, email, in person) to discuss with your instructors, at the beginning of each semester, the approved accommodations you feel you will be using in the instructor's course and how they might be implemented.
- Advocate for your needs and seek information, address concerns, questions, issues, and ask for assistance as necessary to be effective self-advocates.
- Notify Student Accessibility Services if the approved accommodations are not being provided, not effectively working, or are no longer needed.
- To notify Student Accessibility Services when adding courses (need an Accommodations Letter sent) or dropping courses (no long need accommodations).
- Check your College email account regularly for communications from Student Accessibility Services.
- To provide for personal independent living, medical management, etc. needs or other personal disability-related needs.

Instructor Rights and Responsibilities

Instructor Rights

- Establish the academic standards and instructional methods used to provide content within their courses.
- Maintain the rigor and the fundamental nature of their course content.
- Evaluate the academic work of students with disabilities according to the same criteria of evaluation utilized for all other students in the class.
- To direct infractions of the student Code of Conduct to the appropriate institutional official, regardless of student disability status. A faculty member has the right to hold all students accountable for conduct indicated in the Cedar Crest College Student Handbook.
- Request an official Accommodations Letter from Student Accessibility Services before providing requested accommodations.
- Consult with Student Accessibility Services staff regarding approved accommodations that appear to interfere with an essential course/program component, fundamentally alter the nature of a course or program or lower course expectations.
- Consult with Student Accessibility Services if they wish to suggest an accommodation they feel is an equally effective alternative to one the student is receiving.

Instructor Responsibilities

- Refer students who disclose a disability to Student Accessibility Services. If a faculty member or instructor is notified by a student that the student has a disability or if the student attempts to provide disability related paperwork to the instructor, it is the faculty member's responsibility to instruct the student no accommodations can be provided until the student has worked with Student Accessibility Services. The instructor should neither solicit nor review any student's medical documentation.
- Include a statement on their syllabi that addresses how students may request accommodations.
- Not provide academic accommodations to students without receipt of an Accommodations Letter from Student Accessibility Services.
- Confidentially discuss, with a student, which approved accommodations the student intends to use in the course and how the accommodations may be implemented.
- Provide the student's approved accommodations as listed in the official Accommodations Letter from Student Accessibility Services. Faculty do not have the right to refuse to provide approved accommodations, to question whether the disability exists when accommodations have been authorized, or to request to examine the student's documentation.
- Provide approved accommodations unless Student Accessibility Services staff has evaluated course components and determine an accommodation should not be provided, or the provision of an accommodation should be limited.
- Strive to ensure that each course, viewed in its entirety, is accessible, including web-based content, lecture content, videos, materials/handouts, assessment method(s), online instructions, etc.
- Maintain confidentiality. All communication related to the student's accommodations, including disclosures by a student, is considered private communication between instructor, Student Accessibility Services staff and the student. A student's disability or accommodation should never be disclosed to or discussed with other students (for example, do not call multiple students with test accommodations up for a discussion after class or discuss one student's accommodations in front of other students).
- Contact Student Accessibility Services staff if there are questions or concerns about the best method for providing approved accommodations or how to best work with the student.

Student Accessibility Services Rights and Responsibilities

Student Accessibility Services Rights

- To develop a process by which student requests for accommodations are "received" and evaluated.
- Evaluate each accommodation request on a case-by-case, individualized basis.
- Require that a student self-identify as a student with a disability and participate in a Self-Dislcosure meeting.
- Request qualifying supplemental disability documentation in order to verify eligibility for disability accommodations, academic adjustments, and/or auxiliary aids.
- Discuss the student's eligibility with diagnosing professionals given signed consent.
- Utilize an Accommodation Review Committee to review student accommodation requests, disclosure and supplemental documentation if requests and/or documentation of disability is unclear.
- Discuss student information with Faculty and staff related to the facilitation of accommodations.
- Work with faculty and staff to evaluate essential components of courses/programs in relation to accommodations that may interfere with then and to determine if the accommodations should be provided and/or limited.
- Deny a request for accommodations, academic adjustments, or auxiliary aids and services if the self-disclosure information/documentation demonstrates that the request is not warranted, or if the individual fails to provide the necessary information.
- Deny requests for accommodations, academic adjustments, and/or auxiliary aids when disability documentation does not indicate the student has a disability, fails to verify the need for the requested services, or is not provided in a timely manner.
- Deny requests for accommodations, adjustments, and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
  - Pose a direct threat to the health and safety of others;
  - Constitute a substantial change or alteration of an essential course element/program standard; or
  - Pose undue financial or administrative burden on the University.
- Select from among equally effective/appropriate accommodations, adjustments, and/or auxiliary aids.

Student Accessibility Services Responsibilities

- Comply with the Americans with Disability Act of 1990, the ADAAA of 2008, and Section 504 of the Rehabilitation Act of 1973 (and other applicable laws) to provide equal access to its programs and services for qualified students with disabilities.
- Ensure that no otherwise qualified person with a disability shall solely, because of disability, be denied access to programs and services.
- Work with each qualifying student to identify and provide appropriate and reasonable accommodations.
- Determine individual accommodations on a case-by-case basis through an interactive process with the student.
- Ensure student records are kept confidentially.
- Refer students with disabilities to support services as necessary.
- Establish, publish, and follow an appeals procedure so that student grievances can be resolved equitably.
- Provide information to students with disabilities in accessible formats upon request.

- Assist faculty in understanding how to ensure each course, viewed in its entirety, is accessible, including web-based content, lecture content, videos, materials/handouts, assessment method(s), online instructions, etc.
- Manage the process of providing for/arranging that approved reasonable accommodations, academic adjustments, and auxiliary aids and services are provided to students with disabilities.
- Ensure accommodations, adjustments, and/or auxiliary aids are provided in timely and efficient manner.

If A Student Discloses a Disability or You Think They Have One

Students may approach you and indicate:

- They have recently received a new diagnosis or they are in need of medical absences
- They have received academic accommodations in the past
- They are experiencing difficulty with reading or comprehending coursework
- They are experiencing difficulty managing the various academic demands of coursework
- They are having difficulty paying attention in class or taking notes
- They are the last to finish exams or do not complete them, or they are performing poorly on exams compared to their overall knowledge of the material
- They are seeing a therapist yet experience difficulty meeting academic expectations

These are indications the student has or may have a disability and/or may need other academic supports. If a student approaches you and discloses they have a disability:

1. Request that you meet in private if others are around. Have this type of conversation:
    - "You mentioned (a medical condition, learning disability, depression/anxiety). Have you met with the Student Accessibility Services office? They may have resources that could support you."
    - "You mentioned using accommodations previously, but I have not received an Accommodations Letter from Student Accessibility Services. Have you connected with them yet?" Refer the student to Student Accessibility Services (request they make a "New Student" appointment)
    - "It sounds like you are struggling with/I see that you are struggling with _____. Have you been noticing the same difficulties? Here are some resources on campus that might provide you with support..." (provide 2-3 resources including information on Student Accessibility Services)
2. (As necessary) Inform them you cannot provide accommodations until they have completed the process and been approved for accommodations.
3. Let them know they can find information about the process of requesting accommodations on the Student Accessibility Services page of My Cedar Crest (Current Students, then Academic Services, then Disability Resources) and in your syllabus.
4. Let them know how to access other academic supports, like tutoring.
5. Please do not review or take any documentation or paperwork the student tries to show you or provide to you.
6. Send the student a follow up email with information on how to access support services and make an appointment with disability services:

    Make a "New Student" appointment with the Director of Student Accessibility Services via her appointment site. Choose a day/time that works for you, then complete the rest of the appointment form, including your choice of the type of appointment you'd like (in-person, phone, online conferencing). Once you have completed the form, "confirm" the appointment (booking). The appointment will then automatically be placed on the calendar and you will receive an appointment confirmation.

Why is it important to follow up by email? Once a student discloses a disability and asks for accommodations, legally, we are responsible for providing information about the process the student

needs to follow in order to request accommodations. It is good to have a record that you have referred a student, in case the student later states no one provided this information.

As indicated before, it is important not to provide accommodations until the student is approved for accommodations. If you do, you are disregarding institutional policies that outline how accommodations are evaluated and communicated, and ultimately putting yourself and the institution at risk. The student will then have the expectation that every other instructor will provide the accommodations you have provided. If they do not, the student can make a valid OCR complaint.

This is not to say you can't provide a student with some flexibility if it is what you would do for any other student in that situation. However, if the student has disclosed a disability, you need to make it clear that the flexibility you are providing is not an accommodation.

Confidentiality

All information that a student gives to an instructor is to be used specifically for arranging reasonable accommodations for the course of study. At no time should the class be informed that a student has a disability except at the student's request or chosen personal disclosure to the class. Teaching assistants can be informed of the student need for accommodation when they have a need to know. Please be mindful of any unintentional announcements or actions that could single out a student with a disability in class and violate FERPA.

Syllabus Statements

Please include the following syllabus statements on your syllabus (available on the Faculty page of My Cedar Crest under Academic Services):

Resources for Students with Disabilities

The College promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Student Accessibility Services (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement.

It is the policy and practice of Cedar Crest College to create inclusive and accessible learning environments consistent with federal and state law. At times, this may require alterations to the information outlined in this syllabus. Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

For more information, please refer to the Disability Resources page on MyCedarCrest, located under "Current Students" (top menu) and then "Academic Services" (left menu).

Service Animals

Cedar Crest has a "no pet" policy. Exceptions are made for students who need residence hall accommodations and students who use service animals, which are defined under the Americans with Disabilities Act/Fair Housing Act/FEHA as:

> **"Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability."**

Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, assisting an individual during a seizure, retrieving items, providing physical support and assistance with balance and stability, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Individuals who use service animals are not required to ask permission to bring the animal on campus. We may have no warning that a student with a service animal may be enrolled in classes at the College. The only time student must follow a process is if they are planning to live in the residence halls with the animal.

Instructors should refrain from asking an individual if their animal is a service animal unless you have legitimate concerns that they are not a service animal (i.e. unruly or disruptive behavior, not performing tasks for the student). Repetitive questioning of the validity of a service animal unfairly targets individuals with disabilities and can be a form of microaggression. No student should be required to disclose their disability in order to work or study at the College.

Service animals are not required to wear a vest indicating that they are a service animal, and do not have to be formally registered or licensed. Service animals are allowed in all environments with few exceptions (i.e. a sterile medical environment or when there are significant safety concerns for the animal). If there are concerns regarding how to accommodate the animal's presence, such as if another student is allergic or afraid, or if it is a dangerous lab environment, please contact the Student Accessibility Services.

Requirements for Service Animals:
1. The animal must be under the control of the individual using the animal.
2. If the animal displays out of control behavior (i.e. aggressive or disruptive behavior such as uncontrolled barking), the individual using the animal must attempt to get the animal under control. If the individual is unable to do so, then you may inform the individual that the service animal must be removed from the room or activity.
3. The animal must be "housebroken" and the individual using the animal is responsible for cleaning up after the animal.

In the Classroom
Instructors should ensure the space around the student's desk is adequate to accommodate the service dog. Labs are often crowded and there may be specific safety requirements in some courses. In those cases, it is best to consult with the student and Student Accessibility Services staff to determine where

the dog can be or if there is an alternative location for the service dog. In addition, the animal may have to wear protective gear in some environments.

The student is responsible for the care and supervision of the service dog. The service dog must be under the control of its handler. The dog must have a harness, leash, or other tether, unless the student is unable to use it because of his/her disability. The student is responsible for feeding the dog, taking care of its toileting needs and cleaning up after the animal.

For more information, please see the "Service Animal Policy" in the Appendices.

Accommodations

"Reasonable accommodations" are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007).

Accommodations may be academic (related to instruction) or non-academic (residence, classroom location, registration, dining, activities related).

Accommodations Letters

At Cedar Crest, Accommodations Letters are sent directly to instructors prior to the semester beginning, with all summer session letters being sent at one time prior to the beginning of Summer I. Instructors are asked to send a "read receipt" (Outlook process) to confirm they have received the letters. These letters outline each student's approved accommodations. Please see the *Sample Accommodations Letter* in the Appendices.

Instructors should review each Accommodations Letter carefully so that they are prepared to provide the accommodations each student needs. If instructors are teaching an on-line course, there may be accommodations the student may not need (such as preferential seating or a distraction-reduced testing environment) so please discuss these accommodations with the student. Questions and concerns about accommodations that interfere with essential course components, or proposed "equally effective" accommodations, should be discussed with the Director of Student Accessibility Services (advising@cedarcrest.edu; 610-606-4666 ext. 4462).

Students also receive a copy of their Accommodations Letters, where they are reminded to have a confidential discussion with instructors regarding the approved accommodations they intend to use in each course and how they can be implemented. Students may choose to use some, none, or all of their accommodations in a particular course. In addition, they may change their mind about the accommodations they wish to use at any time. If an instructor receives a letter for a student who does not approach them regarding having a confidential conversation about the accommodations they wish to use, the instructor should attempt to initiate this confidential conversation (in-person, phone call, email, online conferencing) with them to discuss whether or not they intend to use accommodations in your class and how the accommodations may be implemented.

Should a student ask for an accommodation that is not included on their Accommodations Letter (one that has not been approved), please contact the Director of Student Accessibility Services prior to providing the accommodation.

Please note that the approval and provision of accommodations can be a fluid process. A student's accommodations may change as they move through their courses.

Accommodations That Interfere with Essential Course Components

Occasionally, an approved accommodation may interfere with an essential course component (participation, hands-on/experiential activities, etc.). If an instructor feels this is the case, the Director of Student Accessibility Services will evaluate the essential components of the course to determine if it is appropriate to provide the accommodation in question.

Common Testing Accommodations

Note: Testing includes all timed assessments (quizzes, tests, exams).

Accommodation	Description	Instructor Responsibility
Extra Time – All Subjects **(Time & a Half 1.5X)** **OR** **(Double Time 2X)**	Student will receive time and a half, or in some cases, double the time to complete timed assessments when administered.	Provide the student extra time if directly administering the assessment or if the assessment is taken online. Instructors are to provide testing accommodations directly, whenever possible. If the instructor is not able to provide the student the testing accommodations they need, they will inform the student so the student can schedule a testing appointment in Student Success Center. Once the instructor has received (via email) a copy of the student's testing appointment request, they will complete the Test Submission form (My Cedar Crest>Faculty tab>Academic Services) to provide staff with instructions for the student's test administration (**testing time given to class**, equipment allowed etc) and for the return of the test. Instructors can upload the test with the form (preferred), or drop the test off to Student Success Center, prior to the student's testing appointment. Please remember to provide Student Success Center with anything the student may need (bubble sheet, essay book, periodic table, etc.) while taking the test.
Extra Time – Math/ Math Related Subjects **(Time & a Half 1.5X)** **OR** **(Double Time 2X)**	Student will receive time and a half, or in some cases, double the time to complete timed assessments in math or math related subjects where mathematical calculations are necessary.	See instructions in previous entry. If a student with this accommodation requests it in a non-math related subject, please instruct the student you cannot provide the accommodation they are requesting and ask them to speak with Student Accessibility Services staff.
Alternate Testing Environment - Distraction Reduced Environment	Student will take timed assessments in a quieter location with few examinees in order to reduce distractions during testing.	Instructors are to provide testing accommodations directly, whenever possible. Instructors may locate an alternate quiet testing environment where the student may test with fewer students. If the instructor does not have access to a separate testing environment, they should advise the student to schedule testing in Student Success Center (see Extended Time information).

Accommodation	Description	Instructor Responsibility
Alternate Testing Environment – Private Room	Student will take timed assessments in a private room with no other examinees in order to eliminate distractions during testing or to minimize the distractions the student may cause other examinees.	Instructors are to provide testing accommodations directly, whenever possible. Instructors may locate a private testing location such as a separate classroom, office etc. If the instructor does not have access to a separate testing environment, they should advise the student to schedule testing in Student Success Center (see Extended Time information).
Alternate Format Tests: PDF or (Word) DOC	The student needs the assessment in an alternate electronic format (if originally paper and pencil format) in order to use text-to-speech or screen reading software for access.	Students needing to use text-to-speech or screen reading software should schedule exams in Student Success Center. Instructors will complete the Test Submission form and provide Student Success Center with the specific type of assessment format specified in the student's accommodations (preferably in digital format uploaded with the Test Submission form).
Use of Text-To-Speech Software	The student needs to use text-to-speech software, such as Kurzweil/Read the Web in order to access assessment content.	Students needing to use text-to-speech or screen reading software should schedule exams in Student Success Center. Instructors will complete the Test Submission form and provide Student Success Center with the specific type of assessment format specified in the student's accommodations (preferably in digital format uploaded with the Test Submission form). Students can take online exams using Kurzweil's Read the Web Chrome extension without testing in Student Success Center.
Testing with a (live) Reader	The student needs a reader to read test content to them due to the limitations of text-to-speech software.	Students needing a reader must inform the Director of Student Accessibility Services and will then be advised to submit an appointment request for testing in Student Success Center through the online system. Instructors will need to complete the Testing Submission form and supply the test (and any other necessary materials) to Student Success Center prior to the students testing day/time. The reader does not provide any assistance to the student beyond reading the exact content of the assessment.

Accommodation	Description	Instructor Responsibility
Testing with a (live) Scribe	The student needs a scribe to physically write their responses to test questions. to read test content to them due to the limitations of text-to-speech software.	Students needing a scribe must inform the Director of Student Accessibility Services and will then be advised to submit an appointment request for testing in Student Success Center through the online system. Instructors will need to complete the Testing Submission form and supply the test (and any other necessary materials) to Student Success Center prior to the students testing day/time. The scribe does not provide any assistance to the student beyond writing exactly what the student requests to be written.
No "Scantron"/ bubble answer sheets	Student is not able to use scantron/bubble answer sheets.	Allow student to record answers directly on the test.
Use of Computer/Assistive Technology	Student will need access to a computer and other assistive technology (ex. JAWS screen reading software, ZoomText, dictation software, etc.) to access testing content and complete testing.	Students needing to use a computer and assistive technology should schedule exams in Student Success Center. Instructors will complete the Test Submission form and provide Student Success Center with the specific type of assessment format specified in the student's accommodations (preferably in digital format uploaded with the Test Submission form).
Use of Computer to complete short answer/essay questions	Student will need access to a computer in order to type answers to short answer and essay questions.	If instructors are not able to provide the student use of a computer, students should schedule exams in Student Success Center. Instructors will complete the Test Submission form and supply the test (and any other necessary materials) to Student Success Center prior to the students testing day/time.
Use of Speech-to-Text Software **(for testing that contains short answer or essay questions)**	Students may have any of a number of disabilities that prevent them from putting their thoughts down on paper effectively. Use of speech-to-text software (such as Microsoft Dictate or Dragon), assists students in dictating short answer and essay content and in playing it back so they can hear what they've written and make corrections.	Students will need to be allowed to use computer with the appropriate software on it in order to dictate their answers. They must also be in a private room for testing as they will be speaking out loud during the test. If the instructor does not have a computer for the student to use (or the correct software if the student does not use Microsoft Dictate), or an adequate private space in which the student can test, the student should make an appointment for testing in Student Success Center.

Accommodation	Description	Instructor Responsibility
Breaks	Student will be permitted to take break(s) during tests or quizzes. The time used on break is included in the allotted test time. Using a cell phone is not allowed during breaks. Breaks are to be used for disability-related need.	Allow the student to take breaks during testing. If the student does not receive extended time, please stop the timing of the test during the student's breaks so they do not "lose" testing time ("stop the clock breaks"). If the student is approved for extended time, this time extension should allow the student the time they need to take breaks.
Use of Calculator	Student needs access to a basic four function calculator when appropriate on tests involving mathematic calculations.	Permit student to take the exam with an approved calculator, as long as this does not present a fundamental alteration to the learning objectives of the test or exam.
Use of Spell Checker	Student needs access to a spell checker (or spell checking function) when appropriate on tests involving fill in the blank, short answer and essay questions.	Permit the student to take the exam with an approved spell checker, as long as this does not present a fundamental alteration to the learning objectives of the test or exam.
Enlarged Print Exams	Student will receive enlarged copies of exams.	Font will be specified on the student's Accommodations Letter. It is also advisable for instructors to allow extra space for short answer and essay questions as the student my need to write larger. If the student does not need extra time or other accommodations, the exam should be prepared before the test day/time and ready for the student.
No Use of Remote Proctoring	The student is unable to access and/or use remote proctoring software/processes.	Permit the student to test without remote proctoring.
Lengthy Tests Administered in Two Sections with a Break	The student needs to take a break during lengthy tests.	Instructors can break test content into two sections (or set up two sections in online testing) so the student can take a break between testing sessions and test integrity can be maintained.

Accommodation	Description	Instructor Responsibility
Formula Card – Math/ Math-Based Courses Only	The student may bring a formula card for use during testing, when appropriate, on tests involving mathematic calculations - as long as the use of a formula card does not present a fundamental alteration to the learning objectives of the test or exam..	The student will be allowed a formula card or sheet for testing. The card will be prepared before the test so the instructor can review it for content and indicate any necessary changes that need to be made.
Use of magnifier	The student needs to use a magnifier to access exam content. The student may need just a hand-held magnifier, or, may need to use the desktop magnifier in the Academic Services testing area.	Allow student use of hand-held magnifier for in-class testing as needed. Should the student need to use the desktop magnifier, the student should schedule exams in Student Success Center. Instructors will complete the Test Submission form and supply the test (and any other necessary materials) to Student Success Center prior to the students testing day/time. Please note that if an equally effective option exists, such as providing the student with the test in a larger font size or enlarging (by copying >100% onto 11" by 17" paper) the test, and providing more space for students to write answers, these options may be used in place of having the student test in Student Success Center. Please speak with the student to determine what has worked for them in the past in order to determine how best to accommodate the student.
Provide Alternate Form of Assessment if Clicker Use is Required	Students who are approved for extended test time (exam time/quiz time) may not be provided extended time during tests/quizzes that require timed clicker use in class.	Provide students with an extended time accommodation an alternate form of assessment if timed testing requires clicker use.

Accommodation	Description	Instructor Responsibility
Testing Chunked into 20 Minute Sections with 10 Minute Break in Between **(time periods may vary)**	Students with this accommodation may be functionally limited in the amount of time they are able to focus and concentrate. Testing time should be adjusted to include these breaks.	Allow the student to test in the manner defined in their Accommodations Letter. Testing time should be adjusted to include these breaks or "stop the clock" breaks should be allowed. If testing is short and the student can take breaks from it, within the testing room, extra time may be given to account for the breaks. If testing is longer and the student will need to leave the room to take breaks, testing should be chunked into sections so the student can take breaks in between. This will allow the instructor, or Student Success Center staff administering testing, to maintain exam integrity.
Use of Sit-Stand Desk	Students with this approved accommodation will need to be provided a sit-stand desk so that they may change positioning during testing.	If there is not a sit-stand desk in your classroom, please have the student schedule testing in Student Success Center.
Occasional Flexibility for Exam Dates	A student's disability may result in occasional attendance issues. Therefore, occasional flexibility with testing dates is necessary.	Provide the student with an alternate exam date/time. If a student requests flexibility with exam dates due to a non-disability related reason, provision of the accommodation is not necessary and the decision lies with the faculty member. Generally, we do not require students with disabilities to provide notes from their health provider regarding absences, as students with chronic conditions have been self-managing the symptoms of these conditions for some time. Requiring them to attend and pay for an appointment for this purpose would be considered an undue burden.

Additional Information About Testing Accommodations

Testing (timed assessments: tests, exams, quizzes, etc.) may pose barriers for students with a variety of disabilities because test developers usually assume the student has the ability to see, hear, read and comprehend, process quickly, understand verbal instructions, concentrate in a crowded environment, and work under time pressure, among other things. As a result, tests often measure the impact of the student's impairment rather than measuring what the student knows or has learned. Modified test administration is an accommodation designed to alleviate these barriers so that a test is effective in measuring a student's aptitude, skill, or achievement. Testing accommodations are the most common accommodations provided to students with disabilities.

Testing Accommodations Confidentiality

Students should have confidential conversations with their instructors about testing accommodations (are they going to use them in this course?) and how the accommodations may be implemented. If a student has already indicated that they will be using testing accommodations and you both have discussed how these accommodations may be implemented, please continue to operate under these arrangements until the student requests a change (which they may do at any time during the semester).

As we are a small school and students in any particular course often know each other, students may guess which students have testing accommodations (as they may not be in class during testing) or those with testing accommodations may see each other in the Student Success Center testing area. Some of this is unavoidable; however, as staff and faculty, we must try to maintain student confidentiality as best as we can. Students who have testing accommodations and are in the same course should not be called up as a group to discuss testing accommodations and/or whether or not they intend to use accommodations for the next test. This violates each student's right to confidentiality and, regardless of the intent, may make students feel pressured not to use accommodations. Students are much less likely to advocate for themselves in this case and may not use accommodations even when they need them.

If you and the student have previously discussed how you will be handling testing, there is no need to rehash the discussion. If it was discussed that the student would need to take tests in Academic Services (due to the instructor not being able to provide them directly) and the student submits an online request, you will know they will be taking it in Student Success Center. If they don't submit a request, they are expected to show up to class and take the test within that class period. If they show up in class, even though you've had a conversation and you thought they were taking the test in Student Success Center, they will be taking the test in class without accommodations.

Untimed and Take Home/Multi-day Testing – How Much Time with an Accommodation?

Tests generally fall in two categories: "time limited" and "take home"/multi-day tests. Testing accommodations, when it comes to "take home"/multi-day testing, are ill-defined and ambiguous. If the class is provided two days to complete a take-home exam, does the student with extended test time (1.5x or 2.0x) accommodations get three to four days? Is that reasonable? Is it appropriate?

A take-home exam is a qualitatively different task when compared to an exam that needs to be finished in a finite amount of time. As with the implementation of any accommodation, a conversation between student and instructor regarding the need for accommodations is recommended. If a student has an approved extended testing time accommodation and is requesting time and a half (or double) on a take-home exam, the student would have to be explicit about the barriers they would encounter due to not having that extra time. In addition, instructor input is very important in these cases. For example, if the instructor indicates most students would be able to complete the exam within four hours but all students are provided a day and a half to complete it, it would not necessarily be reasonable to provide the student with test accommodations with two to three days to complete it.

In this situation, both the barriers the student faces and instructor input would be considered when making this determination. Each of these determinations would need to be made on a case-by-case, individualized basis.

How are testing accommodations arranged?

Whenever possible, instructors should provide testing accommodations directly and proctor students' accommodated testing. Proximity is important for students taking accommodated exams as they, like other students in the class, may have questions or concerns. The instructor should make every attempt to schedule the student's exam near the classroom. Students with extended test time as an accommodation can either come earlier to start the test, before the rest of the class begins, or stay longer after all the other students have left the test room. Another option is for the faculty member to make arrangements to have the students take the test in the instructor's office or in another separate room near the classroom.

What if the faculty member is unable to accommodate testing accommodations?

If the faculty member is unable to provide testing accommodations directly to the student and proctor the student's test (due to the extended time needed, the lack of availability of a distraction reduced location, timing conflict, and/or the need for computer, specialized computer program or magnifier access, etc.), the student can schedule testing through the Student Success Center. NOTE: the Student Success Center only administers testing to students who have disabilities and who have been approved for test accommodations. Please do not refer students who must make up an exam but are not approved for accommodations to the Student Success Center.

Once the student is aware that the faculty cannot proctor an exam or exams for the course, it is the student's responsibility to complete a Test Accommodation Appointment Request form (online) which is submitted electronically to Student Accessibility Services. Students have been notified that they should submit appointment requests with at least 72 hours notice (not including weekends). For new students, this can be a confusing process; Student Accessibility Services will work with them to provide accommodations, *if possible*, with less notice. Please note that students are instructed to schedule testing on the same day and at the same time the other students in the class will be testing. However, this is not always possible for them to do if they receive extended time and have another course immediately before or after, or the Student Success Center is not open for testing. It is important to note that, although some flexibility exists, the Student Success Center staff generally schedules testing during normal "business day" hours (8:00-4:30, M-F) and only administers, but does not proctor, exams. Once the student submits the appointment request, the instructor will receive an email notification indicating of the student's request.

When Flexibility in Exam Times is Necessary

The Office of Civil Rights has been very clear through case adjudication that students with testing accommodations should not be required to take tests/quizzes in advance of the day/time the remainder of the class will be taking the test/quiz. If the timing is negligible, it is not an issue if the student is agreeable and prepared; however, a full day to several days in advance is unacceptable. This does not allow the student the same preparation time that other students have and, potentially, creates an additional barrier with regard to their performance. Should the student need to take a portion of a test/quiz in the Student Success Center and the remainder in the class/lab, Student Accessibility Services staff will work in conjunction with faculty to make these arrangements. In these cases, the most expedient process is for the Student Success Center to scan the student's completed portion of the test/quiz and email it to the instructor so the student may complete the remaining portion of the test/quiz.

Academic Services Test/Quiz Submission (Form)

Once the instructor receives a copy of the student's testing appointment request, the instructor will need to complete the online "Academic Services Test/Quiz Submission" form (My Cedar Crest> Faculty Tab> Academic Services). Below you will see the submission instructions and the test/quiz submission form. As you can see, this allows faculty to indicate whether or not they approve the students requested day/time for testing if it is different than the scheduled class date/time. In addition, the form specifically indicates instructors should enter the total time in minutes "the class has to complete the test/quiz" and not include the student's extended time. Therefore, Student Accessibility Services staff may, without confusion, schedule and administer testing specifically based on the student's specific testing accommodations.

Student Accessibility Services will not administer testing without receipt of a completed Test Submission form from the instructor. In addition, if the student requires an accessible electronic format for testing (Word or PDF), it must be uploaded with the test submission form (you may save Word docs as PDF or scan tests/quizzes into PDF format). Paper tests/quizzes may be dropped off to the Student Success Center, and picked up by a staff member/instructor (NOT the student who is testing). This is only the case if the student does not need a test in digital/electronic format.

Academic Services Test/Quiz Submission (Form) Instructions

Once the student's request is submitted, faculty receive a copy of the student's testing appointment request (via email) and will be able to review the request to determine if it is accurate (date, time, etc.). If it is not, the faculty should notify the student, copying Student Accessibility Services (advising@cedarcrest.edu), so the student may submit an updated request. If the request is accurate and acceptable, the instructor should then complete the "Academic Services Test/Quiz Submission" form located on the Faculty tab of My Cedar Crest (log in to My Cedar Crest, select Faculty tab, Academic Services).

The Student Success Center may administer tests/quizzes to students who receive test accommodations. If you are unable to provide the student with test/quiz accommodations, please inform the student so they may schedule a testing appointment in the Student Success Center. Once they have requested an appointment, a copy of the request will be sent to you via email. After receiving the email, please submit the online Test/Quiz Submissions Form and all testing materials to the Student Success Center (preferably at least two (2) working days prior to the scheduled test/quiz). Please do not submit the testing form or test until you have received notification of the student's appointment.

This online form must be completed for every test/quiz; however, tests/quizzes may either be uploaded with this form or hand-delivered (in paper form) to the Student Success Center. Please remember to provide any extra materials necessary for tests/quizzes (periodic tables, scantron/bubble answer sheets, etc.). Tests/quizzes will not be administered if the online form has not been completed.If, for any reason, you are unable to use this form, please contact us at advising@cedarcrest.edu. Continue to form:

Academic Services Test/Quiz Submission Form

Academic Services   ⚙ 🖨

Academic Services Test/Quiz Submission

Faculty Name:	Kelcie L Molchany
Campus Extension:	[ ]
Additional phone number in case of emergency or questions during test/quiz	[ ]
Current Academic Year:	2018
Select Term:	[----- ▾]
Select Course:	[▾]
Select Student:	[▾]
Scheduled Test/Quiz Date:	[ ] 📅
Scheduled Test/Quiz Time:	[ ]
If the student's requested test/quiz appointment date and/or time is different than the scheduled test/quiz time, will you approve their request?	◉ Yes ○ No
Enter time (in minutes) the class has to complete the test/quiz (do not include extended time in total):	[ ]

Equipment permitted during exam:

☐ Nothing but a pencil/pen ☐ Simple Calculator ☐ Scientific/Graphing Calculator

☐ Graphing Calculator ☐ Dictionary ☐ Electronic Speller

☐ Text Book ☐ Notes ☐ Scrap Paper (shred?)

☐ Scrap Paper (turn in?) ☐ "Essay Booklet" ☐ Computer

☐ Scantron/Bubble Answer Sheet ☐ None of the above ☐ Other (Specify Below)

Completed test/quiz will/should be:
◉ Picked up by faculty member or designee
○ Sent via campus mail

Other instructions: [   ]

[Choose File] No file chosen
[Attach File]

[Submit] [Cancel]
If for any reason you are unable to use this form, please contact us at advising@cedarcrest.edu.

Note: Please do not submit the testing form or test until you have received notification of the student's appointment. This is very important as it becomes confusing for staff scheduling testing when multiple forms/tests are received but the student hasn't submitted an appointment request. We do not know if the student intends to submit the request or prefers to take the test in class without accommodations. This is the student's choice and it is their responsibility to complete the form if they need to take a test/quiz in the Student Success Center.

Finals

As the Student Success Center has a high volume and limited staff to administer testing during finals, we may have students test during only two sessions each day. We administer testing at either 8:00 a.m. or 12:30 p.m. In this way, we can ensure students have the extended time they require, the space we need

for the students, and the staff available to administer testing. In addition, in this way we can plan for any additional space we may need. Again, flexibility with regard to test administration times is appreciated.

The other consideration during finals is that some students may end up with more than two tests in one day. With extended time, there may not be enough time in the day for them to take all tests. Some students may not be capable of taking two or three very long tests in one day (for example, students with post-concussion issues). In this case, we request flexibility in scheduling as well.

Video Monitoring/Recording and the Testing Video Review Request

Student Accessibility Services staff makes every effort to attempt to ensure the integrity of the exam process. We have procured lockers for student use and students are instructed to leave all materials, except those allowed by the instructor for testing, in the lockers. This includes all electronic devices and students are reminded to lock up cell phones, smart watches etc. In Fall of 2019, a video monitoring and recording system was installed in the Student Success Center testing area. This allows for real time monitoring and/or instructors to request a review of the recording should they feel a student may have cheated. Due to limited staffing, we cannot always monitor testing in real time.

Instructors who wish to review a student's testing video will need to complete the "Testing Video Review Request" form within (10) business days of the student testing date. This form can be found on the Faculty page of My Cedar Crest under Academic Services.

Extending Test Time in Canvas

Open your course and click on quizzes
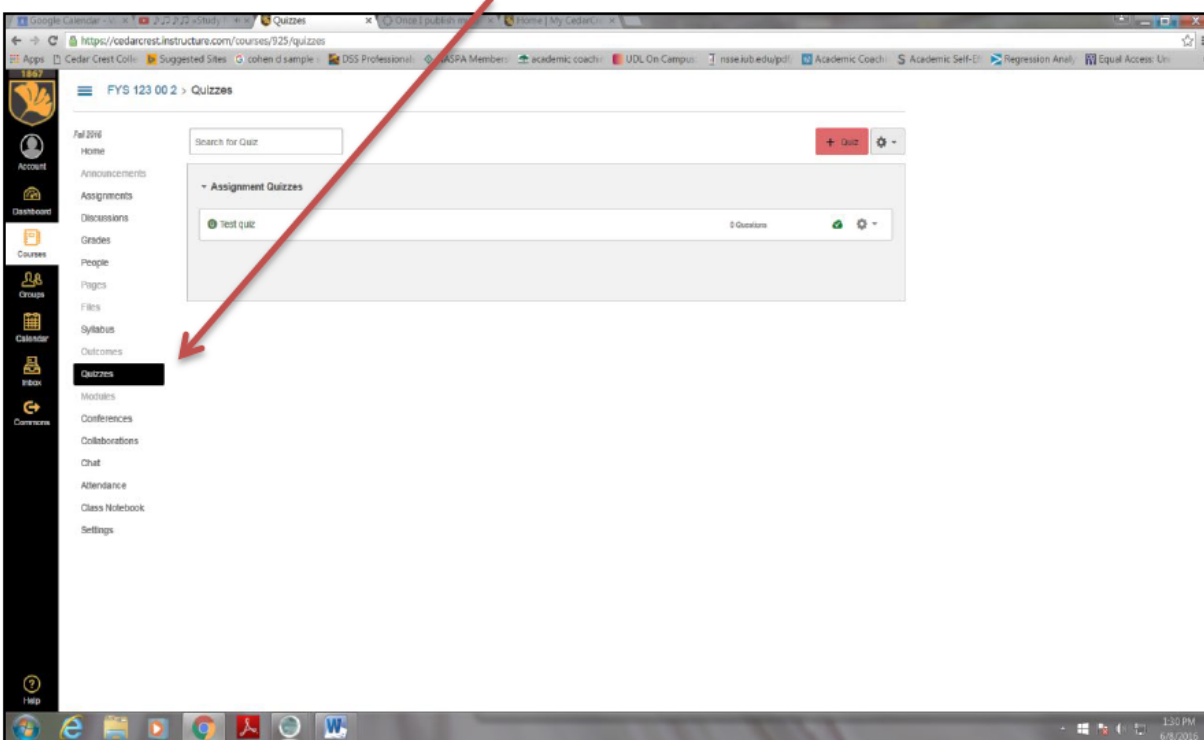
Once you click on quizzes you will be able to choose from the quizzes/tests that are listed, click the quiz/test you would like modified and then click moderate this quiz (located on right hand side of screen)
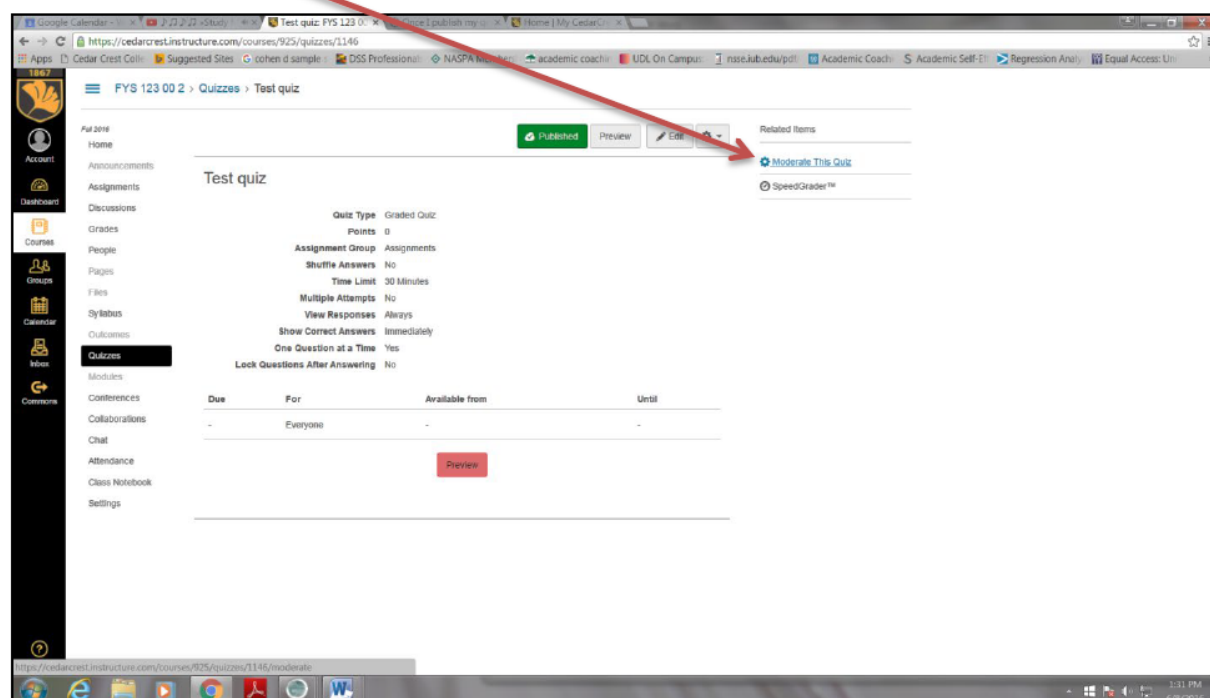
Once you click Moderate This Quiz, a list of your students will appear. Choose the students for whom you would like to add additional time.
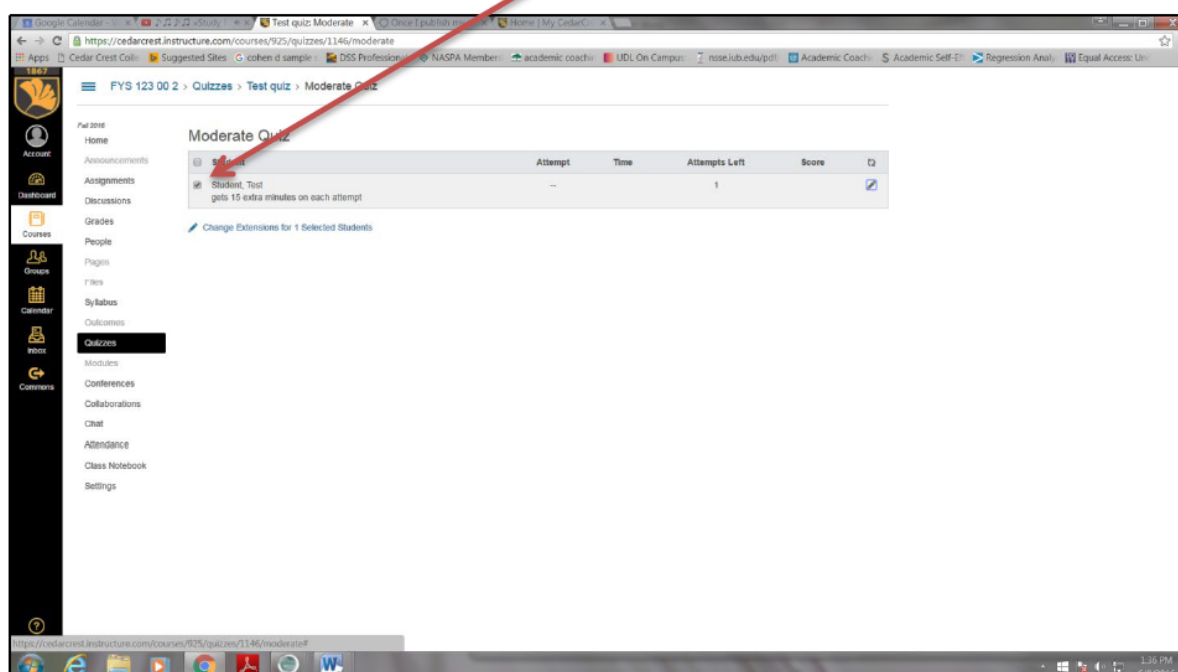
Once you click on the student you are adding additional time for, you will see a pencil icon on the right hand side behind the student's name, click on that pencil icon. If you adding time for more than one student, click on "Change Extension for _ selected students (located at bottom of student list).
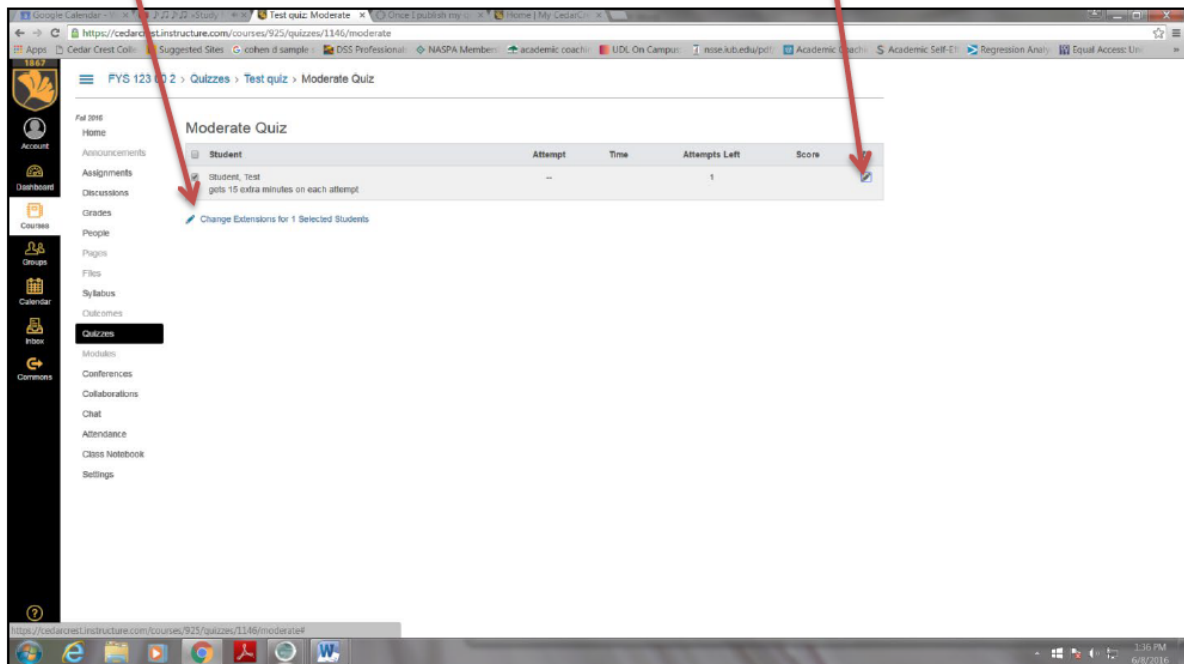
Once you click on the pencil icon, a pop-up box will appear and you will see a box where you can input extra time (Extra time on every attempt). You then type in the additional minutes that student has (if it is a 30 minute quiz and the student has time and a half, you would type in 15 minutes, giving the student 15 additional minutes).
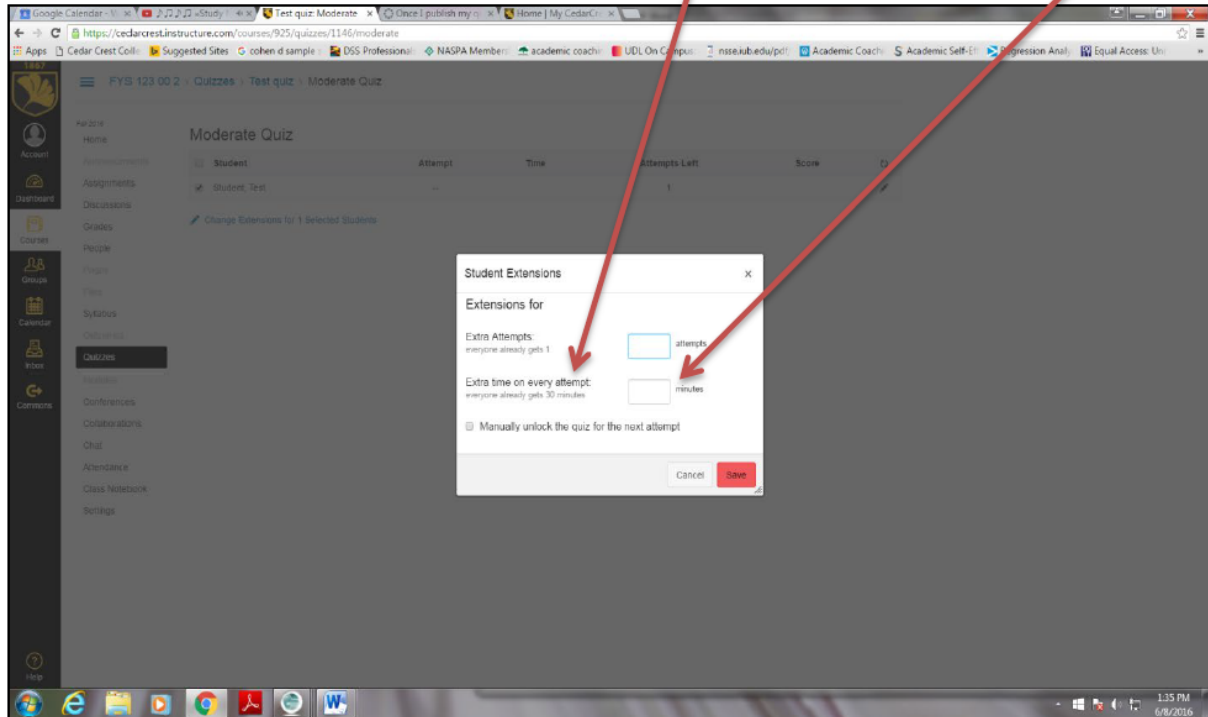
Bypassing ProctorTrack within Canvas

1) On Classic Quizzes select "require an access code" and type in a code of your choosing (e.g. "last" for this final exam):

2) When setting up the ProctorTrack configurations, there is the option in the Test Settings tab to hide the access code that needs to be activated:

3) Send the code to the Student Success Center with the other info on the accommodation form.

As long as we know the access code, we should be able to work around ProctorTrack for those students who need to use accommodations, without the code being announced to the full class.

Common Lecture/Lab/Online Accommodations

Note: These are accommodations that related to access to information and that typically need to be provided in class. ensure access to materials and information provided during lecture, lab and online courses, as well as assignments and work taking place during those times.

Accommodation	Description	Instructor Responsibility
Use of Audio Recording Device During Lectures	Student will record lectures with a recording device (digital recorder, phone, iPad, computer). Under educational copyright laws, students with disabilities are entitled access to this material for academic purposes.	Allow student to audio-record lecture. Notify student if recording needs to stop due to sensitive lecture material or class discussion that is not appropriate to record. Students are to complete an Audio Recording Agreement with Student Accessibility Services but will not be presenting a copy to instructors. Instructors may request verification that the student has done so by contacting Student Accessibility Services (email advising@cedarcrest.edu). Instructors should review the "Audio Recording of Lectures – Instructor Information" document on the Faculty page of My Cedar Crest (Academic Services tab under Disability Resources).
Use of Device to Take Photographs of Notes/Graphic images/drawings During Lectures	Student will be allowed to use an electronic device to take photographs of notes and graphic images/drawings presented during lecture. This allows students using audio recording to associate the audio and visual portions of lectures.	Allow students to take photographs of lecture content. Please note this accommodation is intended to allow these students access to notes (for ex. written on the white board) and graphic images/drawings (for ex. drawings on the whiteboard) that are not otherwise provided in PowerPoint presentations or other course materials.
Preferential Seating	This student will be allowed preference in seating position and may sit in the same place every lecture.	Allow the student preference in seating position in order to access spoken and graphic images/drawings presented during lectures.

Accommodation	Description	Instructor Responsibility
Use of Laptop to Take Notes **Use of a Note Taking Application**	This student will be allowed to use an electronic device to take notes; the student may use a note taking app in conjunction with the computer in order to capture both spoken and graphic images/drawings from lecture material.	Allow the student to use a computer or other electronic device in class; allow the student to use a note taking app that may include taking photographs of graphic images/drawings presented during lecture. The Office of Civil Rights has been very clear that students cannot be denied this accommodation based on an instructor's blanket policy that no students use computers in their course. This accommodation allows students to work and function as independently as possible when compared to their peers. If you announce in class that computers are not allowed, or have a similar statement in your syllabus, please have a confidential conversation with this student regarding the fact that they are allowed to use their computer based on their approved accommodation.
Use of Laptop to Complete In-Class Assignments	Students with this accommodation have functional limitations that interfere with the way they process information and/or their ability physically and effectively complete assignments "by hand" during class.	Allow the student to use a laptop to complete in class work. Please work with the student to develop a method for them to complete and submit in-class assignments (such as email etc.).

Accommodation	Description	Instructor Responsibility
Note Taker	The student will need access to lecture material by being provided a copy of notes from a volunteer note taker.	As soon as they are notified of the student's need for a note taker, the instructor will announce, in class, that a volunteer note taker is needed. Instructors may also announce that volunteer note takers who serve in this capacity for the entire semester will receive a $25 Amazon gift card (electronic). Please be mindful that any announcement should not reveal the identity of the student receiving the accommodation. It is extremely important that a volunteer be identified within the first two weeks of the instructor being notified of the need for a note taker. OCR has been clear that there should be minimal delay in providing notes due to students missing critical course content. Instructors should evaluate the volunteer's notes to determine if they are adequately capturing important course content and that their note taking method results in readable notes. Instructors should forward volunteer note taker information to Student Accessibility Services staff. SAS staff will contact volunteers regarding how the process works as well as how the volunteer will provide notes and how we will then provide them to the student who needs them. This is an anonymous process so the student providing notes is not supplied information about the student who needs the notes and vice versa.
Livescribe Smartpen	Student will use a Livescribe Smartpen device to take notes. A Smartpen digitizes the student's handwriting and records audio that is synchronized with their handwritten notes.	Allow student to utilize the Livescribe Smartpen during class and record lecture content.

Accommodation	Description	Instructor Responsibility
Use of Electronic Device to Access E-Textbooks During Class	Students with this accommodation have their textbooks in electronic format and do not carry a printed text with them.	Allow the student to access their textbooks using an electronic device (computer, iPad, kindle, phone).
Assistive Listening Device (such as an FM System)	This student needs an assistive listening device to access spoken lecture material and to participate in group projects.	Instructors will wear the transmitter portion of the device, which the student will provide at the beginning of each class session. The student will retrieve it at the end of the class session for use in their next course. Allow the student to use ear buds or headphones (whichever works best for them) while the system is being used. If the student is working in a group, the transmitter may be placed in the center of the group for better transmission. Assistive listening devices, such as FM systems, are wireless assistive hearing devices that allow a student with a hearing impairment to hear lecture material. The system is composed of a radio transmitter (microphone worn by instructor) and a receiver (used by the student) so sound is transmitted directly to the student resulting in greater clarity and less background noise. Should the student require one, an FM system will be provided by Student Accessibility Services.
Provide Verbal Descriptions of Demonstrations/Visual Aids	This student needs verbal descriptions of demonstrations/visual aids as they are not able to access the content without such descriptions.	Provide verbal descriptions of visual content presented during the class session. If other students are presenting, please instruct them to provide verbal descriptions of their visual content as well.

Accommodation	Description	Instructor Responsibility
Speech Reading Access	This student uses speech reading (also known as lip reading) to access spoken lecture content. They rely on seeing the speaker's lips as well as their facial expressions and gestures to understand lecture content and/or conversation.	Provide speech reading access by speaking with your body/face towards the students as much as possible. This may require that you describe the content of what you've written on the white board after writing it, or that you repeat other students comments or questions if the students are not facing the student who requires this accommodation.
Captioned Videos	This student requires captioning of multimedia content for access (especially instructor videos and third party videos).	Student Accessibility Services will work with instructors to ensure media is captioned for access. **Instructors will need to provide videos and/or video links (all required and optional media), for all videos used in the course. SAS staff will need the files/links for videos used in at least the first few weeks of class, at least 10 or more business days prior to the class beginning.** More lead time is helpful as we may have multiple students who need captioning in multiple courses all at once. Students with hearing impairments could enroll in any course at any time so best practices would be to either choose videos that are already captioned (99% accuracy – must be checked) or captioning/having videos captioned prior to use. This is in line with WCAG 2.0 guidance as well as recent litigation.

Accommodation	Description	Instructor Responsibility
Real Time Captioning	This student requires Computer Assisted Real-time Translation (CART) for captioning of live material. Real time captioning allows students who are deaf or hard of hearing to access content delivered by spoken words and sounds. Real-time captions, or Computer Assisted Real-time Translation (CART), are created as an event takes place.	Student Accessibility Services arrange for this service through a vendor. For live in-person lecture sessions, it is best if the student is located near an outlet in the room as well as "hard wired" into the internet service (instead of using wifi). The student will use a computer to access captioning while the in-person session is being conducted. For live online sessions, the instructor will need to provide an online conferencing link as well as the specific days/times of the sessions (and any notable breaks) to Student Accessibility Services. SAS staff will set up the service through a vendor and the student will access the captioning while watching the live session online. Note: Instructors will need to provide online conferencing links at least 7 business days prior to the first day of their class. This is especially important if the instructor is using Canvas Conferencing via the Big Blue Button, as we will need to add a "captioning student" to the course. This allows the vendor's transcriptionist to access the sessions.
Sign Language Interpreter	This student requires sign language interpreting of lecture material and meetings for access. Sign Language Interpreters are provided for students who are deaf or hard of hearing and who use sign language as their primary means of communication.	Student Accessibility Services arranges this service for the student and instructors will be notified if they will have an interpreter in their class. Students who need interpreters to understand live lecture material also generally also need a note taker as they cannot take notes while watching the interpreter and instructor. Please see the section titled "***How to work with a student and sign language interpreter in the classroom***" for additional information.

Accommodation	Description	Instructor Responsibility
Video Description (Audio Description)	The student requires audio description of video content in order to access the content. Video description is narration that has been added to a video to make visual content accessible to individuals who are blind or have other visual disabilities. It is defined as "the verbal depiction of key visual elements in media and live productions," and is meant to provide information on visual content that is considered essential to the comprehension of the program. Audio description is completed so that students utilizing this accommodation can benefit from the description without missing out on information that other, sighted, students have access to.	Student Accessibility Services will arrange for this service through a vendor. Instructors will need to provide the videos and/or video links for videos that will be used in the course. **At least the first four weeks of video content must be provided to SAS staff at least one month in advance.** Audio description is an involved process and a lot of lead time is necessary to ensure the videos are ready for the student to access at the time they are used in class.
Use of Magnifier/Magnification Device (hand-held, CCTV magnifier etc.)	This student may require use of a magnification device in order to access printed materials used in class.	Instructors should allow the student to use a magnifier. Often times, if the material is provided in an enlarged font size, or in an electronic format, the student will have access to the material without any magnification. If provided electronically, allow the student use of a computer or other electronic device on which to access and zoom into the material. Should the student need magnification for lab work, Student Accessibility Services has a clamp-on, swing arm, lighted magnifier that can be loaned out.

Accommodation	Description	Instructor Responsibility
Use of JAWS in Classroom/Lab	This student will need to use a computer with screen reading software on it, such as JAWS, NVDA, or VoiceOver, in order to access course materials. JAWS stands for Job Access With Speech, the most popular screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output for the most popular computer applications.	Students who are blind or visually impaired may be enrolled in courses which require the use of a computer in-class (or a computer lab). If the student has their own computer (laptop) and can use that in the course, allow the student to do so. If the student must work in a computer lab, Student Accessibility Services will work with IT in order to have the student's preferred software purchased and installed on one of the lab computers.
Use of Zoom Text in Classroom/Lab	This student needs computerized magnification in order to access electronic course materials or other content. ZoomText Magnifier is an advanced screen magnification program that enlarges and enhances everything on the computer screen, making the computer easier to see and use for a student with a visual impairment.	Allow the student to use a computer with ZoomText on it. If they have their own computer (laptop) and software, allow them to use it. If the student must work in a computer lab, Student Accessibility Services will work with IT in order to have this software installed on one of the computers in the lab. With the advent of more accessibility features in browsers and computer programs, this technology isn't as necessary as it once was. However, the advantage of this program is that it allows magnification of all the material on a screen, even if you open a new tab, instead of having to adjust the magnification every time you open a new tab, document etc.
Use of Calculator for In-Class Assignments	This student needs access to a basic four function calculator, when appropriate, on in-class assignments involving mathematic calculations.	Permit student to complete the assignment with use of an approved calculator, as long as this does not present a fundamental alteration to the learning objectives of the assignment.

Accommodation	Description	Instructor Responsibility
Use of Spell Checker for In-Class Assignments	This student needs access to a spell checker (or spell-checking function), when appropriate, on in-class assignments.	Permit the student to use a spell-checker (or spell-checking function) on in-class assignments, as long as this does not present a fundamental alteration to the learning objectives of the assignment.
Limited Screen Time During Class	This student needs to limit their "on screen" (use of computer or other electronic device) during class.	Allow the student to take breaks or stop working on an assignment as needed. This may result in in-class work or assignments not being completed during the class period. Please allow this student additional time to complete and submit in-class work (24 hours).
Extended Microscope Time	Students with any of a variety of disabilities may need additional time for in-class work/assignments, including use of a microscope to view specimens in a lab.	Allow the student extra time for tasks involving viewing specimens under a microscope.

Additional Information About Lecture/Lab/Online Accommodations
The purpose of accommodations in this category is to allow students access to course information, such as lectures, lecture materials, videos, notes, etc.

Note Taker Emails to Instructors
If a student in an instructor's course requires a volunteer note taker, the instructor will be sent the following email (or one very similar):

You are receiving this email because you have at least one student, in one of your classes, who has been approved to have a note taker as an accommodation. Providing a note taker allows these students access to lecture material, so timing is very critical with regard to when we start providing notes. Because of that, I would like to have note takers arranged by the end of the second week of classes (date) for those students who request them promptly. Otherwise, we will work on requests as they are received.

Students who have an approved note taker accommodation have been provided guidance on what they should be doing and considering before requesting we arrange for a note taker. Prior to making a request, students should:

1. Attend each course to determine whether or not a note taker is necessary (for example, the student may decide they do not need one for labs or a hands-on course where there is little/no lecture or the instructor provides access in a different way)
2. Review the instructor's course materials (all formats including any posted in Canvas)
3. Meet with each instructor to discuss:
   a. The course materials provided and whether or not these meet the student's needs

b. Whether or not the instructor can provide an alternate way for the student to obtain the notes (instructor notes, power points, copy of student notes posted for all students, etc.)

c. Determine whether or not use of a recording device and/or permission to take photographs would allow the student to obtain access to lecture material

Students may decide they do not want a note taker at all and may not even talk to you about it (which is fine). However, if a student follows this process and decides a note taker is necessary (this may vary from student to student depending upon the students' disabilities), I will contact you to request your assistance in identifying a classmate who may be a good note taker candidate for that particular class. I know a lot of you have new students in your classes and that you may be unfamiliar with their capabilities.

Note takers really just need to have very neat, readable notes that cover the bulk of your lecture material/student discussion etc. If a note taker needs to be provided for a student, you may ask a student if you already know they could serve in this capacity or you may announce, to your class, the need for a volunteer and to then check several students' notes in order to determine if the notes will be acceptable. Please also feel free to let students know that they can receive a $25 Amazon gift card if they follow through and provide notes for the entire semester.

The student volunteer:

- **Will not know for whom they are taking notes** (to maintain confidentiality of accommodation/services) and the recipient will not know who is taking the notes;
- Will take notes to the Student Success Center (Cressman Library) so that the notes can be copied/scanned and then **provided, anonymously, to our student**; if it is an evening class, we will work out a system for the provision and receipt of notes.

At this point, I just wanted to provide you a little bit of information so that you would be prepared if, and when, students approach you to discuss the need for a note taker. There is no need for you to do anything right away. I really appreciate you taking the time to read this and to talk with the students about their accommodation needs. Please feel free to contact me if you have any questions.

How to Address the Use of Laptops/Computers in Class

If your course policies generally prohibit use of laptops/computers in class, students with accommodations to use these devices still need to be provided this accommodation. In order to prevent calling attention to students with disabilities who require this accommodation, you may want to include the following statement on your syllabus:

"If you are a student who wishes to use a laptop for note-taking, please come see me during office hours to discuss this request." This choice of words will maintain student anonymity, compliance with ADA laws, and your capacity to restrict laptop use to those students with approved accommodations. During your discussion with the student, you can be explicit about your expectations with regard to laptop use protocols in your class.

Captioned Videos

Captioning videos is primarily geared toward allowing students who are deaf or hard of hearing to access video content; however, it also allows viewers with learning disabilities, autism and AHDH (all

types) to concentrate, understand and absorb more of the material. Students with hearing impairments could enroll in any course at any time so best practices would be to either choose videos that are already captioned (99% accuracy – must be checked) or captioning/having videos captioned prior to use. This is in line with WCAG 2.0 guidance as well as recent litigation. Although this citation is somewhat dated, the content is relevant:

> Charlotte Lanvers, a Staff Attorney for the Disability Rights Education and Defense Fund, explains that: 'As colleges and universities manage the content on their web sites they have an obligation to ensure it is accessible. Anything that is being actively used in class or available to the student body at large must be equally accessible to one and all – this obviously includes tools such as lectures and associated slides. For audio visual components of web sites, the captions must be available all the time, not just on request only. It also means that other school- controlled content portals must be accessible as well.' "

The preceding quote was taken from "THE ESSENTIAL HIGHER ED CLOSED CAPTIONING GUIDE: What Technology Managers, Accessibility Coordinators and Campus Executives Must Know About the New Regulations, Benefits, Solutions and Best Practices" ® 2012 White Paper By Kevin Erler, Ph.D. Automatic Sync Technologies.

Please access the Canvas "course," **Designing Accessible Content** ("The Big Five" #1: Caption Videos) for more information about video choice, captioning, how to caption videos on several platforms, etc.

Real Time Captioning (live lecture material, meetings etc.)

Computer Assisted Real-time Translation (CART) provides captioning of live material to students who are deaf or hard of hearing. This allows students access to content delivered by spoken words and sounds. Real-time captions, or Computer Assisted Real-time Translation (CART), are created as an event takes place.

A transcriptionist (often trained as a court reporter or stenographer) uses a stenotype machine with a phonetic keyboard and special software. A computer translates the phonetic symbols into captions almost instantaneously and displays them on a laptop or on a large display screen. A slight delay may occur because of the captioner's need to hear and enter the words and the computer's processing time. Real-time captioning can be used for programs that do not have written scripts or captions such as: lectures, classes, congressional or council meetings, news programs, and non-broadcast meetings, such as those of professional associations.

Remote real-time captions are produced at a remote location and then transmitted to the site where the program is taking place. For example, in a lecture hall an instructor can talk into a microphone that is connected via Bluetooth to the student's computer, a captioner in a different location listens to the material, types the captioning, transmits it via the internet, using special software, to the student's laptop in the lecture hall- or to a laptop in a student's home, if they are participating in a real time lecture/meeting etc. for an online course.

If a student requires this accommodation, Student Accessibility Services will make the arrangements. For in-person lectures, the instructor will wear a microphone (provided to them by the student as it is taken from class to class) in order for the lecture content to be relayed to the transcriptionist. The student will then use a laptop to read the captioning. If there is any question about the quality or continuous access

to wireless coverage, the student may need to have their computer connected to a live port in the classroom – occasionally, classroom locations may need to be changed for this purpose.

How to work with a student and sign language interpreter in the classroom:

- Look at the student when speaking to them, not at the interpreter.
- Look at the student who is signing/speaking to you, even though this may feel awkward since the verbal message will be coming through an interpreter.
- Address the student directly:
    - Appropriate communication: "Where were you born?"
    - Inappropriate communication: "Ask him where he was born."
- Do not have conversations about the student, their progress, struggles with course material, etc. with the interpreter. Address these with the student through the interpreter.
- When possible, please share any notes, outlines, or handouts with the interpreter in advance, or at the very least, provide a copy of these items to the interpreter during the lecture/assignment.
- If, during the lecture/assignment, you plan to turn down the lights, remember to leave enough lighting on the interpreter so the student can still see the interpreter signing.
- The interpreter may ask for a specific seating/positioning to facilitate the best viewing angles for himself/herself and for the student.
- Speak in your normal tone of voice at a moderate pace. The interpreter will tell you if you need to pause, slow down or repeat the information.
- People sometimes read aloud in a different manner than they typically sign or speak. When reading extensively from written materials, consider supplying a copy to the audience and the interpreter. Be aware of the pace of your speech, especially when reading aloud.
- Be aware that the interpreter should interpret everything said, so avoid discussing subjects you don't wish the deaf/hard of hearing student to know.
- When the student is not yet present, or no longer present, avoid giving messages to the interpreter to relay at a later time to the student.
- Relax. If you are unsure of the appropriate way to proceed in a particular situation, just ask the student and the interpreter.

Video Description (Audio Description)

Video description is narration that has been added to a video to make visual content accessible to individuals who are blind or have other visual disabilities. It is defined as "the verbal depiction of key visual elements in media and live productions," and is meant to provide information on visual content that is considered essential to the comprehension of the program. Audio description is created by interspersing snippets of description within the original content's natural pauses (standard description). If there are not enough natural pauses in which to provide description, the video is extended to provide this "space" (extended description). Audio description is completed so that students utilizing this accommodation can benefit from the description without missing out on information that other, sighted, students have access to.

In order to minimize the need for description after the fact, it is recommended that all video lectures be fully described by the instructor at the time they are recorded. This involves stating everything that is shown in the video including text, titles, graphics, graphs, equations, drawings etc., unless they are purely decorative and do not add to the content. In addition, supplemental videos can be described at

the time they are chosen (using Camtasia) or chosen from those that are available already described (more full-length feature films).

Professional audio description takes significant lead time and effort on the part of both the instructor and Student Accessibility Services. Instructors will need to identify any of their lecture videos and/or supplemental videos (such as from television shows, movies, YouTube etc.) used for the course that may need description. Please note that it is important that instructors choose videos wisely, as having videos described professionally carries a significant expense. The main reason videos need description is that content is shown on the screen is not fully described: graphics are shown with no description or an incomplete description, there is text that is not read aloud, embedded videos from other sources have no description, action is shown but not described, people enter the video or voices change without verbal identification to the viewer etc. The instructor will have to provide all lecture and supplemental videos that need description to Disability Resources at least one month in advance of when they will be used in the course, so the student has access to the described videos at the same time other students have access to the videos.

For videos that are professionally described, the process involves Student Accessibility Services providing videos to a video description company, a transcript being produced, Student Accessibility Services checking several transcript samples with the appropriate videos, providing feedback and corrections to the video description company, then the audio track is enhanced or a separate audio track is added to the video. The goal is to try to provide this material a week ahead of when it is needed by the student which allows the student to view it ahead of time, several times if need be, participate in discussions, complete assignments etc. In addition, if there are any issues, then the student has a chance to contact Student Accessibility Services.

Common Texts/Materials Accommodations

Note: These accommodations ensure student access to course textbooks and materials.

Accommodation	Description	Instructor Responsibility
Alternate Format Textbooks (PDF)	This student requires the use of textbooks in an alternate format (electronic/PDF) for use with text-to-speech or screen reading software.	Student Accessibility Services will request these materials from the publisher and supply them to the student. However, should a publication be written "in-house," the instructor of the class may be contacted with the request to provide the document in this alternate format.
Alternate Format Textbooks (DOC) – Coordinated by DS	This student requires the use of textbooks in an alternate format (electronic/DOC) for use with text-to-speech software.	Student Accessibility Services will request these materials from the publisher and supply them to the student. However, should a publication be written "in-house", the instructor of the class may be contacted with the request to provide the document in this alternate format.
Alternate Format Materials/Handouts (PDF)	This student requires course materials (handouts, articles, etc.) to be provided in an alternat format (electronic/PDF) for use with text-to-speech software or screen reading software.	Please provide the student with any materials/handouts/articles you use for your course in an alternate format (electronic/PDF). If materials are available in DOC format, you may "Save as PDF" in order to provide this format. If materials are not available in DOC or PDF format, you may scan the materials to a PDF document and provide them to the student.
Alternate Format Materials/Handouts (DOC)	This student requires course materials (handouts, articles, etc.) to be provided in an alternat format (electronic/DOC) for use with text-to-speech software or screen reading software.	Please provide the student with any materials/handouts/articles you use for your course in an alternate format (electronic/DOC). If materials are available in PDF format, you may "Export to Word" in order to provide this format. In Adobe DC, go to File>Export to>Word>Word Document. You will likely have to do some fixing and reformatting of your new Word Doc in order to make it understandable.
Provide Printed Course Materials/Handouts in Enlarged (San Serif) Font (20, 22, 24)	This student needs materials enlarged for access.	Provide this student with any printed materials/handouts you use for your course in an enlarged font (San Serif such as Calibri) size as requested. If you do not have the materials/handouts available electronically and are not able to print them in a larger font size, please speak with the student about whether or not providing a PDF for zooming or copying/enlarging (onto 11" by 17" paper) would provide them access.

Accommodation	Description	Instructor Responsibility
Materials/Handouts Enlarged on 11" by 17" Paper	This student requires enlarged print materials for access.	Provide this student with any printed materials/handouts you use for your course copied and enlarged to 11" by 17" format. Please contact Printing Services if you have any questions about how this may be done.
Materials/Handouts Printed on Off-White Paper	This student needs course materials/handouts/tests printed on off-white paper to reduce glare.	Please provide this student with any printed materials/handouts/tests on off-white paper. Please contact Printing Services if you need paper.

Additional Information About Text/Materials Accommodations

If you are not notified in advance but receive an accommodation letter for a student who is approved for this accommodation, please check with the student before providing alternate format course materials/handouts as the student may prefer not to use them in some circumstances.

When possible, best practice would be to construct materials/handouts used for your class as accessible Word documents, save them as a DOC file, then "Save as PDF" so that you have both formats available and the PDF will then be accessible. You can then post both formats in Canvas if you post your course materials on that site or provide them to the student electronically via email. If you are using somewhat dated printed materials and cannot locate an electronic version, please contact Library Services staff in the library to see if she is able to locate an electronic document for you. If she is unable to do so, you may scan your document to PDF.

If materials are available in PDF format, you may "Export to Word" in order to provide this format. In Adobe DC, go to File>Export to>Word>Word Document. You will likely have to do some fixing and reformatting of your new Word Doc in order to make it understandable. If you use an Apple computer, please export your documents to Word, check your formatting, then save as PDF. (check this)

Please access the Canvas "course," *Designing Accessible Content*, for more information about making documents accessible ("The Big Five" #4: Make Documents Accessible).

Common Classroom Accommodations

Note: Most of the Classroom Accommodations are self-explanatory, so they are provided in list form.

May Have Drinks/Water During Class/Lab/Clinical or Other Educational Activities

Students need to be able to drink water or other liquids during class. This may be prohibited if having the drinks in the classroom/lab/clinical environment is a safety issue. If this is the case, the instructor should allow the student to take breaks to leave class in order to have maintain fluids.

May Have Food During Class/Lab/Clinical or Other Educational Activities

Students may need to be able to eat during testing. This may be prohibited if having food in the testing environment is a safety issue. This may be prohibited if having food in the classroom/lab/clinical environment is a safety issue. If this is the case, the instructor should allow the student to take breaks to leave class in order to eat.

May Need to Take Medication/Inhalers During Class/Lab/Clinical or Other Educational Activities

Students may need to be able to take medication during class/lab/clinical or other educational activities. Please note that the student may need to leave the classroom environment to take medication and/or check medication levels.

May Be Late to Class due to a Disability-Related Condition

The student has a disability-related condition that may result in them being late to class.

May Need to Leave Class Due to a Disability-Related Condition

The student has a disability-related condition that may require them to leave class without notice. They may or may not be able to return to class depending upon their particular situation.

May Need to Stand/Move About the Room

The student has a disability-related condition that may requires them to be able to stand or walk around the room.

May Need to Take Periodic Breaks

The student has a disability-related condition that requires them to be able to take periodic breaks from class when necessary.

May Need to Visit the Health Center

The student has a disability-related condition that may require them to leave class without notice and access Health Services.

May Need to Wear Hat/Sunglasses in Class

The student has a disability-related condition for which they may need to wear a hat or sunglasses during class.

Move Classroom Locations for Accessibility

The student has a disability-related condition that may require assigned classrooms to be relocated by Student Accessibility Services. Should this occur, the instructor will be involved in the reassignment of classroom location and Student Accessibility Services staff will email all students enrolled in the class regarding the date of change and the change in classroom location. Student Accessibility Services will also post signs on the door of the initial classroom location notifying students of the change.

Seating Access for User of Wheelchair

The student has a disability-related condition that requires them to utilize a wheelchair. The student will need access to a table or desk that allows space for wheelchair seating. Student Accessibility Services will supply furniture and/or move classroom locations for accessibility.

Specialized Table

The student has a disability-related condition that requires use of a table rather than theatre type or individual desk/chair combo seating. Disability Resources will supply furniture for accessibility. Typically, this would be a kidney-shaped table (in most locations) or a small gray accessible desk (in a few locations). This furniture is not to be moved to any other locations.

Specialized Chair

The student has a disability-related condition that requires use of a specialized chair (usually with a specialized table) rather than theatre type or individual desk/chair combo seating. Typically, these chairs are bariatric chairs that have a silver frame and black upholstery. Student Accessibility Services will supply furniture for accessibility. This furniture is not to be moved to any other locations.

Common Assistive Technology Accommodations

Note: These accommodations are provided because the student needs assistive technology for access.

Accommodation	Description	Instructor Responsibility
Amplified Stethoscope	This student requires the use of an amplified stethoscope in order to access sounds related to body functioning in patients (simulated or real).	Allow the student to use an amplified stethoscope in classroom, lab and clinical settings.
Other Specialized Equipment	This student may require the use of other specialized equipment for access.	Student Accessibility Services will provide information about this equipment in the student's Accommodations Letter.

Other (Common) Accommodations

Accommodation	Description	Instructor Responsibility
Flexibility with Attendance Policies	The nature and impact of the student's disability may result in tardiness or class absences.	Student Accessibility Services will consult with the instructor to evaluate the essential objectives of their course in light of any attendance policies stated on their syllabus and determine what is reasonable in modification of attendance requirements. The instructor and student will be advised of the results of the evaluation and the number of absences the student may have before the learning objectives of the course are impacted negatively. The instructor may not penalize the student for absences pertaining to their agreement that are due to their disability. Flexibility is not provided for absences that are not disability related.
Flexibility with Short-term Assignment Deadlines	The nature and impact of the student's disability may result in the need for extensions on assignments. Flexibility is provided as this student may experience an exacerbation of a health condition at or near a deadline which prevents the student from meeting the deadline.	Instructors will evaluate the essential objectives and timelines within their courses to understand how extensions may or may not be appropriate for assignments. Instructors must determine what they can accommodate for assignment extensions without impacting learning objectives of the course.
Extended Time for In-Class Graded Assignments (24 hours)	The nature of this student's disability impacts their ability to complete assignments within a very limited time period.	Instructors should allow the student an additional 24 hours to complete the in-class assignment and should discuss, with the student, how the student may turn in the work.
Allow Flexibility with Exam Dates	The nature and impact of this student's disability may prevent them from attending on an exam day.	Instructors should work with the student to reschedule exams if they are missed due to a disability-related condition. Students are expected to notify instructors as soon as possible regarding their inability to take the exam. If completion of an exam on a scheduled date is essential, instructors should contact Student Accessibility Services immediately.

Accommodation	Description	Instructor Responsibility
Flexible Options for Speech-Related Assignments or Presentations **Allow Alternatives for Speech-Related In-Class Participation**	The nature of this student's disability may impact their ability to complete speech-related assignments or presentations in the manner outlined by the instructor.	Please allow the student another option for completing such assignments and demonstrating their mastery of subject matter. If speech is considered an essential component of the course and/or task, please contact Student Accessibility Services immediately.
Alternate Evaluation of Core Course Knowledge and/or Competency **Allow student to demonstrate core competencies/understanding of concepts with limited data, exercises, problems**	The nature and impact of the student's disability and limitations of current technology, such as screen reading and speech-to-text technology, may make it a burdensome process to complete assignments or testing. (lack of accessibility)	Instructors should work with Student Accessibility Services staff to identify other ways to complete the assignment, task or test, or to find a way to modify it so the student is able to demonstrate their knowledge and understanding of core concepts.

Additional Information About "Other" Accommodations

Flexibility With Course Absence Policies

In light of recent Office for Civil Rights (OCR) Rulings regarding attendance accommodations, Student Accessibility Services staff is in the process of evolving how these accommodations are determined and formally communicated on a course-by-course basis. We are developing a process that is consistent, equitable, and transparent for instructors and students by using the unique course expectations and timelines in determining Modified Attendance Policies.

In the meantime, Student Accessibility Services staff will consult with instructors, to evaluate the essential nature of attendance, using the framework obtained from the Letter of Finding from the Office for Civil Rights to Cabrillo Community College in California [Case No. 09-96-2150]. To assist in evaluating whether attendance is an essential aspect of a course, the following will be evaluated:

1. Course learning objectives, policies and syllabus
2. The flow, order, and structure of content
3. Is there classroom interaction between the instructor and students, and among students?
4. Do student contributions constitute a significant component of the learning process?
5. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
6. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
7. What do the course description and syllabus say regarding attendance?
8. Which method is used to calculate the final grade?

After this evaluation is completed, the following will be considered:

1. What are the maximum number of disability-related absences allowed for this course? Be as specific as possible. Avoid vague phrases such as "flexible", "to be determined", or "open".
2. How and when will the student notify the instructor of a disability-related absence?
3. What procedure do you recommend for turning in homework/assignments/projects due the day of a disability-related absence?
   a. Maximum number of day(s) assignments may be late?
   b. How assignments are to be submitted?
4. What will be the procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of a disability-related absence?

In addition, the consequence of exceeding the maximum number of allowed absences should be defined. The student must be informed of any limitations to this accommodation as well as what the consequences are for exceeding the limit.

Flexible Options for Speech (assignments, presentations, and participation)

If speech is not an essential component for an assignment, presentation or class participation, please allow the student another method of demonstrating competency, knowledge of course material, discussion response etc. Examples of this could include: 1) having the student put together a power point presentation and allowing the student to have another person narrate it; 2) using Canvas for discussion/response rather than having it in class; 3) providing an alternate assignment (such as an art or multi-media project) that allows the student to demonstrate understanding of material; 4) allow the student to use a voice simulation program to read responses or to present etc. Please evaluate whether or not speech or communication is essential to the course/task. If you feel speech is an essential component of your course, please contact Student Accessibility Services immediately.

Appendices

Sample Accommodations Letter

CEDAR CREST COLLEGE

TO: Instructor Name

FROM: Susan Barnes, Director of Learning and Disability Resources

CC: Student Name

DATE: August 03, 2020

RE: Accommodations for Fall 2020

Student Name   is enrolled in your   Course Code   course and has a documented disability covered under the Americans with Disabilities Act and other applicable laws. The College has determined that it will provide reasonable accommodations for this student to access academic programming. The student's approved academic accommodations are listed below. Additional information regarding provision of accommodations, can be found in the Faculty Disability Resources Handbook (My Cedar Crest, then the Faculty tab, then the Academic Services folder). Please note this handbook is in the process of being updated.

TESTS/QUIZZES
- Extended time (1.5) – all subjects
- Alternate testing environment - distraction reduced
- Use of text-to-speech software (Kurzweil etc.)
- Alternate format tests (PDF) – provided by instructor
- Testing with (live) reader

LECTURE/LAB/ONLINE
- Use of audio recording device during lectures
- Use of device to take photographs of notes/graphics during lectures
- Preferential seating
- Use of laptop to take notes
- Use of laptop to complete in-class assignments

TEXTS/MATERIALS
- Alternate format textbooks (PDF) – provided by Disability Resources
- Alternate format course materials/handouts (PDF) – provided by instructor

OTHER
- Extended time for in-class graded assignments (24 hours)*

*Extra time on in-class assignments when possible - this cannot be provided if it is essential that the assignment is completed in class and/or it would interrupt the flow of instruction due to assignments building upon one another.

Instructor: The student has been reminded to have a confidential conversation with you about their accommodations and how they may be implemented. If they do not reach out to you within the first two weeks of class, please feel free to reach out to the student. If you feel an approved accommodation interferes with an essential component of your course, or you would like to propose an alternative accommodation that you feel may be equally effective to one of the student's approved accommodations, please contact Disability Resources. Please note that until a determination is made about whether or not an accommodation interferes with an essential course component, or if a proposed alternative accommodation is equally effective, the accommodation

Student: Please remember to have a confidential conversation (in-person, by phone, email, online conferencing), within the first two weeks of class, with your instructor regarding the approved accommodations you intend to use in each course and how they may be implemented. You may choose to use some, all or none of your accommodations. If you change your mind about the accommodations you wish to use at any time, remember to contact your instructor to notify them. If, at any time, you have questions or concerns about an approved accommodation, please make an appointment with Disability Resources staff.

Occasionally, an approved accommodation may interfere with an essential course component (participation, hands-on/experiential activities, etc.). If an instructor feels this is the case, the Director of Learning and Disability Resources will evaluate the essential components of the course to determine if it is appropriate to provide the accommodation in question.

Audio Recording of Lectures – Instructor Information

Student Agreement

You have been approved to record lectures as an accommodation. This accommodation will allow you meaningful access to lecture material and to the educational experience. By signing this agreement, you acknowledge that you have read (or had read to you) and understand the following guidelines for audio recording lectures:

- I understand that because of my disability, I have the right to produce audio recordings of class lectures only for my personal academic use (studying, filling in notes).
- I understand that the recordings may not be used, shared with others or released for any purpose.
- I understand that information contained in the audio-recorded lecture is protected under federal and international copyright legislation and may not be published, released, or quoted without the lecturer's explicit written consent and without properly identifying and crediting the lecturer.
- I understand that at the discretion of the instructor, audio-recording may be prohibited during portions of classes that involve personal discussion and self-disclosure.
- I understand that other students may disclose information with which I may be uncomfortable or may profess opinions I do not share. I understand this is a normal part of academic discourse; Cedar Crest emphasizes the intellectual freedom of students and faculty in pursuit of knowledge and understanding and believes that such an environment depends upon the insights of the liberal arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.
- I understand that any violation of this agreement may be considered a breach of Cedar Crest's Academic Standards of Integrity and that I may be subjected to disciplinary consequences.

Service Animal Policy

It is the policy of Cedar Crest College to comply with all applicable federal, state and local laws regarding the use of Service Animals (SAs) on campus. Under federal and state laws, individuals with disabilities who use SAs, or trainers of such animals, in Pennsylvania are entitled to equal opportunity in all aspects of employment and education, as well as equal access to and treatment in all public accommodations, housing accommodations or commercial property without discrimination.

Definition of Service Animal

A Service Animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability (physical, sensory, psychiatric, intellectual, or other mental disability). Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
- Providing non-violent protection or rescue work.
- Pulling a wheelchair.
- Assisting an individual during a seizure.
- Alerting individuals to the presence of allergens.
- Alerting individuals to blood sugar issues.
- Reminding individuals to take medication.
- Retrieving items such as medicine or the telephone.
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities.
- Helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, wellbeing, comfort, or companionship are not considered work or tasks under the definition of a service animal.

The College may allow a person with a disability to bring a miniature horse on the premises as long as it has been individually trained to do work or perform tasks for the benefit of the individual with a disability. The College may, however, consider whether the facility can accommodate the miniature horse based on the horse's type, size, and weight. The rules that apply to service dogs also apply to miniature horses.

Service Animal Access

Service Animals are permitted across all College facilities for persons with disabilities, including buildings, classrooms, residence halls, dining areas, and recreational facilities. However, Service Animals are not allowed in the pool as the ADA does not override public health rules that prohibit dogs in swimming pools. Service animals must be allowed on the pool deck and in other areas where the public is allowed to go. Service Animals may not be permitted if the animal poses a direct threat to the health or safety of others, fundamentally alters the nature of a program or activity, or is disruptive. A service

animal can be excluded from a facility if its presence interferes with legitimate safety requirements of the facility (e.g., from a surgery or burn unit in a hospital in which a sterile field is required). The accompaniment of an individual with a disability by a Service Animal in location with health and safety restrictions (food preparation areas, laboratories etc.) will be reviewed on a case-by-case basis in collaboration with representatives from that specific department.

Control of Service Animal

The ADA requires that service animals be under the control of the handler at all times. In most instances, the handler will be the individual with a disability. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. For example, a person who uses a wheelchair may use a long, retractable leash to allow the service animal to pick up or retrieve items. The person may not allow the dog to wander away and must maintain control of the dog, even if it is retrieving an item at a distance. Or, a returning veteran who has PTSD and has great difficulty entering unfamiliar spaces may have a dog that is trained to enter a space, check to see that no threats are there, and come back and signal that it is safe to enter. The dog must be off leash to do its job but may be leashed at other times. Under control also means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. Handlers who bring a Service Animal on campus must follow all state and local requirements regarding the animal's presence on campus including vaccination, licensure and identification requirements. The City of Allentown requires all dogs over the age of three months to have rabies vaccinations. In addition, resident handler's (living in Lehigh County) must have their dogs licensed through the County.

Removal of Service Animal

A handler may be asked to remove a service animal if:

- The animal is in a College building and does not meet the definition of a service animal or service dog in training
- The animal poses a direct threat to the health or safety of others or causes substantial property damage
- The animal or its presence creates an unmanageable disturbance or interference with the College community.
- The animal's presence results in a fundamental alteration of a College program
- The animal's handler does is not able to control the animal
- The animal's handler does not pick up the animal's waste and dispose of it properly
- The animal is not clean or in good health (poor hygiene, ill, abused etc.)
- The handler takes the animal into areas previously identified as restricted
- The animal's handler does not follow federal, state and local ordinances/laws/regulations with regard to owning a dog. The owner is responsible for understanding and becoming familiar with these ordinances/laws/regulations

Please note that if a Service Animal is removed from campus housing for any of the aforementioned reasons, the handler is still expected to fulfil housing obligations for the remainder of the housing contract. Voluntary Registration Cedar Crest College does not have a volunteer Service Animal

registration program. Therefore, it is recommended the handler has the animal wear a contact tag on its collar in case the animal becomes separated from the handler for any reason.

Service Animals in Campus Housing

If a student is planning to live in on-campus housing with a Service Animal, the student must notify the Director of Student Accessibility Services in advance of the student residing on campus. Such notification allows the Director to work with Housing and Residence Life in order to assign the most appropriate housing location in consideration of both the student's and animal's needs. A request for housing with a Service Animal does not require documentation of disability; however, the handler (student owner) of an SA living in campus housing must provide a Certificate of Health from the treating veterinarian indicating the SA is in good health and that the animal has the vaccinations required by state and local ordinances/laws/regulations. In addition, the animal should be licensed and vaccinated as required by Lehigh County and the City of Allentown. The SA must wear rabies/licensing tags. It is recommended that SAs living on campus also wear a contact tag so the handler may be contacted in the event the animal is separated from the handler.

Service Animals should be with handlers at all times. However, on occasion, the handler may need to leave the animal in campus housing (animal is ill). Service animals may not be left in campus housing, without the handler, for longer than eight hours or left without the handler overnight. If the handler must leave campus overnight, the animal should accompany the handler or the handler should make arrangements for the animal to be cared for off-campus. Handlers of Service Animals living in campus housing will be required to provide an off-campus emergency contact in case the handler becomes indisposed (for example, unexpected hospitalization) and is unable to care for the animal for a period of time. If, for any reason, the emergency caretaker is unwilling or unable to care for the animal, the animal will be boarded at the handler's expense.

Responsibilities for handler's living in on-campus housing and expectations for animal behavior will be discussed with the student prior to the animal living the residence halls. Questions about these responsibilities and expectations should be directed to the Director of Student Accessibility Services.

Conflicting Disabilities

Students with medical condition(s) that are exacerbated by animals (respiratory diseases, reactive airway diseases such as asthma, and/or severe allergies) should contact the Director of Student Accessibility Services if they have a health or safety related concern about exposure to a Service Animal. The student and the Director will complete the interactive process (Self-Disclosure Meeting & supplemental documentation) to determine whether or not the student has a need for accommodations and what accommodations would be reasonable and appropriate given the nature of the student's condition and situation.