



Handbook for Student Accessibility Services

Academic Services
Cedar Crest College
100 College Drive
Allentown PA 18104

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Table of Contents

| | | |
|------|--|----|
| I. | Introduction to Disability and Accessibility Services..... | 3 |
| a. | Vision and Mission of Disability and Accessibility Services | 3 |
| b. | Laws Pertaining to Accommodations..... | 4 |
| c. | Coordination of Accommodation Requests..... | 4 |
| d. | Confidentiality..... | 5 |
| e. | Student Engagement on Campus..... | 6 |
| f. | Emergency Procedures | 6 |
| II. | Policies and Procedures..... | 6 |
| a. | Policy for Requesting and Receiving Accommodations | 6 |
| i. | Policy for Academic Requests..... | 10 |
| ii. | Policy for Housing Requests | 12 |
| iii. | Policy for Dining Requests..... | 13 |
| b. | Cross Registration Policy..... | 14 |
| c. | Policy for Testing Accommodations | 15 |
| d. | Policy for Service Animals and Emotional Support Animals..... | 16 |
| III. | Appendix: | |
| A. | Accessibility Map of Cedar Crest College Campus | 22 |
| B. | Process for Testing Accommodations..... | 23 |
| C. | Sample Documentation Checklists Across Specific Accommodations | 24 |
| D. | Release of Information: Academic Services..... | 25 |
| E. | Frequently Asked Questions | 26 |
| F. | Accommodations in the Classroom: Need to Know | 30 |

Cedar Crest College complies with all applicable federal, state, and local legislation and does not discriminate in educational programs or in employment on the basis of race, color, religion, national or ethnic origin, age, gender, disability or sexual orientation. Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Student Accessibility Services at 610-606-4628. Further, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1972, it is college policy that no person shall be denied consideration for admission solely by reason of her/his disability.

I. INTRODUCTION TO DISABILITY AND ACCESSIBILITY SERVICES

Becoming a part of postsecondary education can be an exciting, but stressful time in a student's life. For a student with a disability, the post-secondary environment may seem even more overwhelming and stressful. There are key differences between high school and postsecondary school that affect students with disabilities. Unlike high school, postsecondary institutions are not required to provide FAPE (free and appropriate public education). However, postsecondary institutions are required to provide academic accommodations as necessary to ensure equal access to services. In addition, in high school, the Family Educational Rights and Privacy Act (FERPA) give parents rights to their child's educational records. At the postsecondary level, FERPA transfers privacy rights to students when they reach the age of 18 or attend a school beyond the high school level. Because of this, parents do not have the right to review their child's college records without the written permission of the student. Finally, in high school, the parent is often the main advocate for the student and can navigate through the system to ensure that the student gets what he or she needs in order to be academically successful. At the post-secondary school, students are now required to advocate for themselves, including requesting services and recognizing and understanding what accommodations they need to be successful.

It is our commitment at Cedar Crest College to ensure that all students have equal access to the academic experience and student services offered at Cedar Crest. If students feel they may need accommodations based on a diagnosis, they are required to identify themselves to the Director of Student Accessibility Services. Although students may request an academic, dining, or housing accommodation from Cedar Crest College at any time, they should make the request as early as possible as some accommodations may take more time to prepare than others. Accommodations are not retroactive. The disclosure of a disability is always voluntary and the information students share will be kept confidential.

This manual is provided to help faculty, students, and other stakeholders understand the policies and procedures for receiving accommodations and services that can be provided to enhance student success at Cedar Crest College.

a. Vision and Mission of Accessibility Services

Vision

Student Accessibility Services at Cedar Crest College strives to be a comprehensive program that serves students with disabilities. Our focus is on fostering an environment where students view the department as a beneficial and unbiased resource for awareness, equality, development, and advocacy. It is our commitment that Cedar Crest College will:

- Be an environment where all students are supported and empowered.
- Be a campus that is accessible to all students.
- Be a resource for students with disabilities to help them to become self-advocates, be aware of how their disability affects their learning, and be able to have accommodations that provide them with the same access to campus resources as students without disabilities.

Mission

Student Accessibility Services at Cedar Crest College ensures that students with disabilities are afforded equal opportunities to participate in and benefit from programs offered at Cedar Crest College. We are committed to delivering resources and comprehensive services that foster an environment that empowers every student with a disability to take an active role in their college experience by becoming self-advocates and independent, confident, successful learners.

b. Laws Pertaining to Accommodations at the Post-Secondary Level

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as Section 504) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Those programs include public school districts, institutions of higher education, and other state and local education agencies. To qualify under Section 504, a student must have a disability and that disability must limit a major life function. The Americans with Disabilities Act Amendments of 2008 (ADA) broadened the definition of disability in the ADA as well as in Section 504.

The Americans with Disabilities Act (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.

c. Coordination of Accommodation Requests

The Director of Student Accessibility Services coordinates all accommodation requests and is located in the Student Success Center. The Director of Student Accessibility Services can be reached at 610-606-4666 ext. 4462 or via email at advising@cedarcrest.edu.

The Responsibilities of the Director of Student Accessibility Services include the following:

- Review documentation to determine accommodation eligibility and required and/or reasonable accommodations for all students seeking disability accommodations.
- Conduct intake interviews with students; work with students to develop accommodation plans and other strategies for academic success.
- Meet with students on a regular basis (as needed and requested by students) to provide direct support, assist with developing academic success skills, and promote self-advocacy.
- Create and maintain confidential student files from student inquiry through graduation, in accordance with all legal requirements.
- Research and provide training on adaptive equipment and/or technology.
- Oversee the administration of exams to eligible students as needed.
- Oversee communication with faculty regarding student accommodations.

- Monitor policies and procedures for ongoing compliance with relevant laws and professional best practices; develop new policies and procedures as required.
- Provide training for faculty on classroom management and pedagogical techniques as needed.
- Support students in resolving issues that may be a barrier to academic success; refer students to appropriate campus and community resources for additional support.
- Collaborate with other campus offices regularly to ensure accessibility of programs and buildings as well as compliance with individual students' accommodation needs.
- Provide training for the campus community to increase awareness of the needs of students with disabilities, including students' rights, appropriate accommodations, changes in legal requirements, and best practices in student support services and pedagogical strategies.
- Develop an annual plan for Accessibility Services and establish procedures for measuring performance.
- Collect and analyze data to determine program success and areas for improvement.
- Serve as a resource for the Cedar Crest College community regarding laws, rules, regulations, and best practices regarding students with disabilities.
- Work collaboratively as a member of the staff and support other programs related to student success and retention.

d. Confidentiality

All students, including students with disabilities, have rights under FERPA and the laws referred to in Section I-b.

In order to honor students' privacy, it is not necessary that faculty and staff be informed of the nature of a student's disability, only the nature of the student's accommodation(s). Students may disclose information about their disability to faculty and staff, but will do so on their own, and faculty and staff should refrain from asking questions about the disability.

Faculty and staff should make reasonable efforts to be sensitive to students with disabilities. The following examples are tips to help provide guidance to properly address situations that may arise.

- Do not ask the student for documentation other than the letter received from Student Accessibility Services.
- Do not discuss students' needs or accommodations with them unless you are in a private place.
- Keep the use of accommodations as confidential as possible (e.g. do not ask students to come to the classroom and then leave with the test in hand when using extended test time).

If you are unsure about a situation as it pertains to confidentiality, please contact the Director of Student Accessibility Services.

e. Student Engagement on Campus

Cedar Crest College is committed to ensuring equal opportunities for all students to have the opportunity to engage in campus activities. The Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) ensures that no otherwise qualified individual shall solely by reason of disability be denied access to or participation in services, programs, and activities on campus. If you have questions regarding participation in activities and need accommodations or accessibility options in order to participate, please contact the Student Success Center at ext. 4628 or the Director of Student Engagement at ext. 3442.

f. Emergency Procedures

**Please refer to the all-campus Student Handbook for complete information for campus-wide emergency procedures.*

The disability and accessibility staff member works closely with Campus Police to ensure the safety of students with accessibility needs during emergency situations. If accessibility on campus is a concern, students should contact the Student Accessibility Services office to discuss accommodations or supports they may need in emergency situations.

II. POLICIES AND PROCEDURES FOR DISABILITY AND ACCESSIBILITY SERVICES

a. Policy for Requesting and Receiving Accommodations

Cedar Crest College is committed to ensuring equal opportunities for qualified individuals with disabilities. The Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) ensures that no otherwise qualified individual shall solely by reason of disability be denied access to or participation in services, programs, and activities on campus.

Qualifying a 'disability' and protection under the laws (ADA and 504 Higher Education Act): A "person with a disability" includes "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institutions programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- Blindness or visual impairments
- Cerebral palsy
- Chronic illnesses, such as: AIDS, arthritis, cancer, diabetes, multiple sclerosis, muscular dystrophy, and psychiatric disabilities.
- Deafness or hearing impairments

- Drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.)
- Epilepsy or seizure disorders
- Intellectual disability
- Orthopedic impairment
- Specific learning disability
- Speech disorder
- Spinal cord or traumatic brain injury

Requesting Accommodations: If students feel that they have a disability that requires an academic, housing, and/or dining accommodation, they should make an appointment as soon as possible to discuss their disability. Students should contact the Director of Student Accessibility Services, located in the Student Success Center, at 610-606-4628 or advising@cedarcrest.edu, fax: 610-606-4673.

Documentation Guidelines for all Accommodation Requests: The first step in deciding what documentation is needed is for the student to meet with the Director of Student Accessibility Services. At this time, determination of the student's needed documentation is made based on the student's disability and needs. Documentation that students may have available to them prior to the initial meeting with the Director of Student Accessibility Services is preferred, such as IEP/504 plans, recent evaluations pertaining to the disability, or letters from medical professionals pertaining to the disability. There are three types of documentation used in the decision making process regarding the approval of accommodations:

1. **Primary Documentation:** This is students' self-report. Students play an important role in being able to provide information regarding how they have been affected academically and/or otherwise by the symptoms of their disability. Students will be expected to explain their experience with the disability, barriers they have encountered, and effective and ineffective supports they have tried in the past.
2. **Secondary Documentation that is based on observation and interaction:** Specifically, this documentation includes the impressions and conclusions formed by the Director of Student Accessibility Services during interviews and conversations with the student and evaluation of the effectiveness of previously implemented accommodations.
3. **Tertiary or third party documentation:** The purpose of this documentation is to add to the information so that a reasonable and collaborative outcome can be made in response to the requested accommodation. Third party documentation supports or builds on the conversation with the student and the specialist's assessment. Examples include external sources, such as educational or medical records, and/or reports and assessments created by providers.

Reviewing and Approving Requests for Accommodations: The Director of Student Accessibility Services reviews the student's request for an accommodation. Reasonable accommodations will likely be made unless they alter an essential or fundamental aspect of the course or program. Consultation with faculty may take place if the requested accommodation has the potential to alter an essential or fundamental aspect of the course or program. If necessary, the Director may request additional documentation supporting the need for the requested accommodation(s).

The student will be notified in writing of the decision as to whether the student's request for the accommodation(s) was approved. If the requested accommodation cannot be granted, the Director of Student Accessibility Services will meet, if requested, with the student in an effort to look for an alternative to satisfy the needs of the student and the College. In the event that the student and the Director of Student Accessibility Services cannot come to an agreement, there is a process for appeal of the Director's decision. (Please see page 9 of this handbook.)

Dissemination of Disability and Accommodation Information: Disability information is confidential and will be disseminated only on a strict need to know basis. Student Accessibility Services will forward a copy of the student's accommodation letter at the beginning of each academic semester through confidential mail to the faculty who need to be aware of the student's need for the accommodation(s).

Students will be asked to sign a consent form if they wish information to be shared with anyone besides Student Accessibility Services and their current faculty.

Student Responsibilities:

Students are responsible for initiating the accommodation process by contacting Student Accessibility Services and discussing the need with the Director of Student Accessibility Services.

If the accommodation(s) requested is/are approved, students are then responsible for identifying themselves to their faculty in order to have a private discussion about how the accommodations will affect or impact each course. Accommodations are not required to be used in all settings or at all times. It is up to the student to communicate proactively with faculty regarding the use of their accommodations. Students are under no obligation to discuss the nature of their disability with their faculty, although they may choose to do so.

If there are questions regarding approved accommodations and/or if the status regarding the accommodation changes in any way, students should inform the Director of Student Accessibility Services immediately.

Faculty Responsibilities:

Faculty are required to provide disability accommodations only to students for whom they have received an accommodation letter. Should a student request accommodations directly from the faculty member, the faculty member will refer the student to Student Accessibility Services.

If the faculty member feels that the listed accommodations will require alteration of an essential or fundamental aspect of the class, the faculty member should notify Student Accessibility Services immediately and Student Accessibility Services will work with the faculty member and the student to come to an agreement.

Reasonable accommodations should not:

- Substantially alter the educational standards or mission of Cedar Crest College
- Fundamentally alter the nature of programs, courses, services, activities, and or practices or policies
- Allow access to a program when a student is not otherwise qualified to meet the academic and technical standards required for admission or participation in an education program, course, services, or activity
- Cause undue financial or administrative hardship to the college
- Be of a personal service in nature such as a personal aid, study coach, individuals paid tutor, etc.
- Pose a direct threat to the health or safety of the student with a disability or others as a result of an accommodation implementation

Changes to Approved Accommodations: If an accommodation needs changes or adjustment, the student should contact the Director of Student Accessibility Services. If the matter is not resolved at this level, then the student may appeal the decision using that process (outlined below).

Implementation of an accommodation: If students believe an accommodation is not being properly implemented, they should contact the Director of Student Accessibility Services.

Formal Appeal:

Students should contact Student Accessibility Services staff with any questions, concerns or issues you have about decisions related to your individual accommodations. Many questions, concerns and issues can be sufficiently addressed through additional discussion of process and procedures. If, after such a discussion, you remain dissatisfied with a decision related to your requested individual accommodations, you may choose to initiate an appeal by filing the appeal, in writing, within sixty days of being informed to the attention of the Assistant Dean of Students, Dr. Amy Porter (amy.porter@cedarcrest.edu, Student Success Center, Cressman Library, Rm. 318).

The Assistant Dean will review the information you provide, and may meet with you, and meet with instructors, department chairs, the Director of Student Accessibility Services and/or other individuals as needed. The Assistant Dean may also review pertinent documentation such as information you provided during your Student Disclosure meeting and any supplemental disability information related to your accommodation request. The Assistant Dean will then issue a written decision within thirty (30) days after receiving your appeal.

Students may file a complaint with Cedar Crest College using the “Student Complaint Form” if they have followed the College’s relevant procedures but believe they have not been treated fairly and impartially, if College policies and procedures have not been followed properly in addressing their dispute, or they wish to object to College policies and procedures. This form is found on My Cedar Crest at https://my.cedarcrest.edu/ICS/Current_Students/Default_Page.jnz?portlet=Student_Complaint_Form

At any time during this process, you have the right to contact the Office of Civil Rights. The following is the contact information for the regional office serving the Commonwealth of Pennsylvania:

Office for Civil Rights, Philadelphia Office
U.S. Department of Education The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: (215) 656-8541
Email: OCR.Philadelphia@ed.gov

i. Policy for Academic Requests

Policy

Students with a documented disability that may impact their academic experience may submit a request through Student Accessibility Services. Requests from students with documented disabilities will be assessed on a case-by-case basis, according to documented need, in a collaborative process with the following departments: Student Success and Engagement, Health and Counseling Services, and specific academic departments as necessary. All information is considered confidential.

Sample Academic Accommodations

This list is for informational purposes only as each student’s condition requires an individual assessment. Specific accommodations will be determined by the team and will be identified in the student’s accommodation(s) letter.

Please note that if requested accommodations will require the academic program/faculty teaching the course to alter an essential or fundamental aspect of program/course, then the accommodation may not be reasonable and may need to be evaluated.

Testing

1. Extended test-taking time/in-class assignments
 - Description: Students are typically allowed 1 ½ the standard test time. If the accommodation is greater, it will be indicated. Test time extension allows students

time to compensate for performance delays as well as for the use of Assistive Technology.

- Implementation: Students and their faculty should plan ahead for extended test time (especially if it includes testing in the Student Success Center) to avoid scheduling conflicts.
2. Alternate testing location
 - Description: Limits the effects of distractibility and enables students to remain in one location for extended test times. Allows students to access approved accommodations such as computer use, test reader/transcriber, or to read aloud if needed.
 - Implementation: Student Success Center has staff and rooms available if the test is taken during normal business hours. Students are responsible to schedule test times. Faculty members are responsible to make arrangements to deliver and pick up tests.
 3. Alternate test modalities
 - Description: Written/verbal testing might be delivered in alternate formats to enable a student to compensate for processing problems.
 - Implementation: Student Accessibility Services staff and assistive technology resources are available. Students should plan ahead for these services.

Lecture/Classroom

1. Use of a note taker
 - Description: Allows students unable to keep pace with disseminated information to receive notes from a peer nominated by faculty.
 - Implementation: Students request a note taker at Student Accessibility Services. Faculty will be contacted to provide names of current students they recommend.
2. Use of a recorder
 - Description: Allows students who are unable to keep pace with disseminated information to obtain and review class content.
 - Implementation: The Student Success Center has limited recording devices for student use. Typically, students provide their own recording devices. Students might need preferential seating to maximize recording quality.
3. Preferential seating
 - Description: Students are allotted special seating in the classroom, as specified by the Director of Student Accessibility Services, based on the accommodation needs of the student.
 - Implementation: Students are advised to arrive to class early to ensure that they can sit in their preferred location. Faculty may need to assist in asking for volunteers to move their seats should there not be space where needed.
4. Class Absences

- Description: Some disabilities include the reasonable expectation that class absences will occur. Flexibility of the class absence policy enables students to discuss options to complete missed work and possibly compensate for absence(s).
 - Implementation: Flexibility of class attendance policy is negotiated between student and faculty on a case-by-case basis. The Director of Student Accessibility Services is available to assist in these discussions should questions arise.
5. Electronic Text books and Handouts
- Description: Electronic Text books and Handouts enable a student to compensate for visual processing problems or impairments.
 - Implementation: Student should contact Student Accessibility Services or faculty directly in order to request electronic copies of text books and other course material.
6. Use of Spell Checker/No penalty for in-class spelling errors
- Description: Computer spell checkers enable students to compensate for visual processing problems such as dyslexia. There should be no penalty for in-class errors where spell checkers are not available.
 - Implementation: Testing should be arranged where computer spell checkers are available. Students should plan ahead to schedule testing when applicable.

ii. Policy for Housing Requests

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Cedar Crest College has established procedures to ensure that students with documented disabilities have access to reasonable housing accommodations. Students must follow these procedures and provide all the required information in order to be considered for housing accommodations.

Policy

Students with a documented disability that may impact housing needs may submit a request through Student Accessibility Services. Requests for students with documented disabilities will be assessed on a case-by-case basis, according to documented need, in a collaborative process with the following departments: Office of Housing and Residence Life, and Health and Counseling Services. All information is considered confidential.

Requesting Housing Accommodations

Students should begin by contacting the Director of Student Accessibility Services, located in the Student Success Center in Cressman Library, at 610-606-4628 or advising@cedarcrest.edu, fax: 610-606-4673. The Director of Student Accessibility Services will work in collaboration with the office of residential life when requests for housing accommodations are made.

*Requests for housing accommodations should include: *Please note that annual renewal of documentation is only necessary for conditions that are not long-term, permanent conditions.*

1. Documentation of the condition or need that is the basis of the request, including whether or not the condition is long-term/permanent or short-term;
2. A clear description of the desired housing configuration;
3. An explanation of how the request relates to the impact of the condition;
4. An indication of the level of need for the recommended configuration (and the consequences of not receiving);
5. Possible alternatives if the recommended configuration is not possible.

Housing assignments and the residential learning environment are integral parts of the Cedar Crest College programs, particularly for first year students. We evaluate all requests for need-based housing assignments carefully. To evaluate requests based on medical, psychological or disability related conditions accurately and equitably, Cedar Crest College requires documentation consisting of an evaluation by an appropriate professional that relates the current impact of the condition to the request. Below is a summary of the factors considered when evaluating housing requests.

1. Severity of the condition
2. Is impact of the condition life threatening if the request is not met?
3. Is there a negative health impact that may be permanent if the request is not met?
4. Is the request an integral component of a treatment plan for the condition in question?
5. What is the likely impact on academic performance if the request is not met?
6. What is the likely impact of social development if the request is not met?
7. What is the likely impact on the student's level of comfort if the request is not met?

Timing

1. Was the request made with the initial housing request?
2. Was the request made as soon as possible after identifying the need? (Based on date of diagnosis receipt of housing assignment, change of status, etc.)

Feasibility & Availability

1. Can space be adapted to provide the requested configuration without creating a safety hazard (electrical load, emergency egress, etc.)?
2. Are there alternate effective methods of housing configurations that would achieve similar benefits as the requested configuration?

iii. Policy for Dining Services Requests

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Cedar Crest College has established procedures to ensure that students with documented

disabilities have access to reasonable on-campus Meal Plan (dining) accommodations. Students must follow these procedures and provide all the required information in order to be considered for meal plan or other dining services accommodations.

Cedar Crest College believes in full participation of students with disabilities in all aspects of College life, and that community dining is part of the residential experience. Part of being a resident is dining together and developing a sense of community. For this reason, Cedar Crest College requires all resident students to purchase a meal plan.

Policy

Students with a documented disability that may impact dietary needs may submit a request through Student Accessibility Services and Dining Services. Requests for students with documented disabilities will be assessed on a case-by-case basis, according to documented need, in a collaborative process with the following departments: Dining Services and Health and Counseling Services. All information is considered confidential.

b. Procedure for Students with Disabilities Cross-Registration Requests

There are important procedures for students with disabilities to follow if they intend to receive accommodations for a course or courses they plan to take at another institution within the Lehigh Valley Association of Independent Colleges (LVAIC).

First, students should meet with the Director of Student Accessibility Services at Cedar Crest College. An appointment can be scheduled by calling extension 4628.

Second, students will need to present documentation of the disability to the Director of Student Accessibility Services of the cross-registered institution.

Third, students should meet in a timely manner, prior to the first day of classes, with the Director of Student Accessibility Services of the institution to which they are cross-registering in order to facilitate accommodation needs. A timely manner is contingent upon each individual case. For example, a minimum of one week is required to accommodate extended or distraction-reduced testing; a minimum of one month is required to accommodate requests that require modification of

architectural barriers, interpreter services, etc. Each institution will work as diligently as possible to accommodate students.

Lastly, students must present a letter from their home institution to the Director of Student Accessibility Services of the institution at which they are cross-registering, which outlines:

1. Issues which arose on their home campus
2. Accommodations which they received at the home campus
3. A list of strategies that have been successful and those which have not

Each LVAIC institution reserves the right to modify previous accommodations based upon its own policies.

c. Policy for Testing Accommodations

The Student Success Center provides testing space between the hours of 8:00-4:30 Monday through Friday for those students receiving testing related accommodations.

Please note that Student Success Center staff do not actively proctor exams, but do expect students to uphold the Honor Code. The testing space is also video-recorded at all times. Students who violate standards of academic integrity will be reported to the appropriate faculty member.

Honor Code Statement: The Cedar Crest Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Policies for scheduling appointments to take tests in the Student Success Center:

- An appointment must be made at least three working days in advance. This appointment should be scheduled using the link available on the My.CedarCrest website.
- Appointments are scheduled on a space-available basis.
- A scheduled appointment must allow for completion of the exam within the hours of operation (8:00-4:30 M-F)
- An appointment will not be scheduled if Student Success Center staff have not received all of the testing material and required forms from the course instructor.

Policies for exams

- All books, papers, and other items must be kept in Student Success Center office and are prohibited from the specified testing room unless otherwise authorized by the course instructor on the test submission form.
- Students must adhere to the time restriction noted on the test submission form.

- Any restriction concerning the use of student aids (dictionaries, calculators, notes, graphs, etc.) noted on the test submission form will be observed. All test materials, including scrap paper, will be collected following the completion of the test.
- Students may not bring a significant other, friend, or child to the testing environment with them.

Policies for Faculty Members

- A deadline for each exam must be stated on the test submission form.
- Students may not begin a test unless the optimum time permitted for the test exists within the hours of operation, 8:00-4:30 M-F
- Instructors must approve all items that students can use when testing. The Student Success Center will only provide scrap paper for the student; all other items must be authorized.
- Faculty must indicate how an exam will be retrieved (i.e. picked up by faculty member or designee, or placed in campus mail at faculty member's risk).

*Please note that faculty should first attempt to provide their own testing space to meet the accommodation needs, and use the Student Success Center only when other options have been exhausted.

d. Animals on Campus Policy

SERVICE ANIMALS

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

A Service Animal is any guide or signal animal (typically a dog) individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. Service Animals are permitted across all College facilities for persons with disabilities, including buildings, classrooms, residence halls, dining areas, and recreational facilities. 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.

There is no requirement to document a disability or the need for a service animal. However, any student registered on campus to take classes who uses a service animal is encouraged to register the presence of the animal with the Director of Student Accessibility Services.

If a student is planning to live on campus with a Service Animal, we request that the individual register the presence of the animal with the Director of Student Accessibility Services so that the student can be assigned the most appropriate housing location considering the student's needs and preferences. A request for housing with a Service Animal does not require documentation.

Requirements of Service Animals and Their Handlers

- Identification
 - The Service Animal is encouraged to wear a harness, identification tag or other gear that readily identifies its working status. If there is not visible identification of working status, college officials may ask the handler if the animal is a Service Animal.
- Control
 - The handler must be in full control of the Service Animal at all times. The animal must never be let out of a residence hall (unless otherwise noted/approved) without being attended and under the control of the handler. This means that when removed from residence halls, the animal must be on a leash, unless impracticable or infeasible due to the handler's disability. The care and supervision of a Service Animal is solely the responsibility of its handler. The handler is responsible for all actions of the animal and should be in total control and restraint of the animal at all times.
- Cleanliness
 - Cleaning up waste from a Service Animal is the responsibility of its handler. Feces must be removed by placing the waste in a closed container and depositing it in an outdoor waste receptacle (indoor waste receptacles are not appropriate to dispose of animal waste). Any cost incurred by the College to clean up a mess or repair damage to property caused by a Service Animal will be the responsibility of the handler. Handlers must ensure that preventative measures are taken at all times for pest and odor control. Consideration of others must be taken into account when providing maintenance and hygiene to a Service Animal. Handlers will be liable for damage caused by a Service Animal in the same manner that they are responsible for personal damages to College property. This includes any and all related costs associated with cleaning and pest abatement relating to the Service Animal.
- Care
 - The animal must be properly cared for and nourished. The handler is responsible for care and nourishment of the animal.
 - License and Tags: All Service Animals must have an owner identification tag. If the Service Animal is a dog, it must have current license and tags from local authorities.
 - Health: The Service Animal must be in good health. The service animal must have current vaccinations as required by Pennsylvania State Regulations. All

service animals must wear a current rabies vaccination tag (if applicable to that animal).

- Residency
 - If the handler of the animal takes a vacation, leaves for breaks, or has any other extended leave (more than 24 hours), the animal must be removed from the residence hall.
 - Necessary precautions should be made for Facilities and Residence Life staff to enter the residence hall room when the owner is not present. (The animal must be caged or crated, or removed from the room, during the time that campus staff is in the room. Campus staff is not liable if the animal escapes during one of these visits.)
 - The handler of the animal will provide an emergency contact to the Director of Community Standards and Residence Life for cases where the handler is not able to care for the animal.
- Conduct
 - All liability for the actions of the animal (bites, scratches, running away, etc.) is the responsibility of the handler.
 - The handler of the animal is responsible for taking all reasonable precautions to protect the property of the College and its residents.
 - The handler of the animal is solely responsible for any damage to college property caused by the animal. This includes any cleaning outside that is routinely done for any room, including, but not limited to, steam cleaning of any carpets, drapes, abatement for fleas or other pests and odor. If furniture requires replacing, this is also the responsibility of the handler. Any fees associated to these things will be posted to the student's individual student account.
 - The handler is responsible for the behavior of the animal. The animal must not be disruptive or pose a threat to others. The Director of Housing and Residence Life, and/or designee, is responsible for making determinations about an animal's conduct within the residence halls. The Chief of Police on campus is responsible for making determinations about an animal's conduct on all other campus property. If it is determined that an animal is disruptive and/or poses a threat to the campus community, the animal must be removed immediately. Furthermore, the student is accountable for the conduct of the service animal and may be required to go through the student conduct process for the violation committed by the Service Animal.

Residence life staff will be notified as appropriate of the presence of a Service Animal. Student's roommate(s) will be notified (if applicable) of the presence of a Service Animal. Persons with asthma, allergies, or other medical conditions effected by the presence of animals are asked to contact Director of Student Accessibility Services. The person impacted by the presence of an animal must provide verifiable medical documentation to support their request.

Any questions regarding service animals or their handlers should be directed to the Director of Student Accessibility Services in Academic Services, advising@cedarcrest.edu, 610-606-4628.

EMOTIONAL SUPPORT ANIMALS (ESA)

Emotional Support Animals are often used as part of a treatment plan. ESA's provide individuals with therapeutic contact, usually in clinical settings in order to improve their physical, social, emotional and/or cognitive functioning and are not considered Service Animals. An ESA is directly related to the functional limitation of a person's disability. Emotional Support Animals are typically not permitted on campus, including in classes, at events or in residence halls unless approved by the Director of Student Accessibility Services. If a student has a recommendation for an emotional support animal from a medical professional, they should contact the Director of Student Accessibility Services to discuss options for the use of the animal within the college environment.

The deliberative process required to approve accommodations can take time. Students, especially those residing on campus, are encouraged to put in the request for an Emotional Support Animal as soon as they are aware of the need for this accommodation, preferably at least 4 weeks prior to the requested date to bring the animal to campus.

If an ESA is approved, Office of Housing and Residence Life, Campus Police, and Maintenance will be notified. The student will also be given a letter of accommodation verifying the approval of the accommodation.

Requirements of Therapy Animals and Their Handlers

- Control
 - The handler must be in full control of the Emotional Support Animal at all times. The care and supervision of a Emotional Support Animal is solely the responsibility of its handler. The handler is responsible for all actions of the animal and should be in total control and restraint of the animal at all times.
- Cleanliness
 - Cleaning up waste from a Emotional Support Animal is the responsibility of its handler. Any waste material (i.e. feces, litter, etc.) must be removed by placing the waste in a closed container and depositing it in an outdoor waste receptacle (indoor waste receptacles are not appropriate to dispose of animal waste). Any cost incurred by the College to clean up a mess or repair damage to property caused by a Emotional Support Animal will be the responsibility of the handler. Handlers must ensure that preventative measures are taken at all times for pest and odor control. Consideration of others must be taken into account when providing maintenance and hygiene to a Emotional Support Animal. Handlers will be liable for damage caused by an ESA in the same manner that they are

responsible for personal damages to College property. This includes any and all related costs associated with cleaning and pest abatement relating to the ESA.

- Care
 - The animal must be properly cared for and nourished. The handler is responsible for care and nourishment of the animal.
 - Health: The therapy animal must be in good health. The service animal must have current vaccinations as required by Pennsylvania State Regulations. All therapy animals must wear a current rabies vaccination tag (if applicable to that animal).
- Residency, if applicable
 - If the handler of the animal takes a vacation, leaves for breaks, or has any other extended leave (more than 24 hours), the animal must be removed from the residence hall.
 - Necessary precautions should be made for Facilities and Residence Life staff to enter the residence hall room when the owner is not present. The animal must be caged or crated whenever the student is not present in the room. Campus staff is not liable if the animal escapes during one of these visits.
 - The handler of the animal will provide an emergency contact to the Director of Housing and Residence Life, for cases where the handler is not able to care for the animal.
 - The handler of the animal is solely responsible for any damage to college property caused by the animal. This includes any cleaning outside that is routinely done for any room, including but not limited to steam cleaning of any carpets, drapes, abatement for fleas or other pests and odor. If furniture requires replacing, this is also the responsibility of the owner. Any fees associated to these things will be posted to the student's individual student account.
- Conduct
 - All liability for the actions of the animal (bites, scratches, running away, etc.) is the responsibility of the handler.
 - The handler of the animal is responsible for taking all reasonable precautions to protect the property of the post-secondary environment and its residents.
 - The handler is responsible for the behavior of the animal. The animal must not be disruptive or pose a threat to others. The Director of Housing and Residence Life, and/or designee is responsible for making determinations about an animal's conduct within the residence halls. The Chief of Police on campus is responsible for making determinations about an animal's conduct on all other campus property. If it is determined that an animal is disruptive and/or poses a threat to the campus community, the animal must be removed immediately. Furthermore, the student is accountable for the conduct of the

animal and may be required to go through the student conduct process for the violation committed by the animal.

Licensing requirements for a dog or cat approved as an emotional support/therapy animal:

Dogs:

- Proof of up-to-date rabies and distemper vaccinations
- Proof of sterilization (spaying or neutering)
- Each dog over four months old must have a valid license and wear it on a collar at all times

Cats:

- Proof of up-to-date rabies and distemper vaccinations
- Proof of sterilization (spaying or neutering)

Limitations on animals allowed as Emotional Support Animals

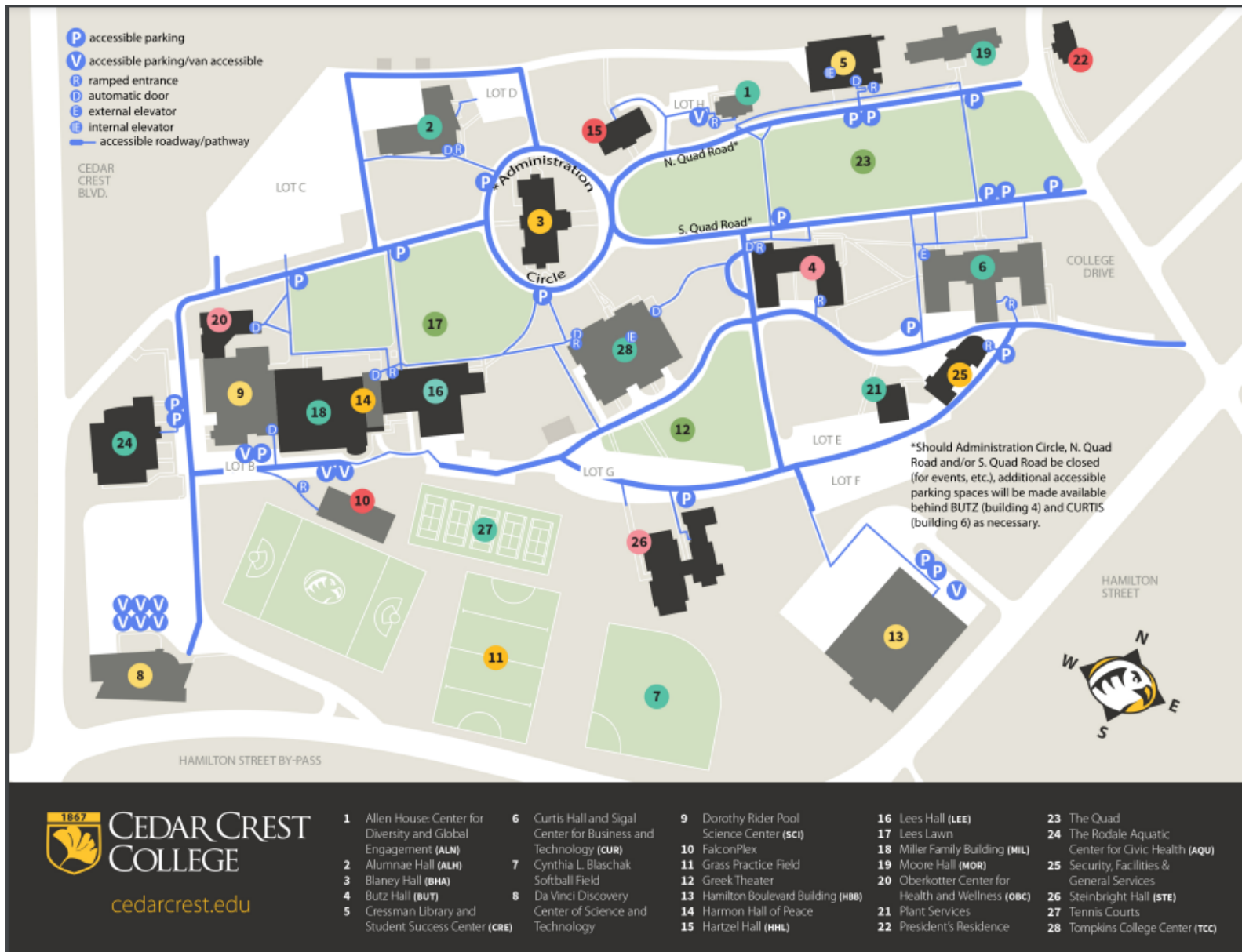
No animal will be approved as an emotional support/therapy animal that does not qualify as an allowable animal under law. The following are typically allowable under law:

- Domestic dogs (excluding hybrids with wolves, coyotes or jackals)
- Domestic cats (excluding hybrids with ocelots or margays)
- Domestic rodents and rabbits
- Captive-bred species of common cage birds
- Nonpoisonous snakes, fish, turtles (traditionally kept in home for pleasure rather than commercial purpose)

Special Considerations

Due to the unique living environment in a college setting, some types of animals may not be permitted even if such animals are permitted to be owned (domestically) by law. These cases will be reviewed on a case-by-case basis.

Appendix A: Accessibility Map of Cedar Crest College



Appendix B

Process for Testing Accommodations

Extended Test Time: A student is typically allowed 1.5 the standard test time. (If the accommodation is greater, it will be indicated on the letter to the faculty.) Test time extension allows a student time to compensate for performance delays.

Alternate Testing location: Limits effects of distractibility and enables student to remain in one location for extended test time. Allows student to access approved accommodations such as computer use, test reader/transcriber, or to read aloud if needed. *Please note that a hallway or a room where a copier and/or traffic exiting and entering are not considered alternate testing areas; alternate testing areas include rooms where no traffic is coming in and out, and no noises are present such as telephones ringing and/or printers.*

Step 1: The student is approved through Student Accessibility Services for extended test time or alternate testing location under the American with Disabilities Act.

Step 2: The student receiving the accommodation will alert the faculty that they need either extended test time and/or an alternative testing location in which they should complete the exam or quiz.

Step 3: The student has two options:

- *Option 1:* The faculty makes arrangements with the student to arrive earlier to the class to start the exam earlier or can make arrangements for the student to stay longer.
- *Option 2:* If option 1 is not acceptable to both the faculty and student, the Student Success Center can provide the room for testing if the student has extended test time.

Who is responsible for arrangements for testing when exam is being completed in the Student Success Center?

- Using the link on My.CedarCrest, the student schedules the test time(s) in coordination with faculty. This time needs to be during normal office hours (8:00 a.m. – 4:30 p.m.) The student must contact the Student Success Center 3 business days in advance to reserve a room.
- Faculty ensures that the test is given to the Student Success Center at least 24 hours before the test is to be taken.
 - The best way to do this is by attaching the exam through the test submission form through My.CedarCrest.
 - Faculty ensures that the Student Success Center has all necessary information regarding test (time, notes permitted/not permitted, and items permitted/not permitted (i.e. calculators).
 - If for some reason, faculty is unable to utilize My.CedarCrest to submit the information and the test, then the faculty member should bring the test directly to the Student Success Center or email the test with the pertinent information to advising@cedarcrest.edu.
- Please contact the Student Success Center at 610-606-4628 or use advising@cedarcrest.edu.

Please note the following:

- Student Success Center should be contacted a minimum of 72 hours in advance. Student Success Center cannot guarantee that a room will be available upon request; if a room is not available, faculty should explore other options (e.g. if they have rooms available for the student to complete the test).
- Accommodations for evening exams (4:30pm or after) are handled one of 2 ways: students either take the exam in a location close to the normal class location where they can be monitored by their faculty, or they take the test in Student Success Center at a different time (usually during daytime hours on the day of the exam). Due to limited staff coverage, the Student Success Center is usually not able to provide proctoring for exams during evening hours.

Appendix C

Sample Documentation Checklists for Accommodations Requests

Sample Checklist for Documentation of Academic Accommodation Requests

Please submit a report on your letterhead which addresses each of the listed items. You are not limited to these items, but you are requested to provide as much information as possible in the following areas:

1. Date of evaluation and a statement of diagnosis with a description of supporting present symptoms, including a narrative summary, with reference to any scores and tests used which support the diagnosis. The diagnosis should also indicate the level of severity: mild, moderate, or severe.
2. Rationale for this diagnosis which includes a statistical analysis of specific discrepancies if any, identifying how expected performance level was calculated and how actual achievement has been contrasted with expected performance (include all test scores, sub-scores, percentiles and measures of intra-individual patterns and discrepancies between expected performance and actual achievement if any).
3. A statement of the functional impact of the disability on learning or other major life activity and the degree to which it influences the individual in the post-secondary environment.
4. A description of possible effective academic accommodations in the post-secondary environment and the rationale for those recommendations (e.g. permission to tape record classes, assistance with note taking, testing in a distraction-reduced environment). If extended test time is suggested, please specify 1 ½ time or other.
5. In addition to the diagnostic report and educational assessment, please include any other information relevant to this student's academic needs.
6. If your letterhead does not provide it, please include your license # and state of licensure.

Sample Checklist for Documentation of Physical, Medical, and Mobility Impairments

Please submit a report on your letterhead which addresses each of the following items. You need not limit yourself to these items, but you are requested to provide as much information as possible from these areas:

1. Date of evaluation and statement of the medical diagnosis including a summary of assessment procedures including results and standardized scores if applicable.
2. Description of present symptoms that meet the criteria for diagnosis.
3. Medical information relating to the student's needs in the postsecondary environment. This should include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
4. Statements about the level of functional impact the disability has on learning or other major life activity (e.g. physical movement, mental concentration, reading, processing speed, etc.)

5. Recommendations regarding effective physical, medical and/or academic accommodations to equalize this student's educational opportunities at the post-secondary level (e.g. alterations to the physical environment, permission to tape record classes, assistance with note taking, etc.). If extended test time is suggested, please specify 1 ½ time, double time or other.
6. In addition to the diagnostic report and educational assessment, please include any other information relevant to this student's academic needs.
7. If your letterhead does not provide it, please include your license # and state of licensure.

Sample Checklist for Documentation of Psychological and Psychiatric Disorders

Please submit a report on your letterhead which addresses each of the following items. You need not limit yourself to these items, but we need as much as possible from these areas:

1. Date of evaluation and a statement of diagnosis with a description of supporting present symptoms.
2. Description of major life activity(s)/learning abilities specific to the post-secondary environment that are impaired by the psychological disorder (e.g. difficulty with concentration, slow processing speed etc.)
3. A description of possible effective academic accommodations in the post-secondary environment and the rationale for those recommendations (e.g. permission to tape record classes, assistance with note taking, testing in a distraction-reduced environment). If extended test time is suggested, please specify 1 ½ time or other.
4. Prognosis for therapeutic interventions (Include likelihood for improvement or further deterioration and within what approximate time frame.) The College does not provide psychotherapy but does have counseling services.
5. Describe whether this person currently poses a threat to himself /herself or to others.
6. In addition to the diagnostic report and educational assessment, please include any other information relevant to this student's academic needs.
7. If your letterhead does not provide it, please include your license # and state of licensure.

Appendix D
Release of Information

It is the policy and practice of Cedar Crest College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. In accordance with these statutes, Cedar Crest College provides reasonable accommodations and confidentiality for students with disabilities or needs for accommodations.

I, _____, date of birth, _____,
authorize the release of information as indicated in the checklist below from the Disability Support Specialist from Cedar Crest College, Academic Services Department to the identified party listed below. This release includes permission for both parties to discuss released information as it relates to the post-secondary environment.

Information to be released to the following person(s): _____

Name of Professional Office (if applicable): _____

Address (if applicable): _____

Identified Person(s)' Telephone Number:

Type of Information to be released:

____ Medical documentation related to reasonable accommodations

____ Academic documentation related to reasonable accommodations

____ Types of Accommodations approved

____ Accommodations not approved and information as to why they were not approved

____ Case Notes and History

____ Summarizations of meetings that took place between the above person and student

____ Other: _____

I understand the nature of this release and that my authorization shall remain in effect until terminated in writing by me, the student.

Signature of Student _____ Date _____

Witness _____ Date _____

Appendix E

Frequently Asked Questions

1. Who is responsible for determining appropriate accommodations?

The Director of Student Accessibility Services determines appropriate accommodations for students. The decision is based on documentation received from the student that outlines the functional needs and recommendations by medical professionals. From that documentation, the Director of Student Accessibility Services makes a decision about what accommodations will be approved. Accommodations must be reasonable and must correspond to the individual student's functional limitations.

2. What does 'Reasonable' mean?

Reasonable Accommodations means to provide assistance or make changes in the environment that will enable the student to complete the expectation(s) and/or participate in the environment.

Reasonable accommodations should not:

- Substantially alter the educational standards or mission of Cedar Crest College
- Fundamentally alter the nature of programs, courses, services, activities, and or practices or policies
- Allow access to a program when a student is not otherwise qualified to meet the academic and technical standards required for admission or participation in an education program, course, services, or activity
- Cause undue financial or administrative hardship to the college
- Be of a personal service in nature such as a personal aid, study coach, individuals paid tutor, etc.
- Pose a direct threat to the health or safety of the student with a disability or others as a result of an accommodation implementation

3. Do all students with disabilities have to register with Student Accessibility Services?

No, students with disabilities may not be registered with Student Accessibility Services because they have chosen not to be identified or have decided that they do not want accommodations. When students are not registered with Student Accessibility Services through the Director of Student Accessibility Services, faculty members do not have to provide these students with accommodations.

4. How will faculty know if a student in their class needs an accommodation?

The Office Manager will send accommodation letters via email to each faculty member which includes accommodations for all of the students in their classes. Students are also encouraged to meet with their faculty to discuss accommodation needs at the beginning of each semester.

In turn, each student approved for accommodations will also receive the letters that went to their assigned faculty for their particular classes.

5. What is the best way for faculty to inform students in their class that they would like to help in facilitating accommodations?

It is important that all faculty members include the standard statement about accommodations in their syllabi.

In addition, faculty can express to the entire class in the beginning of each semester that they are open to working with students with diverse needs and encourage students to reach out to Student Accessibility Services if they feel that they may need accommodations.

6. How are testing accommodations arranged?

We encourage students to discuss details around testing accommodations prior to the date of the test or quiz. Ideally, accommodations and their expected use will be discussed at the start of the semester. 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. Proximity is important for students taking exams in the event of questions or concerns, so every attempt should be made between student and instructor to schedule the exam near the classroom. For assistance in locating a room, please contact Student Accessibility Services. Faculty should be mindful of confidentiality of the student when making arrangements.

If students are choosing to take a test/quiz in the Testing Center at the Cressman Library, they should do so using the following link on MyCedarCrest: https://my.cedarcrest.edu/ICS/Faculty/Academic_Services/Academic_Services_General_Information.jnz?portlet=Academic_Services_Test_Submission

Students are encouraged to schedule tests/quizzes as soon as possible. When this form is completed, it copies the professor of the class, who is then alerted to send the assessment and important details to the Office of Student Accessibility Services.

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

If the faculty member is unable to proctor the students' test because of their need for accommodation, alternating testing arrangements, including extended time for testing, distraction reduced environment and computer access, can be made through Student Services and Success. Faculty members should complete the test submission form located under the faculty tab on the My Cedar Crest website. It is important to note the Student Services and Success' staff schedules the tests during the normal business day hours of 8:00-4:30 and does not proctor exams. Faculty members should also be readily available should the student have questions pertaining to the test or quiz.

8. Do faculty members have to provide approved accommodations if the accommodations do not fit their philosophy or style?

Yes. Federal law mandates that students who present the appropriate documentation are entitled to the accommodations approved through the required means (in this case, through accessibility services). Providing accommodations is a shared obligation of Cedar Crest College faculty and staff.

9. May faculty members talk to students about their disabilities?

Some students may wish to keep specific disability information confidential, while others may choose to openly discuss their diagnoses and all related information. The decision to disclose disability information is made by the student. In most cases, faculty members can best accommodate students by asking about their needs related to learning and fulfilling the requirements of the course.

10. Are there general modifications that faculty members might want consider to make courses more accessible to all students? *The resources below can be found in more detail, along with additional resources at the Universal Design for Learning on Campus Website http://udloncampus.cast.org/page/udl_gettingstarted (this resource is listed for the convenience of Cedar Crest College staff and faculty members and does not represent an endorsement from the College.)*

Yes! Here are some ideas:

- Reflect high values with respect to diversity and inclusiveness
 - Welcome everyone
 - Avoid stereotyping

- Be approachable and available
 - Motivate all students
 - Address individual needs in an inclusive manner
- Encourage regular and effective interactions with students; accessible to all
 - Promote effective communication
 - Make interactions accessible to all participants
 - Encourage cooperative learning
- Ensure that physical environments and products are accessible to everyone
 - Physical access to each part of the room
 - Arrange instructional spaces to maximize inclusion and comfort
 - Ensure that everyone can use equipment and materials
 - Ensure safety: know safety procedures for all types of students
- Delivery methods should be should be flexible and accessible to all
 - Flexible Curriculum
 - Make content relevant
 - Provide cognitive supports
 - Provide multiple ways to gain knowledge
 - Deliver instructions clearly and in multiple ways
 - Make each teaching method accessible to all students
 - Use large visual and tactile aids
- Engaging, Flexible, Accessible Materials
 - Select materials early and a variety when possible
 - Provide materials in accessible formats
 - Accommodate a variety of reading levels and language skills, when appropriate, given the goals of the course
 - Ensure the availability of appropriate assistive technology
- Provide regular feedback and corrective opportunities
 - Regularly assess student progress
 - Set clear expectations
 - Provide multiple ways to demonstrate knowledge
 - Monitor and adjust
 - Test in the same manner in which you teach
 - Minimize time constraints when appropriate
- **Where can staff, faculty members, and students get more information about support services for students at Cedar Crest College?**

Please feel free to contact Director of Student Accessibility Services by emailing at advising@cedarcrest.edu or by phone at 610-606-4666 ext. 4462, or in person at Cressman Library.

Appendix F

Accommodations in the Classroom: Need to Know

**Please note: These are common accommodations, but in no way are accommodations limited to only these items. This list is for informational purposes only as each student's condition requires an individual assessment. Specific accommodations will be determined by the team and will be identified in the student's accommodation(s) letter.*

Extended Test Time. Extended Test Time applies to both tests and quizzes (including pop-quizzes). Extended time typically means time and half, although there may be cases where students qualify for double time based on their needs. The exact amount of extended time will be noted on the accommodation letter. Extended time needs to be in relation to the time given to other students, not the time that the faculty thinks it should take the students to complete the test/quiz. For example, if other students are given 2 hours to complete an assessment, the student receiving extended test time should be allotted 3 hours to complete the test.

Faculty Responsibilities:

- Faculty members have flexibility with how the time is given. For example, the faculty member may have the student arrive early to take the test before the rest of the students start the test or stay later to complete the test.
- Confidentiality should be followed at all times when applying extended test time for a student.
 - In order to protect confidentiality, it is important to handle all details pertaining to how the accommodation will be applied in advance (prior to the day of the test).

Student Responsibilities:

- Discuss the details of how the accommodation of extended time will be applied for each assessment *PRIOR* to the assessment date. For example, discuss with faculty if you should arrive early or stay later and whether or not you will be in the same room as the rest of the students.

Alternate Testing Environment. Alternate test-taking environments require testing in a distraction reduced environment as compared to the typical testing environment. Alternate testing environments do not necessarily mean that the student needs to have a room by themselves. There are some cases where students may need a room by themselves based on their needs and if this is the case, it will be specified as a "private environment." Alternate testing environments should be in a quiet environment where visual and auditory stimuli are reduced (e.g. no telephones ringing, no printers/copiers, limited foot traffic and outside noise). Ideally, alternate testing environments should be in reasonable proximity to the exam room so that the faculty is available should the student have questions.

The faculty member and the student can make arrangements to take the test with the Student Success Center, if necessary. However, the staff members from the Student Success Center are not able to provide proctoring for exams. If the Student Success Center is used as a testing environment, the faculty member will need to send a copy of the exam at least 24 hours in advance and the student will need to schedule a time to ensure a testing space at least 24 hours in advance. If testing space is not available in the Student Success Center it is the responsibility of the faculty member to secure a testing location. It is important to understand that regardless of where and when the test is scheduled, the faculty member must be available during that time to answer any questions pertaining to the test that the student may have.

Faculty Responsibilities:

- Students in an alternate testing environment must have access to the same information that is provided to students in the regular exam room (e.g. alterations of exam questions).
- If the faculty member is willing to answer questions in the regular exam, they must make sure that the student in the alternate environment has the opportunity to ask questions if needed.

Student Responsibilities:

- Discuss the details of how the accommodation of alternate testing environment will be applied for each assessment *PRIOR* to the assessment date.

Note-Takers: Note-takers provide opportunities to students who, based on their needs and supports, need assistance with notes. The Student Success Center staff will ask the faculty member to provide recommendations for academically strong and reliable students to take notes as a reasonable accommodation. The student who is recommended is required to bring their notes to the Student Success Center in Cressman Library 1-2 times weekly to be copied for the student with the accommodations. The identity of the note-taker and of the student receiving the accommodation remains anonymous to one another for confidentiality reasons, unless the student with the accommodation discloses that information.

Faculty Responsibilities:

- Provide the Director of Student Accessibility Services with recommendations for note-takers if you have a student in your class(es) receiving a note-taker accommodation.

Student Responsibilities:

- Discuss details with Director of Student Accessibility Services (e.g. what classes need note-takers, make arrangements for delivery of notes weekly)

Recording device to record lectures: Students may be approved to have the opportunity to record lectures. Students are provided with a recorder from the Student Success Center or on most occasions, they provide their own.

Faculty Responsibilities:

- Faculty members have the right to have students sign a privacy statement that they (students) will not post the recording online, will not share with anyone outside of class, and will destroy the recording after the course ends.
- If there is sensitive material or discussion in the class that should not be recorded, the faculty member may ask students to stop recording during those moments.

Student Responsibilities:

- Discuss the details of recording with your faculty prior to recording classes. There may be times when discussions between students are occurring and recording devices should be turned off. Such details should be worked out privately with the faculty member before recording begins.

Use of Assistive Technology *(can be specified in different ways and have different uses)*: Students may be approved to have the use of assistive technology as accommodations. Assistive technologies are accommodations that assist students in different ways dependent on need. Some examples include but are not limited to: Text to Speech for assessments/assignments/class notes, captioning services, visual aids, mobility aids, etc.

Faculty Responsibilities:

- Materials used in classes should be accessible (ability to convert text-speech, captioned media/movies/materials)

Student Responsibilities:

- Discuss the details of the use of the particular assistive technology with the disability and accessibility specialist and also with your faculty

Flexibility in Class Absences: If students are approved for flexibility in class absences, they should not be penalized for missing classes due to confirmed and valid reasons for absences as they obtain to their disability. As with any accommodation, if the accommodation alters the essential requirement of a particular course, then the accommodation may not apply. In this instance, if class attendance is an essential requirement of a particular class, this accommodation may not apply, regardless of the nature of the disability. This will be determined through review of the course syllabus and conversations between the Director of Student Accessibility Services and faculty.

Faculty Responsibilities:

- Discuss the attendance requirements with the student receiving flexibility in class absences for your particular class, especially if attendance is an essential requirement.

Student Responsibilities:

- Discuss the details of the use of flexibility in class absences with your faculty.
- Students may need to provide a medical excuse as it pertains to the approved accommodation for the absence(s).
- Understand the essential requirements with regard to attendance in each class

Flexibility in Deadlines: If students are approved for flexibility in deadlines, they should not be penalized for missing deadlines due to confirmed and valid reasons as they obtain to their disability. As with any accommodation, if the accommodation alters the essential requirement of a particular course, then the accommodation may not apply. In this instance,

if class deadlines are essential to fulfilling specified requirements of a particular class, this accommodation may not apply, regardless of the nature of the disability. This will be determined through review of the course syllabus and conversations between the Director of Student Accessibility Services and faculty. As is the case with any accommodation, students are encouraged to be proactive in discussing this situation with their faculty.

Faculty Responsibilities:

- Discuss the assignment deadlines with the student receiving flexibility in deadlines for your particular class, in particular, if deadlines are granted as part of the accommodation, discuss the nature of that deadline and how the deadline has been adapted.

Student Responsibilities:

- Discuss the details of the use of flexibility in deadlines with your faculty.
- Students may need to provide a medical excuse as it pertains to the approved accommodation for the flexibility in deadlines.
- Understand the essential requirements with regard to the extension of deadlines in each class.

Preferential Seating: If students are approved for preferential seating, they should have an opportunity to choose their seat based on their needs. Most often, this is a seat in the front of the classroom or nearest to the instructor/lecture materials being presented, but at times, this is away from light/windows, nearest the door, etc.

Faculty Responsibilities:

- Ensure that space is available for students that have preferential seating.

Student Responsibilities:

- Discuss preferential seating before class begins to ensure that faculty member is aware that you will be using this accommodation for that particular class.