

Direct any questions regarding disability and equitable access under ADAAA (Americans with Disabilities Act Amendments Act) to:

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Information and Responsibilities for (Academic) Accommodations under ADAAA

Who is responsible for determining reasonable academic accommodations?

The Director and Assistant Director in the Office of Disability and Access, and when necessary, in collaboration with the other stakeholders determine reasonable accommodations for students. Approved accommodations under the ADAAA are based on a combination of three levels of documentation (primary, secondary, and tertiary) received from the student that outlines diagnosis, functional needs, and recommendations. Primary documentation includes student self-report, secondary documentation includes observation and interaction at the secondary level from professionals that work with the student, and tertiary documentation includes medical reports and/or evaluations from outside medical professionals. All documentation is received and evaluated through the Disability and Access office. Approved accommodations correspond to the student's functional impacts of their disability.

Who is responsible for the implementation of accommodations?

For academic accommodations, once professors are aware of approved accommodations for students in their classes, professors are responsible for ensuring that accommodations are being implemented in the classroom environment. Professors are also responsible for ensuring accessible content of their teaching materials.

The disability and access team is available for consultation and support should professors have questions about the implementation of any academic accommodations or questions concerning accessible material.

Accommodations in the Classroom

Below is a specific list of typical accommodations approved in higher education with a description of the accommodation and listed professor, disability and access team, and student responsibilities. Keep in mind this is not a complete list and accommodations approved varies based on individualized student needs.

Accommodation Name and Description: 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 the functional impacts of their disability. Unless otherwise told, professors should assume that extended time means time and half.

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, students need to discuss with their professor whether they should arrive early or stay later and whether they will be in the same room as the rest of the students. If taking the test in a different room, students need to confirm the details of those arrangements with their professor.

Professor Responsibilities:

- Professors have flexibility with how extended test time is given. For example, the professor 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. However, students receiving extended test time should not miss other courses when using their extended time.
- Confidentiality should be followed when applying for extended test time for a student.
 - To protect confidentiality, it is important to handle all details pertaining to how the accommodation will be applied in advance and in private with the student (prior to the day of the test).

Office of Disability and Access Responsibilities:

- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: Alternate Testing Environment. Alternate test-taking environments require testing in a different room/area than the original testing environment. Students may need an alternate testing space for a variety of reasons. The most common include the need for a distraction reduced environment as compared to the typical testing

environment and for use of assistive technology approved as an accommodation. Alternate testing environments do not necessarily mean that the student needs to have a room by themselves. There are some cases where a student may need a room by themselves based on their needs and if this is the case, it will be specified. Alternate testing environments for distraction-reduced purposes 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 original testing room so that the professor is available should the student have questions.

The student can decide to take the test with the disability and access office if necessary. However, the staff members from the Disability and Access office may not be able to provide active, in-room proctoring for all tests/quizzes. If the Disability and Access space(s) are used as a testing environment, the professor 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 but recommend submitting the request to take tests in with the Disability and Access office at least one week (5 business days) in advance.

It is important to understand that regardless of where and when the test is scheduled, the professor must be available during that time to answer any questions pertaining to the test that the student may have.

Testing request forms are available to students via electronically use Bear Accessibility. Students are taught how to use Bear Accessibility to request to use alternative testing spaces through the disability and access office.

Student Responsibilities:

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

Professor Responsibilities:

- Students in an alternate testing environment must have access to the same information that is provided to students in the original testing room (e.g., alterations of test questions).
 - If the professor is willing to answer questions in the original testing environment, they must make sure that the student in the alternate environment can ask questions if needed.

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Resource for Faculty, Staff, Students

- If the student is taking their test/quiz with the Disability and Access office, the professor must be available to answer questions via phone or email.

Office of Disability and Access Responsibilities:

- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: Note-taking services: Note-taking services provide opportunities to students who, based on the functional impacts of their disability, need assistance in writing down lecture notes from class(es). Note-taking services are typically delivered through providing the student approved with a note-taking system called GLEAN. Glean is an enhanced recording system provided to approved students to address impacts around notetaking. The disability and access team trained the student on how to use GLEAN.

Student Responsibilities:

- Request to have notetaking services by informing the disability and access office team members.

Professor Responsibilities:

- Nothing specifically needed from professor here.

Office of Disability and Access Responsibilities:

- Coordinate note-taking services upon request from student.
- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: Recording device to record lectures: Students may be approved to have the opportunity to record lectures. Students typically use their own recording devices to record lectures and/or use GLEAN to help with notetaking.

Student Responsibilities:

- Discuss the details of recording with professor prior to recording classes. Recordings are meant to be for lectures and discussion that the student will be tested on and should be turned off during personal discussions or conversations in class sessions.

Professor Responsibilities:

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Resource for Faculty, Staff, Students

- If there is sensitive material or discussion in the class that should not be recorded, the professor may ask the student to stop recording during those moments.

Office of Disability and Access Responsibilities:

- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: *Use of Assistive Technology (can be specified in diverse 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 diverse 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.

Student Responsibilities:

- Discuss the details of the use of the assistive technology with the disability and access team and with the professor.

Professor Responsibilities:

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

Office of Disability and Access Responsibilities:

- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: *Reasonable Flexibility in Class Absences:* If students are approved for reasonable 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 and alternatives may be discussed.

Student Responsibilities:

- Discuss the details of the use of flexibility in class absences with the disability and access team.
- Understand the essential requirements regarding attendance in each class.

Professor Responsibilities:

- Discuss the attendance requirements with the disability and access team and flexibility for the course, especially if attendance is an essential requirement.
- Understand the essential requirements regarding attendance flexibility in their course(s). Include essential requirements on syllabus.

Office of Disability and Access Responsibilities:

- Act as resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Accommodation Name and Description: Reasonable 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.

Student Responsibilities:

- Discuss the details of the use of flexibility in deadlines disability and access team.
- Understand the essential requirements regarding the extension of deadlines in each class.

Professor Responsibilities:

- Discuss the assignment deadlines with the Director of the Disability Resource Center regarding flexibility for the course if deadlines are granted as part of the accommodation, discuss the nature of that deadline and how the deadline has been adapted.
- Understand the essential requirements regarding the extension of deadlines in their course(s). Include essential requirements on syllabus.

Office of Disability and Access Responsibilities:

- Act as a resource and liaison between professor and student to answer questions and/or assist in providing solutions to the implementation of accommodation.

Frequently Asked Questions

1. What does 'Reasonable' mean?

Providing reasonable accommodations means helping or making changes in the environment that will enable the student to complete the expectation(s) and/or participate in the environment without:

- Substantially altering the educational standards or mission of Ursinus College.
- Fundamentally altering the nature of programs, courses, services, activities, and or practices or policies.
- Allowing 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.
- Causing undue financial or administrative hardship to the college.
- Being of a personal service in nature such as a personal aid, study coach, individuals paid tutor, etc.
- Posing a direct threat to the health or safety of the student with a disability or others because of an accommodation implementation.

2. What are the essential requirements? How are they determined?

Essential requirements are typically determined by a group of individuals trained, experienced and/or knowledgeable about the academic program or class in question, as well as disability compliance issues.

Necessary considerations for essential requirements include whether (a) the standard can be modified; (b) there are alternatives for the standard; (c) alternate accommodations would be equally effective (Resource: Salome Heyward & Associates))

To determine essential functions of courses, the following questions should be considered:

- What is the purpose of the course?

- Are there pre-existing abilities or skills all participating students must possess?
- What other knowledge and background is assumed?
- What outcomes are absolutely required of all students in the course, with and without accommodations?

3. Do all students with disabilities have to register with the Office of Disability and Access?

No, students with disabilities may not be registered with the Office of Disability and Access because they have chosen not to be identified, and/or have decided that they do not want accommodations. Professors do not have to provide requested accommodations to students who are not registered with the Office of Disability and Access. If a student discloses a disability to a professor, professors are encouraged to refer the student to the Office of Disability and Access.

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

Once a student approved for academic accommodations and approves their letters in Bear Accessibility, professors receive an email notification from Bear Accessibility

5. What is the best way for professors to inform students in their course(s) that they would like to help in facilitating accommodations?

It is important that all professors include a statement about accommodations in their syllabi. Professors should be using one of the approved statements below in their syllabi.

Recommended Syllabus Statement, updated for Fall 2020; confirmed and additional updates 8/18/2022

Accommodations for Accessibility and Disabilities: As the instructor of this course, I strive to provide an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with me. The Office of Disability and Access also works with students who have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need accommodations to increase their access to this learning environment. I encourage you to reach out to Dee Singley or Joanna Timmerman, the disability and access team, to discuss support and accommodations you may need. The

disability and access office is located in Lower Myrin, with the UCARE (Ursinus Center for Advocacy, Responsibility and Engagement) office. You can schedule a meeting with Disability and Access using their scheduling link: <https://disabilityandaccess.youcanbook.me/>, or by emailing them at disabilityandaccess@ursinus.edu. Students can also review accessibility and disabilities services online at <https://www.ursinus.edu/offices/disability-and-access/>

Alternate without the first two sentences if preferred:

Accommodations for Accessibility and Disabilities: The Office of Disability and Access also works with students who have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need accommodations to increase their access to this learning environment. I encourage you to reach out to Dee Singley or Joanna Timmerman, the disability and access team, to discuss support and accommodations you may need. The disability and access office is located in Lower Myrin, with the UCARE office. You can schedule a meeting with Disability and Access using their scheduling link: <https://disabilityandaccess.youcanbook.me/>, or by emailing them at disabilityandaccess@ursinus.edu. Students can also review accessibility and disabilities services online at <https://www.ursinus.edu/offices/disability-and-access/>

If the syllabus is being provided online to students, then the hyperlinks should be labelled like this:

Accommodations for Accessibility and Disabilities: As the instructor of this course, I strive to provide an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with me. The Office of Disability and Access also works with students who have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need reasonable accommodations to increase their access to this learning environment. I encourage you to reach out to Dee Singley or Joanna Timmerman, the disability and access team, to discuss support and accommodations you may need. The disability and access office is located in Lower Myrin, with the UCARE office. [Schedule a meeting with Disability and Access](#), or by emailing them at disabilityandaccess@ursinus.edu. Check out their resources and services: [Disability and Access at Ursinus Webpage](#)

6. How are testing accommodations arranged?

The office of disability and access team encourages students receiving testing accommodations to discuss details around testing accommodations (at least 5 days) *prior* to the date of the test or quiz. Proximity is important for students taking exams in

the event of questions or concerns, so every attempt should be made to schedule the 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 professor to make arrangements to have the students take the test in their office or in another separate room near the classroom. If professors need assistance in locating a room for testing accommodations, please contact the office of disability and access team @ disabilityandaccess@ursinus.edu.

7. What if the professor is unable to accommodate a space or time extension for testing accommodations?

If the professor is unable to accommodate a students' test/quiz because of alternating testing arrangements, including extended time for testing, distraction reduced environment and computer access, arrangements can be made through the office of disability and access. It is important to note the office of disability and office hours are typically 9:00am-4:00pm M-F. Professors should also be readily available should the student have questions pertaining to the test or quiz.

8. Do professors 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 through the identified office (at Ursinus College, the office of disability of access) are entitled to the accommodations approved through the required means (in this case, through disability services). Providing accommodations is a shared obligation of Ursinus College professors and staff. If the professor feels that the approved accommodations interfere with essential requirements of their course, they should contact the office of disability and access to discuss the accommodation(s).

9. May professors 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,

professors 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 professors may consider to make their course(es) more accessible to all students?

Yes. Below are some ideas:

The resources below can be found in more detail, along with additional resources at the DO-IT Faculty Room at <http://www.washington.edu/doit/> (this resource is listed for the convenience of Chestnut Hill College staff and professors and does not represent an endorsement from Chestnut Hill College.)

- o Reflect high values with respect to diversity and inclusiveness
 - o Welcome everyone
 - o Avoid Stereotyping
 - o Be approachable and available
 - o Implement teaching strategies that motivate all students
 - o Address individual needs in an inclusive manner
- o Encourage regular and effective interactions with students; accessible to all
 - o Promote effective communication
 - o Make interactions accessible to all participants
 - o Encourage cooperative learning
- o Ensure that physical environments and products are accessible to everyone
 - o Physical access
 - o Arrange instructional spaces to maximize inclusion, engagement, and comfort
 - o Ensure that everyone can use equipment and materials
 - o Ensure safety: know safety procedures for all types of students
- o Delivery methods should be flexible and accessible to all
 - o Flexible Curriculum
 - o Make content relevant
 - o Provide cognitive support when applicable
 - o Provide multiple ways to gain knowledge
 - o Deliver instructions clearly and in multiple ways
 - o Make each teaching method accessible to all students
 - o Use large visual and tactile aids
- o Engaging, Flexible, Accessible Materials

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Resource for Faculty, Staff, Students

- o Select materials early
- o Provide materials in accessible formats
- o Accommodate a variety of reading levels and language skills, when appropriate, given the goals of the course
- o Ensure the availability of appropriate assistive technology
- o Provide regular feedback and corrective opportunities
 - o Regularly assess student progress
 - o Set clear expectations
 - o Provide multiple ways to demonstrate knowledge
 - o Monitor and adjust
 - o Test in the same way you teach
 - o Minimize time constraints when appropriate

11. Where can I get more information about services and support for students who need accommodations and/or with diverse learning needs?

Please feel free to contact either Dee or Joanna by emailing disabilityandaccess@ursinus.edu, or in person in Lower Myrin (located with UCARE), M-F from 9am-5pm. You can schedule a meeting with disability and access by copying and pasting this URL: <https://disabilityandaccess.youcanbook.me/> or by clicking here [CLICK HERE TO SCHEDULE A MEETING WITH DISABILITY AND ACCESS](#)