



DEPARTMENT OF SPECIAL SERVICES/PROJECT ASSIST, POLICY AND PROCEDURE MANUAL

Rowan College of South Jersey- Cumberland
Campus

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Welcome To Rowan College of South Jersey- Cumberland Campus!

On behalf of the Department of Special Services (DSS), faculty, staff, and administration, Welcome! This *Student Guide* is designed to provide you, as a prospective or current student at RCSJ-Cumberland Campus, with basic information and guidelines for disability services. As a starting point for success, you are strongly encouraged to discuss your academic and personal needs with a counselor or advisor. If you are ready to begin the process of seeking accommodations or have additional questions related to disability services, please contact DSS at 856-691-8600 x1282,

x1445 or projectassist@cc.rcsj.edu to schedule an appointment. We look forward to working with you in obtaining your educational and personal goals.

MISSION

Rowan College of South Jersey- Cumberland Campus is committed to providing individuals with disabilities an equal access to a higher education. As part of our mission, we are committed to serving the lifelong learning needs of a diverse population by providing comprehensive educational programs and services to all students. The DSS/Project Assist office is responsible for providing reasonable accommodations to any student with a documented disability that requires accommodation. The College faculty and staff are mindful of the diversity of the student body and assist in promoting the academic success of each individual. The mission of DSS is to help facilitate equal access for a diverse student population who may be experiencing physical and/or academic barriers due to a documented disability. DSS serves as a link for students, faculty, and staff to create equitable, usable, and inclusive learning environments.

NOTIFICATION OF NONDISCRIMINATION

Rowan College of South Jersey- Cumberland Campus is committed to affirmative action and equal opportunity in employment and educational programs and activities and does not discriminate against current or potential employees or students on the basis of race, color, religion, sex, national origin, age, or disability. Rowan College of South Jersey- Cumberland Campus supports protections under all applicable state and federal laws including but not limited to the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008.

Inquiries regarding affirmative action/equal opportunity should be directed to: Executive Director, Human Resources, RCSJ-Cumberland Campus, PO Box 1500, Vineland, NJ 08362-1500, 856-691-8600, ext. 1235. This individual is designated to coordinate the college's efforts to comply with and carry out its responsibilities under Title IX, Section 504/ADA, and the Age Discrimination Act, which prohibit discrimination on the basis of sex, disability, and age, respectively.

Important Guidelines

Your instructors will not be aware that you need accommodations (extra time for tests, testing out of class, use of tape recorder, etc...) unless you self-identify. You must meet with our office and we will develop an Accommodation Notification Letter. This letter will be emailed to your student email. You will then need to complete an [Accommodation Request Form](#) (the link will be within the email) and designate which specific classes

you want the accommodation letter sent to. After we receive the accommodation request from you, your accommodation will be emailed to your instructor(s). Your instructor will complete an [Accommodation Acknowledgement Form](#) online. Accommodation Notification Requests must be completed *each semester* and are *not retroactive*. It is very important that you schedule an appointment to discuss your disability related needs prior to the start of the semester or as soon as possible at the start of the semester. You may request accommodations at any time but your instructors are not legally bound to reverse any outcomes that occurred prior to the accommodation notification letter being sent to them. Any changes to the accommodation letter need to be requested and a new accommodation request form needs to be completed. The revised accommodation letter will be emailed to your professor(s). ***IT IS ALWAYS YOUR CHOICE TO USE ACCOMMODATIONS.***

- If you are eligible and plan to take tests out of class, please review **Accommodated Testing Policy- Appendix A**
- You are responsible for requesting accommodations for each class that you are taking. Your requests for accommodations must be supported by the documentation which you have provided to our office. If the documentation does not support the requested accommodation, it is your responsibility to obtain necessary documentation.
- You are responsible for monitoring the effectiveness of your accommodations. If you are having a problem which you feel is related to your disability, please notify us immediately.
- Tutoring is available for all students. Please see Testing and Tutoring to sign up. If you feel that you need more specialized tutoring due to a disability related reason, please discuss this with our office.

If you have any questions, please feel free to contact our office at 691-8600 x1282/x1445.

Thank you,

Meredith Vicente
Senior Director of DSS/Project Assist
mvicente@cc.rcsj.edu
856-691-8600 x1282

FAST FACTS ABOUT DISABILITY SERVICES

- Initial meeting of student with DSS
- Self- Report Form completed by student
- Professional documentation provided by student
 - Written and *signed* by a physician, psychiatrist, psychologist, LCSW, LPC, LPA, ophthalmologist, audiologist, or other credentialed professional, on professional/organization letterhead, with credentials of the professional noted. As an alternative, documentation of disability forms are available in the DSS office.
 - States a diagnosis/diagnoses and functional limitations the student may experience in a post-secondary educational setting
 - Current documentation, usually written within the past 3 years
- Review of documentation by Director of DSS
- Accommodation Plan written by Director of DSS with student
- Accommodation Plan must be *renewed each semester* and an electronic Accommodation Request Form must be completed.
- Letters of Accommodation are emailed to professor to notify of necessary special accommodations
- Student receives appropriate accommodations

Documented Disabilities that may qualify for accommodations include:

- Cognitive or Learning Disorders
- Visual or Hearing Impairments
- Mobility or Manual Impairments
- Health or Mental Health Disorders or Temporary Disabilities
- PTSD or Trauma Reactions

For any questions related to disability services and special accommodations, please contact:

Department of Special Services
Rowan College of South Jersey- Cumberland Campus
3322 College Drive
Vineland, NJ 08362-1500
856-691-8600 x1282
mvicente@cc.rcsj.edu

TIPS FOR STUDENT SUCCESS

1. Plan ahead! Don't wait until the last minute to register and make accommodation requests. Things go more smoothly when you take the time to plan ahead.
2. Take a pro-active role and introduce yourself to each of your instructors. Be sure to find out when the best time would be to meet with them individually to discuss you and your needs. Be sure to obtain their office location, office hours, office phone number, and e-mail address.
3. Request a meeting each semester with DSS to periodically review your accommodations and request accommodations for the upcoming semester. Use this time to discuss any questions or concerns you may have regarding accommodations and your academic progress.
4. Pay your tuition and fees by the published deadline date for each semester. This includes making sure your financial aid is in order or that you have received and processed the proper paperwork for any third party payments, such as Division of Vocational Rehabilitation Services (DVRS).
5. Realize that some instructors may know more about your particular disability than others.
6. Every student is different, and every situation is different. Be sure to discuss with your instructor what helps to make YOU successful in the classroom.
7. Take responsibility for yourself and for your actions.
8. Organize yourself. Purchase a Student Calendar/Agenda from the RCSJ-Cumberland Campus bookstore. Write down all of your upcoming quizzes, tests, meetings, deadlines, etc. Incorporate advising and registration periods so that you can plan ahead.
9. Visit the Center for Academic and Student Success (behind the cafeteria) to find out about peer tutoring, the Writing Center, Math Lab and additional academic support.
10. A great study skills book for incoming students with disabilities is ***Learning Outside the Lines***, by Jonathan Mooney and David Cole. Although the book focuses greatly on learning disabilities and ADHD, it offers excellent "survival tips" for all students with disabilities. This book is available for loan through DSS.

Get involved and stay active! Advocating for yourself extends beyond the classroom to becoming involved with student organizations, and activities. A balanced and rich college experience is what is desired for all college students.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Major Differences Between High School and Postsecondary (College)

	High school	College
What is the law?	IDEA (Individuals with Disabilities Education Act)	Sec. 504 of the Rehabilitation Act of 1973; ADA (Americans with Disabilities Act of 1990)
What is the intent of the law?	Free appropriate education for all students with disabilities in the least restrictive environment.	Ensure that no otherwise qualified person is discriminated against in federally funded programs.
Who is covered under the law?	All infants, children and youth requiring special education until age 21 or graduation from high school.	All qualified persons who meet entry criteria of the college and can document a disability as defined by ADA.
What is a disability?	IDEA provides a list of disabilities and includes specific learning disability.	Any physical or mental impairment that substantially limits one or more major life activities.
Who is responsible for identifying and documenting need?	School districts are responsible for identifying, evaluating students, and planning educational programs.	Students are responsible for self-identifying to the college and providing documentation of their disability.
Who is responsible for initiating service delivery?	School districts are responsible for providing special instruction, individualized instruction plans, and/or accommodations.	Students are responsible for requesting disability services and/or accommodations. These are provided at no cost to the individual or family.
What related services are mandated?	School districts must provide rehabilitation counseling, medical services, personal aides, social work and other services as needed in the school day.	College provide physical, academic, and program access. Related services of a personal nature are the responsibility of the individual or family.
What about self-advocacy?	The parent or guardian is the primary advocate. Students learn about their disability, the accommodations they need,	Students are expected to be their own advocates.

	and ways to become a self-advocate.	
Who is responsible for enforcing the law?	IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education.	ADA/504 are civil right statutes, enforced by the Office for Civil Rights (OCR), the Department of Justice, and the Equal Employment (EEOC).

THE LAW

Section 504 of the Rehabilitation Act of 1973 states that ***“no otherwise qualified handicapped individual in the United States shall, solely by reason of ...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”***

According to Section 504, a person with a disability includes ***“any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”***

The Americans with Disabilities Act (ADA) of 1990 extended non-discrimination legislation to include institutions of higher education. Since the enforcement of ADA in 1992, higher education institutions have been under a mandate to ensure equal access for students with disabilities.

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment Cerebral palsy Deafness/hearing impairment Epilepsy or seizure disorder Orthopedic/mobility impairment Specific learning disability Speech and language disorder Spinal cord injury

Tourette’s syndrome Traumatic brain injury

Chronic illnesses, such as: AIDS, Arthritis, Cancer, Cardiac disease, Diabetes, Multiple sclerosis, Muscular dystrophy, Psychiatric disability

Additionally, under the provisions of Section 504, the College ***MAY NOT***:

- Make pre-admission inquiries as to whether an applicant has a disability;
- Limit the number of otherwise qualified students admitted that have a disability;
- Exclude an otherwise qualified student with a disability from any course of study;
- Provide less financial assistance to students with disabilities than is provided to other students, or limit eligibility for scholarships on the basis of disability;
- Counsel students with disabilities into more restrictive career paths based solely on their disability;
- Measure student achievement using modes that adversely discriminate against the student with a disability;
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

The ADA Amendments Act of 2008 (ADAAA) became effective January 1, 2009. The Act serves to broaden the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.

CONFIDENTIALITY OF STUDENT RECORDS

Rowan College of South Jersey- Cumberland Campus has a long-standing commitment to the protection of students' rights and privacy of information. RCSJ complies with the provisions in the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), State of New Jersey Law, and the State Department of Education Division of Community College rules. These federal and state requirements relate to accessibility and confidentiality of student records. More information about FERPA is available in the *RCSJ Student Handbook*.

STUDENT RIGHTS

Students with disabilities at RCSJ-Cumberland Campus have the **right** to:

- equal access to courses, programs, services, jobs, activities, and facilities available through the College;
- reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis;
- appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law;
- information available in accessible formats.

STUDENT RESPONSIBILITIES

Students with disabilities at RCSJ- Cumberland Campus have the **responsibility** to:

- meet the College's qualifications and essential technical, academic, and institutional standards;
- identify themselves in a timely manner as an individual with a disability when seeking an accommodation;
- provide documentation from an appropriate source that verifies the nature of the disability, functional limitations, and the need for specific accommodations;
- follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

STUDENT SELF-ADVOCACY

In higher education, college students with disabilities are expected to advocate for themselves. Therefore, the responsibility of self-identifying and declaring a disability, providing documentation, requesting accommodations, and filing grievances falls on the student. Students who request disability-related services at RCSJ- Cumberland Campus are expected to:

- declare their disability to the DSS/PA office prior to the request for accommodations;
- make timely requests for accommodations;
- provide official medical or other diagnostic documentation of disability and limitations to the Director of DSS/PA;

- complete necessary forms with the Director of DSS/PA;
- introduce themselves to their instructors during the first few days of classes and discuss their requests for reasonable accommodations with their instructors. (Accommodation letters will be emailed by DSS to individual professors).
- communicate with the Director of DSS any concerns or problems that may arise with regards to their accommodations;
- complete updated accommodation request forms at least five (5) business days prior to the beginning of *each* academic semester;
- follow up with the Business Office and any third parties regarding payment of tuition, fees, and textbooks. This includes knowing the procedures for payment of fees by Vocational Rehabilitation, Division of Services for the Blind, etc.
- update your address in the Records and Registration Office if you relocate. Update phone numbers when changes are made to Records and Registration.

The Department of Special Services RIGHTS

DSS/PA has the **right** to:

- maintain the College's academic standards;
- request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations and academic adjustments;
- discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion;
- select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities;
- deny a request for accommodation or academic adjustment if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested accommodation(s), the documentation is outdated according to the College's guidelines, or the documentation is not provided in a timely manner;
- refuse to provide an accommodation, academic adjustment, and/or auxiliary aids that is/are inappropriate or unreasonable because they may: pose a direct threat to the health and safety of others, constitute a substantial change or alteration to an essential element of a course or program, or pose an undue financial or administrative burden on the College.
- provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request;

- provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by the student;
- maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student;
- inform students with disabilities of college policies and procedures for filing an informal or formal grievance within the College as well as through external agencies such as the Office of Civil Rights.

DOCUMENTATION GUIDELINES

Documentation has two main purposes: 1.) to establish that an individual has a disability under the ADA/Section 504, and, 2.) to describe and document the functional impact of the disability for use in establishing the need for and design of accommodations. Documentation will be used to evaluate requests for reasonable accommodations and/or auxiliary aids. The evaluation process will include the impact of the documentation on the goals and standards of the program, course and/or activity. Before accommodations can be made, a student must provide DSS with recent documentation describing the disability and/or condition. Documentation must be provided by a licensed physician and/or a psychiatrist or psychologist, or appropriate agency and should provide a comprehensive evaluation of all disabilities that impact a student's learning, as well as suggested accommodations that are specific to the student's learning needs. Documentation must be on official letterhead, dated, and signed. DSS also has Documentation forms on file that the student can give to the appropriate physician to complete. Please see DSS to obtain the form that corresponds with disability. Prescription notes, IEP's, or 504 plans are generally *not* accepted as appropriate documentation, but may be included as part of the comprehensive evaluation.

Documentation should include the following elements:

- 1- A qualified professional must conduct the evaluation and complete a written report on official letterhead with a specific diagnosis.
- 2- The report must be an in-depth, well written evaluation containing specific recommendations and rationale for accommodations related to the diagnosis. It must also include specific assessment / test instruments used and the results.
- 3- The evaluation must be current per the specific guidelines for the disability.

DISABILITY GRIEVANCE PROCEDURE

Background and the Law

The law requires institutions, such as Rowan College of South Jersey, to have a set of grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging actions prohibited

by Section 504, Title II of the Americans with Disabilities Act of 1990, or the Americans with Disabilities Amendment Act of 2008.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 provide that qualified persons with disabilities cannot be excluded from participation in, denied the benefits of or be subjected to discrimination by any service, program or activity of a postsecondary institution. In order to meet the needs of students with disabilities and fulfill its legal obligations under Section 504 and the ADA, the Special Needs Counselor at RCSJ assists students with disabilities in accessing reasonable accommodations through the College's accommodations process.

Procedures for Filing a Complaint

If any student believes that he/she has been discriminated against because of a disability by any Rowan College of South Jersey- Cumberland Campus employee, he/she has the right to seek review of such concerns. Students have the option of pursuing either an informal complaint or a formal grievance. If a student opts to pursue an informal complaint, he/she may later pursue a formal grievance if not satisfied with the resolution of the informal process. Additionally, at any point in the complaint process, students may file a complaint of discrimination with the Office of Civil Rights listed below. Although this is not required by law, the Office of Civil Rights encourages students to first follow the institution's grievance procedures.

U.S. Department of Education Office for Civil Rights
400 Maryland Avenue, S.W. Washington, D.C. 20202-1475
PHONE: 1.800.421.3481
FAX: 202.453.6021; TDD: 800.877.8339
E-mail: OCR@ed.gov Web: www.ed.gov/ocr/

Informal Procedures for Resolving a Complaint

Prior to initiating a formal grievance as outlined in this procedure, it is strongly recommended and expected that the student first discuss his/her complaint with the person against whom the complaint is being made. Students should also discuss the complaint with DSS; they are available to provide assistance and guidance. If the circumstances of the complaint prevent the student from having this discussion, or if the complaint is not resolved within five business days, the student should discuss the complaint with immediate and other supervisors involved.

Formal Grievance Procedures

The formal grievance is advised when the informal procedure has not brought about a satisfactory conclusion to a concern or complaint about a college policy or procedure or a state or federal law.

All formal grievances from students should be directed to the Section 504 Coordinator/Director, Human Resources, 856-691-8600 ext. 1235, located in the Administration Building.

Step 1. Any student may file a complaint within 40 days of the incident.

Step 2. The Section 504 Coordinator will investigate and will respond to the complaint within 20 days in writing.

Step 3. The student may appeal the response in writing within 10 days to the Section 504 Coordinator.

Step 4. The appeal will be referred to and reviewed by a three member panel chosen from administration and faculty. Within 30 days, the panel will investigate the allegations and recommend appropriate action to the president.

Step 5. The president will provide a written determination to the complainant.

Note: The president's decision is the final step in the internal process. Weekends and holidays will be disregarded in calculating days.

Retaliation

A student who makes use of the grievance procedures shall not be retaliated against.

Academic Complaints

For procedures related to academic complaints, please refer to RCSJ-Cumberland Campus Student Handbook. This document is available on the College web site and in hard copy format upon request in the Office of Student Life.

ACCOMMODATIONS

Accommodation memos must be completed *each semester* and preferably at least five (5) business days prior to the beginning date of classes. Upon the approval of accommodations by DSS/PA, approved accommodations should be implemented by the instructor(s). Students, however, are not required to use their approved accommodations. Instructors are asked to implement approved accommodations when necessary. Academic freedom does not permit instructors to decide whether accommodations will be provided for students with documented disabilities. Once approved by DSS/PA, the accommodations are a legal entitlement of the student. Concerns or questions regarding accommodations should be directed to the Director of DSS/PA.

Accommodations approved by the College will be made available at no cost to the student. Equipment for personal use, attendant care, and educational assistants to be used inside or outside of the classroom are the responsibility of the *student*. RCSJ-Cumberland Campus is not responsible for the location, scheduling, or funding of such services.

Requested accommodations not supported by the student's documentation will be denied by the College.

TEMPORARY ACCOMMODATIONS

Temporary accommodations may be provided for students for a specific number of working days or one semester, pending the receipt of official and complete documentation of a student's disability or disabilities. These cases will be handled individually and at the discretion of the Director of DSS. Temporary accommodations, if approved, will be for *one* semester only pending further appropriate documentation. In addition, some *disabilities* are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required for accommodations based on a *temporary disability*: Letter on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodations and estimated length services will be needed.

LATE REQUESTS FOR ACCOMMODATIONS

Some accommodations require more planning than others. Deadlines for accommodation requests are intended as a guide by which students can plan. Requests for accommodations submitted after the recommended deadline of five (5) business days notice, will not be denied for that reason. However, a reasonable delay in the start of the accommodation should be expected.

TYPES OF ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS

Enlarged font for all handouts and exam materials- All class handouts including, but not limited to: course information, syllabus, terms and definitions, instructor notes, diagrams and charts, etc, must be made available to the student in an enlarged format if noted as an approved accommodation. The handout should be given to the student at the same time as the rest of the class, if possible, even if the handout is not intended for use in class.

Enlarged font can be printed using word processing programs. (Example: 20 bold font) Also, an 8 ½ "X 11" page can be enlarged to 11" X 17" paper size.

Alternative Format for Text Books- Most textbooks can be ordered directly from the publisher in alternative format. (processing by the publishers can take up to 4 weeks) Contact DSS/PA for further information. We will have you fill out an alt textbook form. See Appendix B- Books in Alt. Format Policy

Permission to use a tape recorder for class lectures- (contract on file in the DSS/PA office) - The student has permission to use a tape recorder for lecture material to supplement or replace hand-written notes. On the contract, students agree that the recordings are for personal use; the tapes or transcripts will not be reproduced or distributed; the instructor's copyright of the lectures will not be challenged; students can only record lectures they attend. Students will typically provide their own tape recorders, cassette tapes and batteries, but a limited supply of equipment is available for loan in DSS/PA.

Reader or Scribe- Reader or Scribe services can be done with the instructor, or with DSS/PA. The instructor and/or student should contact DSS/PA at least two days in advance if assistance is needed in making arrangements. In addition, the test material should be provided at this time. Either staff with DSS/PA or a designated staff member will read items aloud to the student. The reader will read in a clear voice exactly what is on the exam page, without further explanation or commentary. The student will tell the reader which selections to read, in what order, and when he/she is ready to move to the next item. The reader will repeat selections if the student requests. The reader will mention words that are bolded, underlined, or distinguished in some other way. The student and the reader will be provided a quiet environment for testing outside of the classroom. Typically, the testing will take place in a private room in DSS/PA. In addition, JAWS software and Kurzweil, located in DSS/PA, can also be utilized for oral testing. See the Director of DSS/PA for further information.

Note-Takers- Note-takers are peers who volunteer through DSS/PA. Class notes are not required to be in any special format; rather, note-takers should take notes just as they would for themselves. Note-takers notes are intended to *supplement* the needed student's notes. Note-takers are not expected to write down every word the instructor says. Sometimes a hired note taker is needed based on individual circumstances. If note taking services are needed (volunteer or hired), a note taking handbook will be provided. DSS/PA utilizes a carbonless notebook for the note taker and student's convenience. Volunteer note takers are recognized at the end of the semester.

Interpreters- A qualified interpreter will be arranged and provided to students who are deaf or hard of hearing students who request and qualify for this service. Typically, American Sign Language (ASL) is what is preferred by most students, but this will depend on the individual student. Arrangements for an interpreter must be made at least three (3) business days in advance in order to guarantee services. Students must provide DSS with the dates, times, locations, and class or test name before arrangements can be made. Once this information has been provided, DSS will make the arrangements for the interpreter to be present on the specified day and time. RCSJ-Cumberland Campus hires some qualified interpreters on an independent basis. The College pays all expenses for interpreting costs. If a student is a client of DVRS, the expenses may be shared between the college and DVRS, if eligible. Although every effort will be made for an interpreter to arrange a regular schedule with the student, this is not guaranteed due to scheduling conflicts. If a student is using the services of an interpreter and cannot attend class, it is the student's responsibility to contact DSS/PA immediately. Contact can be made by voice mail, e-mail, or personal contact. Interpreters typically wait at least ten to fifteen minutes for students to arrive to class past the designated time. If the student does not show, the interpreter will leave. At least three (3) days prior to first exam date, students must provide their exam schedule to DSS/PA before interpreting arrangements can be made. Student will be provided with a ***Handbook for Students who are Deaf and/or Hard of Hearing*** which will outline more specific policies and procedures.

Personal Assistants/Attendants-The College does not supply personal assistants/attendants to enrolled students or to any person attending college-sponsored events. However, if a student requires the use of an outside personal assistant/attendant in order to attend class, the student must be documented with DSS, and an official letter must be provided to DSS that describes the need and purpose of the personal attendant/assistant. This letter must be on file with DSS before a student begins a class. Without official documentation and approval from DSS, the assistant/attendant will not be allowed to accompany the student to class. See Appendix C: Personal Attendant/Assistant Policy for further information.

Accessible Tables and Desks- A student, who requires a certain height for a desk due to wheelchair capability, must inform DSS preferably at least 5 days prior to the beginning of the academic semester. In addition, if the student needs an accessible work space or lab space, this must be brought to the attention of DSS so that proper physical classroom arrangements can be made. Students are permitted to bring small pillows or cushions to their classes as long as it is brought to the attention of the instructor. These items are not provided by the College. Students who require special accommodations regarding specific furniture needed inside the classroom must be approved by DSS prior to the student attending class. Although not a disability, students who require a left-handed desk can contact DSS who will work with the individual in order to accommodate this request.

Seating in the Front Row or Near Instructor- A student who requires seating in the front row or near an instructor should be accommodated by the instructor inside the classroom. An instructor is not expected to “save a seat” for the student; however, every effort should be made by an instructor to accommodate the student’s request. Assigned seating arrangements could allow the student to sit in the front row or in a chair and desk near the instructor.

Extra Travel Time Between Classes- Instructors are expected to work with students whose disabilities require a little extra travel time between classes. This is especially important for students who use wheelchairs, walkers or crutches and have scheduled back-to-back classes. Whenever possible, students are encouraged to schedule breaks between classes. Also, there are some medical conditions that prevent a student from walking too briskly to class. Instructors should use their best judgment in determining an appropriate level of travel time and tardiness.

Extended Time on Quizzes, Exams, and In-Class Assignments- Students who are approved for extended time on quizzes, exams, and in-class assignments will be allowed 1.5x the length allowed for the class. (one-and-a-half times or 150% the length given to the class) Any time beyond time and a half will be indicated by DSS on the accommodation form. This accommodation does not apply to take-home exams or homework assignments. Arrangements for extended time can be made with DSS. Arrangements for extended time are coordinated by the student and the instructor. Students taking evening classes past 7PM and Saturday classes must work out prior arrangements for extended time with their instructors. If extending time causes

scheduling conflicts, this should be discussed and other arrangements be made between the instructor and student. See Appendix A for Accommodated Testing Policy

Distraction-Reduced Room- Students who need a quiet setting or low distraction test environment should work with their individual instructors. Instructors can utilize DSS with proper notification. Students should notify instructors and DSS at least 2 days in advance that they will need to test in DSS. Instructors should send tests via email or in person to DSS at least 2 days in advance. Some instructors may be willing to allow students to test in their offices or in a private classroom instead of DSS. This is up to the individual instructor and the student.

Tutorial Assistance (structured)- Professional tutoring, available for specific classes, may be available through DSS by completing a Tutor Request form. These forms are available in our office. More flexible tutoring (on an as needed basis) is available through the RCSJ-Cumberland Campus tutoring center. Contact the tutoring Center for further information. Appointments can be made through Starfish.

Assistive Technology (i.e. Franklin Language Master, magnification aids, dictation software, digital recorders, calculators, etc.) Students who need the assistance of specific technology devices inside the classroom must have these devices approved in advance by DSS in consultation with the individual instructor. See Appendix D for Assistive technology evaluation form.

Flexibility with Attendance and/or Assignment/Exam Due Dates- Some students who have documented Chronic Health Conditions and/or Psychiatric Disabilities may need flexibility with standard attendance policies and standard procedures involving due dates, exam make ups, and other policies and procedures. The implementation of this accommodation requires effective communication between the instructor, DSS, and student to establish guidelines. Instructors should carefully consider the essential requirements of the course and to what extent attendance, established due dates, and exam administration can be modified without resulting in a fundamental alteration of an essential course requirement. Please see Appendix D for more information and guidance in utilizing this accommodation.

WHEELCHAIR ACCESSIBILITY

The entire campus is accessible by wheelchair, as well as individual class buildings. In the event a classroom is not accessible, an accessible classroom will be selected. All requests for accessible classroom space should be made to DSS. As the campus grows and renovations occur, the College will be sensitive to the needs of students with wheelchairs and will strive to improve on wheelchair accessibility on the sidewalks, the entrances to buildings, and the location and functionality of elevators around the campus. Contact DSS for further information or suggestions for campus improvement.

EVACUATION AND EMERGENCY PLANS FOR STUDENTS

WITH DISABILITIES

Since elevators must not be used during most evacuation emergencies, persons unable to maneuver the stairs safely should go to the nearest designated exit stairwell and wait for rescue personnel who are specifically trained in the safe and proper evacuation of persons with disabilities. Faculty and staff will assist with evacuation management efforts until such time as the local authorities arrive on scene to assist in student evacuation from the building. A faculty or staff member should alert campus security or on-site emergency personnel about the exact location of individuals waiting for rescue assistance.

COLLEGE SPONSORED PROGRAMS

Any student needing reasonable accommodations to attend or participate in any college- sponsored activity or event, should contact DSS for assistance with arrangements. We encourage all students to get involved!

Appendix A

Accommodated Testing Policy for Students

1. You must communicate your decision to utilize testing accommodations to your instructor for each exam. This must be done at least 2 days before the exam. It is your responsibility to discuss with your instructor the best way for you to receive your accommodations. If you need extended time and proctored testing, how will this be managed? Will you do this through your instructor? Will you take the exam at DSS/Project Assist? When will you take the exam? Typically you should be taking the exam when your class is taking the exam. Only under unusual circumstances should this be altered and it will only be altered with approval from your instructor. How will your exam get to our department?
2. If you will be taking your exams through DSS/Project Assist, you must notify our office 2 days ahead of time. You can stop in, call 691-8600 x1282 or x1445, or e-mail projectassist@cccnj.edu. We will need to know the day, time, course code, and professor. Also let us know of any special equipment or arrangements that you may need.
3. If you are unable to make your scheduled testing time, DSS/Project Assist must be notified. We will reschedule your exam **upon approval** from your instructor. It is always your instructor's decision to allow make up testing.
4. Accommodated testing is monitored through security cameras. Academic dishonesty will not be tolerated. If academic dishonesty is suspected, the testing session will be stopped and reported to the instructor.
5. We will have you sign in at the beginning of your testing session. We will record the time that you finish the exam and return the test to your instructor. Upon the completion of your exam, please return the exam to DSS/Project Assist Personnel.
6. If you are taking a test during class time and finish before class time is over, you may need to return to class. This should always be discussed with your instructor.

This Must be Done Every Semester

Appendix B

Books in Alternative Format Procedure for Students

- 1. Every semester accommodation forms must be completed and presented to instructors in a timely manner in order to receive accommodations.**
- 2. To request books in alternative format, you must complete and submit a Books in Alternative Format Request form. These forms are available in our office.**
- 3. Your Books in Alternative Format request should be submitted 4-6 weeks before the start of the semester in order for your alt. book format to be ready for the start of the semester. Any forms submitted less than 4 weeks before the start of the semester may result in a delay in receiving an alternative form of the book.**
- 4. Please indicate your preference for your alt. format on the request form. This preference may or may not be able to be secured. We will do our best to meet your personal preferences; however, the format that we are able to get the alt. format book has a significant impact on the method of delivery. Another alternative is to check to see if the book you need comes as an e-text from the bookstore. If it does, look to see if the audio is enabled. If it is, you may wish to purchase your book in this format.**
- 5. If it appears that the alternate format book is not available, we will notify you within 10 days of the date the request was made. At this time, you can choose to have the binding removed from your book and your book scanned to be read by a text to speech program.**
- 6. You can request books in alternative format at any time after the recommended 4 to 6 week prior to start of the semester deadline. However, we cannot guarantee when the book will be available. We will do our best to process your request in a timely manner. If you are having significant problems reading your textbooks while you are waiting, please communicate this to the director and we can discuss other possible arrangements.**

Appendix C

Personal Attendant Policy

Rowan College of South Jersey-Cumberland Campus makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, personal attendants who accompany individuals with disabilities documented through DSS will be allowed entrance into the classroom as is reasonable and appropriate.

An otherwise qualified student who requires personal attendant services must make arrangements for his/her own personal attendant service. The College does not assume coordination or financial responsibilities for personal attendant services.

The student and attendant will sign the Personal Attendant Agreement form on the applicable line below. Copies of the signed form will be provided for the student, attendant, instructor, and DSS.

The personal attendant:

- is not responsible for the student's progress or behavior in a class.
- shall not carry on conversations with the student during class.
- shall not participate in class or engage or intervene in conversations between the student and faculty, staff, or other students.
- shall not discuss any confidential information about the student with faculty, staff, or students.
- shall follow RSCJ's Code of Conduct. (A copy of the Code of Conduct is available in the current college handbook.)
- Students using personal attendants shall follow the policies and procedures of RCSJ, DSS, each classroom, and each instructor.

I have read, understand, and agree to abide by the guidelines as stated above.

Student

Attendant

DSS

Appendix D

Flexibility with Attendance Guidelines

What does flexibility in attendance mean?

Flexibility in attendance is defined as ***occasional exceptions to absentee/tardiness policies when educationally feasible.***

When is flexibility in attendance authorized as an accommodation?

Students are expected and encouraged to attend class. Faculty have a right to establish attendance policies. However, if a student has a disability that may occasionally impact her/his ability to attend class and/or complete assignments and tests at the scheduled time, flexibility in attendance is considered an appropriate accommodation. Hopefully, a student's disability will not interfere with attendance; however, if the student has disability related absences during the semester, the accommodation allows for flexibility in attendance policies and make-up work.

Student's responsibilities

- Student provides appropriate documentation of a disability to DSS
- Student discusses impact of his/her disability with DSS
- If deemed an appropriate accommodation, flexibility in attendance is added to the student's accommodation letter
- Student schedules an appointment to meet with the professor to determine a reasonable number of absences for the class and to establish a specific plan for making up missed work.
- Student will contact **the professor** (not DSS) as soon as possible to inform the professor that the absence was medically necessary
- Student will adhere to the agreed upon plan and complete make up work within the agreed upon alternate timeline.
- Student will contact DSS immediately with any questions or concerns

Professor's responsibilities

- Professor meets with student during scheduled appointment to discuss flexibility in attendance and to determine a reasonable number of absences for the course and develop a specific plan for making up missed work
- Professor will maintain the essential standards/learning outcomes of the class.
- If the student notifies professor of a disability related absence, professor will return student's voice mail/e-mail as soon as possible and verify the agreed upon alternate time line for make-up work
- Professor will contact DSS immediately with any questions or concerns

DSS responsibilities

- DSS discusses accommodation needs with the student and reviews student's documentation. If reasonable, DSS establishes that flexibility in attendance is an appropriate accommodation
- DSS will generate student's accommodation letters
- DSS will, if necessary, help faculty and student develop a plan for completing make-up work.
- DSS will address student/faculty questions and concerns regarding accommodations.

Considerations when determining parameters of flexibility in attendance

- Policies in the syllabus
 - What does the syllabus say about attendance? How is attendance tied into the learning outcomes? Is it essential or more policy driven?
 - Is attendance factored into the student's final grade? How could a student make up these points if approved for this accommodation?
 - What is the "time in seat" expectation for this class?
 - Are students required to actively participate in class discussions/activities? Is this being used to assess a learning outcome?
 - How is participation figured into the final grade?
 - How are students expected to interact with each other (in class, group work outside of class, via Blackboard/e-mail)?
 - Is the material being learned in the class sequential? Does each week's material build on the material learned in the previous week(s)?
 - Are there other sections of the class that the student could attend to catch up on missed material?
 - What policies exist for making up missed exams, pop quizzes? Turning in late work?
 - Does the class use Blackboard?
 - Could missed assignments be turned in via discussion board/e-mail?
 - Are tests to be taken at a specific time and place, or is there a window when the test can be taken?
 - Is it possible for students to "work ahead" in this class?

It is important to note that students with disabilities that affect attendance often do not go to the doctor when feeling poorly and might not be able to provide a doctor's note for each absence. Their documentation provided to DSS has already established the need for more than the standard amount of absences typically permitted as a standard college policy. **If you have any questions or concerns about Flexibility in Attendance, contact the DSS at 856-691-8600 x1282 BEFORE discussing the accommodation with the student.**