



**Disability Support Services Manual & Application**

**Updated: January 3, 2022**

# Disability Support Services Manual

## Table of Contents

ADA ACADEMIC ADJUSTMENT / ACCOMMODATION POLICIES _____	3
General Information _____	3
Equal Access to Education _____	3
Who is Considered Disabled under the Law? _____	3
Reasonable Accommodation _____	3
What Is a Learning Disability? _____	4
College Commitment and Support _____	4
Commitment _____	4
Support _____	4
Students with Disabilities _____	4
Communication _____	5
Sources and Forms of Diagnostic Documentation _____	5
Accommodations Review Committee _____	6
Confidentiality and Information Release _____	7
Course Substitution Policy _____	7
Calculator/Technology Policy _____	8
Service Animal Policy _____	8
Emotional Support Animals _____	10
Responsibilities of Student Owners Using Approved Animals in Campus Housing _____	11
 ACCADEMIC ADJUSTMENT/ACCOMMODATION PROCEDURES _____	 15
 CRITERIA FOR DISABILITY DOCUMENTATION _____	 16
Health Condition, Mobility, Hearing, Speech, or Visual Impairment _____	16
Psychological Disorder _____	16
Traumatic Brain Injury _____	16
Learning Disabilities _____	17
Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder _____	17
 ACCOMMODATIONS REVIEW EVALUATION PROCESS _____	 18
 ADDITIONAL INFORMATION ON ACADEMIC ASSISTANCE/STUDENTS WITH SPECIAL NEEDS AND GRIEVANCE PROCEDURES _____	 19
Academic Assistance / Students with Special Needs _____	19
Grievance Procedures for Students with Disabilities _____	20
 CENTRAL PENN COLLEGE DISABILITY SUPPORT SERVICES APPLICATION PACKET & FORMS _____	 22
Disability Registration Agreement _____	23
Confidentiality Statement _____	24
Request for Adjustment/Accommodations _____	26
Example Approved Course Adjustments/Accommodations _____	29
Notice of Accommodations Documents for Certain Externally Accredited Programs and Extenuating Circumstances _____	30
 LOCATION OF ADA COORDINATOR INFORMATION _____	 35

## **ADA ACADEMIC ADJUSTMENT / ACCOMMODATION POLICIES**

### **General Information**

#### **Equal Access to Education**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 as amended by the ADAA of 2008 state that qualified students with disabilities who meet the technical and academic standards of Central Penn College may be entitled to reasonable accommodations. Under these laws a disability is defined as any physical or mental impairment which substantially limits a major life activity. To this end, Central Penn College is committed to providing equal access to education by removing unnecessary barriers to enhance each student's ability to demonstrate his or her provisions of the Rehabilitation Act and extended coverage to the private sector with the extension of access into all aspects of campus life, including communications and other privileges and advantages by requiring that all public facilities, services, and communications be accessible to person with disabilities and that auxiliary aids and services be provided unless such provisions place an undue hardship (defined as significantly difficult or expensive) upon an institution. Also, you can review the website at the following link ( <http://www.centralpenn.edu/academics/academic-assistance/students-with-special-needs/> ) for more information. Contact the ADA Coordinator at [compliancedirector@centralpenn.edu](mailto:compliancedirector@centralpenn.edu) for any questions you may have regarding disabilities.

#### **Who is Considered Disabled under the Law?**

According to the Americans with Disabilities Act (ADA) of 1990 as amended by the ADAA of 2008, a disability is a chronic, long-term, physical or mental impairment that substantially limits one or more major life activities (e.g. walking, sitting, breathing, learning, working, sleeping, etc.). This law also requires an individualized assessment of each case to determine whether or not a disability exists. The College is not required to evaluate students or pay for such an evaluation. It is a student's responsibility to provide adequate documentation and request adjustments/accommodations and services. The College has the right to establish professional criteria to be used in reviewing the documentation.

#### **Reasonable Accommodation**

"Reasonable accommodation" is the term used by the ADA and the Rehabilitation Act for modifications made to an environment which eliminate or decrease, to a reasonable degree, structural and/or learning barriers which a student might encounter due to his or her disability. The law does not require that students with a disability be given "special" advantage that places them in a better position to succeed than their classmates. Reasonable adjustments/accommodations are made to put students with a disability in the same starting position as their nondisabled classmates. Nevertheless, an academic unit is not required to fundamentally alter the nature of its academic program in order to accommodate students. Also, Central Penn College is committed to providing access to all of its programs, activities, and services and will either remove physical barriers or enhance access in other ways to enable qualified students to participate in such endeavors.

#### **What is a Learning Disability?**

The general term Learning Disability (LD) refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or

mathematical abilities. These disorders are intrinsic to an individual and may occur across the life span. Even though a learning disability may occur concomitantly with other conditions or life stressors, a learning disability is not the direct result of those conditions or influences.

Learning Disabilities often exist with other conditions (e.g., ADD/ADHD). Central Penn College reviews a student's ADA/Rehabilitation status with consideration for all presenting conditions.

## **College Commitment and Support**

### **Commitment**

Central Penn College is committed to providing equality of opportunity to students with disabilities through a supportive academic and social environment. Faculty and students work together in partnership to determine the needs of our students and attempt to see that those needs are met.

A student who self-identifies as a person with a disability requiring auxiliary aids/academic adjustments to any staff or faculty member at any time should be referred to the College's Americans with Disabilities Act (ADA) Coordinator for assistance.

Adherence to this policy will ensure these students obtain the appropriate information and if desired by the student, initiate the formal process for receipt of auxiliary aids and academic adjustments. The auxiliary aids and academic adjustments are provided at no cost to the students with disabilities.

Students with obvious and severe physical disabilities will be served prior to receipt of proper documentation.

### **Support**

Central Penn College complies with the Rehabilitation Act of 1973 (Section 504) requiring that no qualified handicapped person will be excluded by reason of the handicap from enrolling in a course of instruction. Students wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act must disclose special needs to the ADA Coordinator. Certain programs may have physical requirements for successful completion. Every effort is made to make reasonable adjustments/accommodations; please consult ADA Coordinator for further information.

For physically challenged students, Central Penn College campuses are either located on ground level or have appropriate elevator service with outdoor ramps and designated parking to facilitate easy entry. Restrooms are equipped with wide doorways and bars to ensure wheelchair accessibility.

The following individual is Central Penn College's ADA Coordinator:

Megan E. Peterson, MS  
Central Penn College  
600 Valley Road  
Summerdale, PA 17093  
717-728-2398  
[Equity@CentralPenn.edu](mailto:Equity@CentralPenn.edu)

Students have the right to file a grievance with Central Penn College in the event that students believe the College has not followed its policies. A complaint should be submitted to the college's ADA Coordinator. These procedures apply only to complaints received in writing. A complaint is submitted in person, by U.S. Mail, by fax, or by Central Penn email. Complaints should be dated. Within 15 business days after acknowledging receipt of the policy complaint, a designated official of the campus will inform the complainant regarding the institutional response to the written complaint. The grievance procedures are described in the Disability Support Services Manual and the college website.

### **Communication**

Central Penn College expects students with learning disabilities to take an active role in communicating their needs, as they can best describe their strengths and weaknesses. It is important that an applicant inform the College of their situation at time of enrollment or as soon as possible to allow sufficient time to make necessary arrangements. Once informed, the college has an obligation to assess the merit of the applicant's request and to verify the authenticity of the stated disability. At this stage, the applicant may participate in the admissions process to determine the applicant's admissions eligibility. The applicant must successfully complete the enrollment process. The applicant may request to speak with the ADA Coordinator at any time. Reviewing documentation and arranging for appropriate adjustments/accommodations takes time, and a delay in following through can result in a delay in receipt of adjustments/accommodations.

### **Sources and Forms of Diagnostic Documentation<sup>1</sup>**

Documentation is critical in determining suitable adjustments/accommodations. It is an individual student's responsibility to identify her- or himself as a person with a disability and to provide the College with diagnostic documentation of the disability from an appropriately licensed professional.

The documentation should demonstrate how the disability limits the student's ability to participate in an academic setting, must clearly outline the accommodation or academic adjustment requested, must be included as part of the application, and must be submitted to the ADA Coordinator for verification. This documentation is provided to the Accommodations Review Committee before an adjustment/accommodation is provided. For the detailed outline of specific documentation required by Central Penn College, please see the "Criteria for Disability Documentation" section of this manual on pages 12-14.

Acceptable sources of documentation for sustaining a student's disability and request for particular accommodations:

#### **Student's Self-Report**

The student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective

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<sup>1</sup> *Central Penn College's process and criteria for determining accommodations may not be the same as practiced by other institutions or entities*

and ineffective accommodations is an important tool which, may be sufficient for establishing disability and a need for accommodation (page 21 of this manual).

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#### Information from External or Third Parties

Diagnostic documentation of the disability from an appropriately licensed professional. The documentation should demonstrate how the learning disability limits the student's ability to participate in an academic setting, must clearly outline the accommodation or academic adjustment requested, and must be submitted to the ADA Coordinator for verification.

#### **Accommodations Review**

Requests for accommodations are reviewed by the ADA Coordinator.

The ADA Coordinator will have access to all of the documentation pertaining to the student's request for adjustments/accommodations. The ADA Coordinator will review the request within 10 days of receipt the student signed and dated forms requesting accommodation or adjustment.

The ADA Coordinator will engage in an interactive process with the student regarding what accommodations/academic adjustments are needed. The student will be contacted prior to the ADA Coordinator determination to ensure that the student is involved in the process that determines what services, if any, the student is to receive.

The student will be sent the ADA Coordinator's written decision and details of accommodation or adjustment within 15 business days of receipt of the students required documentation requesting accommodation or adjustment.

The student will receive the approved accommodation or adjustment within 30 business days of the ADA Coordinator's review.<sup>2</sup> This established procedure is to ensure proper and timely disbursement academic adjustments to students with disabilities.

#### **Confidentiality and Information Release**

Central Penn College is committed to ensuring that all disability information regarding a student is maintained as confidential as required or permitted by law. In most instances, the College will not inform Faculty members as to the nature of a student's disorder unless it is necessary for providing appropriate adjustments/accommodations or in order to protect the health and safety of the student and/or others. Faculty is informed of necessary or appropriate adjustments/accommodations needed to meet a student's disability-related needs. A student may give written authorization for the release of diagnostic documentation if he or she wishes to share it with others.

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<sup>2</sup> Students are provided the approved accommodation or adjustment following the ADA Coordinator review, unless specialized accommodation/adjustment/equipment needs to be ordered and received by the student or College, not to exceed 30 business days. In the interim, the College will provide alternative reasonable supplemental or substitute accommodations to the student pending receipt of the specialized accommodations or equipment. Every effort will be made to provide the approved accommodation or adjustment as expeditiously as possible.

In addition to the usual adjustments/accommodations provided by faculty, the College reserves the right to release supplementary information should there be a need to know. Some common need-to-know scenarios include, but are not limited to:

- A request for a course substitution
- The safety of the student and/or others
- Grievance cases
- Special financial aid considerations

Completed Accommodation Request Forms and any documentation of disability are confidential and are stored in a secure location under the control of the ADA Coordinator that is separate from the student's permanent student record.

### **Course Substitution Policy**<sup>3</sup>

Variance from degree requirements in the form of course equivalency alternatives may be recommended on an individual basis for qualified students with disabilities who have met the academic and technical standards deemed essential to their degree program. The appropriateness of waiver or modification of course requirements depends on the facts of each case. Substitution for nonessential requirements may be required.

### **Calculator / Technology Devices Policy**<sup>4</sup>

Central Penn College has designated the ADA Coordinator to determine whether a request for a calculator/ technology devices accommodation, due to a documented disability, is reasonable and necessary. A decision by the ADA Coordinator to approve the use of a calculator / technology device for appropriate accommodations (in-class assignments or use on math-focused exams/tests/quizzes) is based upon the student's documentation of disability and whether or not the use of a calculator / technology device would fundamentally alter the nature of the exam/test/quiz or course. Approval of the accommodation is determined on a case-by-case basis. Students should discuss with their school dean, chair, and instructor, what type of calculator / technology device is appropriate for the type of course.

A calculator / technology device is not an appropriate accommodation under the following circumstances:

- The provision of a calculator / technology device fundamentally alters the nature of the exam/test/quiz or course.

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<sup>3</sup> Policy excerpt from the Student Services Manual of Arizona State College at <https://www.asu.edu/aad/manuals/ssm/ssm701-04.html>

<sup>4</sup> Partial policy excerpt from Instructional Advisement, Student Disability Services at Indian River State College at <https://www.irsc.edu/uploadedFiles/Advising/StudentDisabilityServices/SDS-Handbook.pdf>

- The assessment is designed to measure skills that the calculator / technology device would eliminate. Other supportive strategies may be a more appropriate alternative to a calculator / technology device.

### **Service Animal Policy**

- I. **Policy Statement:** Central Penn College adheres with the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staffs, and visitors. It is the policy of Central Penn College that service animals assisting individuals with disabilities are generally permitted in all facilities and programs on any Central Penn College campus except as described below.
- II. **Definition:** “Service animal” is defined by the ADA, as amended in 2008 and 2010, as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or task performed by a service animal must be directly related to the individual’s disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.<sup>5</sup>
- III. **Where Service Animals are Allowed:** Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal’s presence may compromise a sterile environment.
- IV. **When a Service Animal can be asked to Leave:** A service animal may be asked to leave a Central Penn College facility or program if the animal’s behavior or presence poses a direct threat to the health and safety of others. Service animals may be also excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. This may include but are not limited to, research labs, areas requiring protective clothing, and food preparation areas. In addition, if a service animal is found by the College to be out of control and the animal’s handler does not take immediate and effective action to control the service animal; if the service animal is physically ill; if the service animal is unreasonably dirty; if a service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the handler or other

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<sup>5</sup> Department of Justice Revised ADA Regulations Implementing Title II and Title III at [http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm)



students/members of campus, or where the service animal's safety is compromised. Furthermore, animals not covered under the ADA service animal definition can be asked to leave a Central Penn College facility or program. Questions related to the use of service animals on campus should be directed towards the ADA Coordinator.

- V. **Students:** Students who require the use of a service animal on campus should first obtain the ADA material from the ADA Coordinator and complete the ADA application. Appropriate documentation must be submitted, along with the ADA application, to verify the need for having a service animal on campus and to register the service animal. Please submit the completed application and documentation to the ADA Coordinator for review. The committee will evaluate the student's documentation of disability and will notify the student of any approved accommodations appropriate to the functional limitations of the disability, including the use of a service animals.
- VI. **Appeals and grievances:** Any student dissatisfied with a decision concerning a service animal can use the Central Penn College Grievance Procedure located in the catalog.
- VII. **Requirements for the Service Animal:** Service animals must be immunized against diseases typical to that type of animal. All vaccinations must be current. Dogs must wear a rabies vaccination tag.
- a. **Licensing:** Dogs must wear a license tag in the local town/city of the particular Central Penn College campus. The Student Owner is responsible for complying with the local dog control and licensing laws. Documentation may be required.
  - b. **Leash:** Dogs must be on a harness, leash, or tether at all times, unless impracticable or unfeasible due to the Student Owner's disability, or unless such a restraint would interfere with the animal's ability to safely and effectively perform its duties.
  - c. **Under Control:** The Student Owner of a service animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of the Student Owner.
  - d. **Animal Cleanup:** The Student Owner of a service animal is responsible for independently removing or arranging for the removal of the service animal's waste.
  - e. **Care:** The Student Owner is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of the service animal is the sole responsibility of the Student Owner at all times, including regular bathing and grooming,<sup>6</sup>
  - f. The Student Owner is required to register the animal with the ADA Coordinator annually, at the start of each academic year. At that time, the Student Owner must provide documentation that the animal is licensed (pursuant to applicable laws) and in good health.

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<sup>6</sup> Some of the above text was borrowed from the *Service Animals on Campus* policy of Cornell College at <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/Service%20and%20Assistance%20Animal%20Policy/index.shtml> , the *Service Animal Policy* of the College of Wisconsin-Madison at <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/Service%20and%20Assistance%20Animal%20Policy/index.shtml> , and the *Service Animal Policy* of Houghton College at <http://www.houghton.edu/academics/academic-resources/center-for-academic-success-and-advising/learning-related-disabilities/service-animal-policy/> with permission.

## **Emotional Support Animals**<sup>7</sup>

The Emotional Support Animals or Comfort Animals may be used as part of a medical treatment plan as therapy animals. They are not considered service animals under the ADA. Approved Emotional Support Animals are only permitted within the student's on-campus housing assignment.

For animals to be designed as Emotional Support Animals or Comfort Animals, students are required to demonstrate that their animal is a reasonable accommodation for an emotional or mental health disability. Demonstrating this need requires documentation from a treating medical or mental health professional certifying that the Emotional Support Animal or Comfort Animal is part of a prescribed treatment plan for the disabling condition and alleviates symptoms or effects of a disability. Each request is reviewed on a case-by-case basis, requires advanced documentation as outlined in this policy, and must be granted approval prior to the animal's arrival to campus.

**Documentation for Support Animal:** Requests for a Support Animal in housing require complete documentation to be submitted before review and rendering of a decision and/or recommendation. Documentation must be dated within the last 6 months and should include the following information:

- The credentials and contact information of the evaluator(s);
- A diagnostic statement identifying the disability;
- A description of the diagnostic methodology used;
- A description of the current functional limitations;
- A description of the expected progression or stability of the disability;
- A description of current and past accommodations, services and/or medications;
- Statement on how the animal serves as an accommodation for the verified disability;
- Statement on how the need for the animal relates to the ability of the resident to utilize the living arrangements provided by the College.

**Requirements for the Support Animal:** Support animals must be immunized against diseases typical to that type of animal. All vaccinations must be current. Dogs must wear a rabies vaccination tag.

- a. Licensing: Dogs must wear a license tag in the local town/city of the particular Central Penn College campus. The Student Owner is responsible for complying with the local dog control and licensing laws. Documentation may be required.
- b. Leash: Dogs must be on a harness, leash, or tether at all times.
- c. Under Control: The Student Owner of a support animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of the Student Owner.

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<sup>7</sup> Brennan, J., & Nguyen, V. (2014). Service Animals and Emotional Support Animals. ADA National Network. Retrieved from <https://adata.org/publication/service-animals-booklet>. Excerpt from *Emotional Support Animals & Service Animals* policy of Eckerd College at <https://www.eckerd.edu/housing/pet-life/policy/>

- d. Animal Cleanup: The Student Owner of a service animal is responsible for independently removing or arranging for the removal of the service animal's waste.
- e. Care: The Student Owner is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of the service animal is the sole responsibility of the Student Owner at all times, including regular bathing and grooming, as needed.
- f. The Student Owner is required to register the animal with the ADA Coordinator annually, at the start of each academic year. At that time, the Student Owner must provide documentation that the animal is licensed (pursuant to applicable laws) and in good health.

**Responsibilities of Student Owners Using Service & Support Animals in Campus Housing**

IN addition to the responsibilities listed above, students using a service or support animal in campus housing are also expected to follow the following stipulations:

- I. The Student Owner is responsible for assuring that the Approved Animal does not unduly interfere with the routine activities of the residence or cause difficulties for students who reside there.
- II. The Student Owner is responsible for any damage caused by their animal and must take appropriate precautions to prevent property damage or injury. **The cost of care, arrangements and responsibilities for the well-being of an authorized animal are the sole responsibility of their Student Owner at all times.**
- III. For students with roommates: All roommates or suitemates of the Student Owner must sign an agreement acknowledging that the Approved Animal will be in residence with them. In the event that one or more roommates or suitemates later do not approve, either the Student Owner and animal or the non- approving roommates or suitemates, as determined by the ADA Coordinator and The Office of Residence Life, may be moved to a different location.
- IV. The animal must be well groomed, and measures taken at all times for flea and odor control. The residence may be inspected for fleas, ticks and other pests once a semester or as needed. **If necessary, college approved pest control services will be utilized and the animal Student Owner will be billed for the expense of any necessary pest treatment.**
- V. Service Animals may travel with their Student Owner throughout the campus (see Section III of the Service Animal Policy). Support Animals must be contained within the Student Owner's housing assignment at all times, except when transported outside the private residential area en route off campus in an animal carrier or controlled by leash or harness.
  - 1. Support Animals are to be kept in an appropriate crate or cage when the Student Owner is not home.
- VI. Service and Support Animals are not to be left alone overnight in campus housing or left to be cared for by another student/individual. If the Student Owner leaves the campus for a prolonged period of time, the animal must be taken with them.
- VII. The College reserves the right to place other reasonable conditions or restrictions on the animal depending upon the nature and characteristics of the animal. If an individual feels he or she is unable to comply with any of the requirements contained in the policy she or he should contact the ADA Coordinator to address the matter.

- VIII. The Student Owner is responsible for removal and proper disposal of the animal's waste. Removal must be immediate. The animal's waste must be removed into a proper receptacle located off-campus. Individuals unable to clean up after their animals or who need assistance should notify the ADA Coordinator so that alternative arrangements may be agreed upon. **If an animal urinates or defecates inside of a building, or in another area that requires cleaning or maintenance, the Student Owner must notify the Maintenance Department, and will be responsible for the cost of such cleaning.**
- IX. The Student Owner agrees to continue to abide by all other residential and College policies. Reasonable accommodation which may constitute an exception to a policy that otherwise would prohibit having an animal does not constitute an exception to any other policy.
- X. The Service or Support Animal must be under the control of the Student Owner at all times. Reasonable behavior is expected from Service or Support Animals while on campus. If a Service or Support Animal exhibits unacceptable behavior, the Student Owner is expected to employ appropriate training techniques to correct the situation. The animal shall have a harness, leash or other tether unless the Student Owner is unable to use such devices or they interfere with the safe performance of the animal's work or tasks.
- XI. If a Service or Support Animal is determined to be out of control, the infraction will be decided on an individual basis. The Student Owner is fully responsible for the actions of the Service or Support Animal. The Student Owner is held to the code of conduct in relation to any behavior caused by the animal. Consequences for misconduct may include, but are not limited to, a plan for correction of disruption (e.g. muzzling a barking dog), and refresher training for the animal and Student Owner, or exclusion from College facilities.
- XII. Any violation of the above rules may result in immediate removal of the animal from the College, pending disciplinary action. The College may remove an authorized animal when the animal poses a direct threat to the health or safety of others, the animal's presence results in a fundamental alteration of the College's program, the Student Owner does not comply with the responsibilities outlined in this policy, or the animal or its presence creates an unmanageable disturbance or interference with the college community.
- XIII. Should the Approved Animal be removed from the premises for any reason, the Student Owner is expected to fulfill their housing obligations for the remainder of the housing contract.

**Conflicting Needs/Health Concerns:** The ADA Coordinator and The Office of Residence Life will make a reasonable effort to notify residents in the building where the Service or Support Animal will be located. Individuals who have medical issues and are affected by animals (e.g., asthma, severe allergies) should contact the ADA Coordinator as soon as possible. The person may be required to provide verifiable medical documentation to support such claim. Reasonable accommodations may be made to consider the needs of both persons to resolve the problem as efficiently and effectively as possible. If there is an allergy/animal conflict within a residence hall, or elsewhere, that cannot be resolved between the two parties, then the ADA Coordinator and The Office of Residence Life will collaborate on a solution.

**Damages:** If a Service or Support Animal damages the assigned residence hall room or other College

property, the cost of the damage will be assessed and assigned to the student's account. The Student Owner is responsible for insuring cleanliness and proper care and treatment of the animal and its environment.

**Removal of Approved Animals:** The Student Owner may be directed to remove an animal that is unruly or disruptive (e.g. barking, jumping on people). If the improper behavior happens repeatedly, the Student Owner may be prohibited from bringing the animal into College facilities or events until the Student Owner can demonstrate appropriate steps taken to mitigate such behavior. Any animal that exhibits aggressive or unsafe behavior may be prohibited from College facilities or events.

**Grievance Procedures:** If the decision is made to deny a request or remove a service or support animal, the Student Owner may request an appeal of the in writing to the ADA Coordinator. Appeal requests must state a specific reason for reconsideration. Appeals will be reviewed by an ad hoc committee including relevant personnel.

Questions regarding this policy may be directed to the ADA Coordinator.

### **Academic Adjustment/Accommodation Procedures Criteria for Disability Documentation**

An enrolled student desiring an academic adjustment/accommodation must submit current documentation as required by the Criteria for Disability Documentation to the ADA Coordinator. The documentation should state, as determined by an appropriate licensed professional, what reasonable adjustments/accommodations are needed by the student. Academic adjustments/accommodations may be requested by following the review/verification process described below:

1. In addition to the required disability documentation, the following forms must be signed and submitted to the ADA Coordinator:

- a. Disability Registration Agreement
- b. Confidentiality Statement
- c. Request for Adjustments/Accommodations

2. Once the appropriate forms and disability documentation have been received by the ADA Coordinator and procedurally verified, the student's written request for adjustments/accommodations is forwarded to the ADA Coordinator for approval. In reaching its decision, the ADA Coordinator may consult the student's healthcare provider(s). The ADA Coordinator will retain a copy of all relevant documentation in the student's file.

3. The ADA Coordinator will engage in an interactive process with the student regarding what accommodations/academic adjustments are needed. The student will be contacted prior to the ADA Coordinator determination to ensure that the student is involved in the process that determines what services, if any, the student is to receive.

4. The student will receive written notification of the decision reached by the ADA Coordinator within 15 business days of the receipt of the required documentation requesting accommodation or adjustment. A copy of this letter will be retained by the ADA Coordinator. If approved, the student must meet with the ADA Coordinator to review the ADA Coordinator findings and the academic adjustments/accommodations. The student will receive the approved accommodation or adjustment within 30 business days of the ADA Coordinator review.<sup>8</sup> This established procedure is to ensure proper and timely disbursement of academic adjustments to students with disabilities.

Resubmission Procedure: Students who are denied adjustments/accommodations due to a lack of sufficient documentation of their disabilities may resubmit their requests when they have additional documentation.

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<sup>8</sup> Students are provided the approved accommodation or adjustment following the ADA Coordinator review, unless specialized accommodation/adjustment/equipment needs to be ordered and received by the student or College, not to exceed 30 business days. In the interim, the College will provide alternative reasonable supplemental or substitute accommodations to the student pending receipt of the specialized accommodations or equipment. Every effort will be made to provide the approved accommodation or adjustment as expeditiously as possible.

Grievance Procedure: Students who have been deemed ineligible for adjustments/accommodations have the right to file a grievance with Central Penn College. The grievance procedures are described in the Central Penn College catalog, manual, and website.

5. If a student encounters difficulties with an Instructor or other College personnel regarding adjustments/accommodations, the student should bring the difficulties to the attention of the ADA Coordinator. If the ADA Coordinator is unable to resolve said difficulties, the VPAA or the respective Academic Dean(s) will be brought into the discussion to assist with a resolution.

### **Criteria for Disability Documentation**

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990 as amended by the ADAA of 2008 state that qualified students with disabilities who meet the technical and academic standards of Central Penn College may be entitled to reasonable accommodations. Under these laws a disability is defined as any physical or mental impairment which substantially limits a major life activity. Central Penn College does not provide disability documentation for students. **It is a student's responsibility to provide appropriate documentation to this office and to request adjustments/accommodations.** Appropriate documentation should be current, relevant, and meet the following criteria. For situations of extenuating circumstances, consideration will be provided on a case-by-case basis requiring other and/or additional documentation from the student requesting it.

#### **Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

An evaluation report from a licensed treating medical doctor, orthopedic specialist, audiologist, speech pathologist, ophthalmologist, or other licensed professional as appropriate, **which must include:**

1. Clearly stated diagnosis, ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on student's academic performance caused by the disability;
3. Current treatment and medication; and
4. Current official letter (on letterhead from professional; signed and dated) stating specific recommendations.

#### **Psychological Disorder**

An evaluation report from a licensed mental health professional (psychiatrist, clinical psychologist, neuropsychologist, licensed professional counselor, or licensed clinical social worker), **which must include:**

1. Clearly stated diagnosis (DSM-IV-TR criteria) ruling out alternative explanations and diagnoses;
2. Defined levels of functioning and any limitations on student's academic performance caused by the disability;
3. Supporting documentation (i.e., test data, history, observations, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific recommendations.

#### **Traumatic Brain Injury (TBI)**

An evaluation report by a licensed rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other licensed specialists as appropriate), **which must include:**

1. Assessment of cognitive abilities, including processing speed and memory;
2. Analysis of educational achievement skills and limitations on student's academic performance caused by the disability;



3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.);
4. Current treatment and medication; and
5. Current official letter (on letterhead from professional; signed and dated) stating specific recommendations.

### **Learning Disabilities (LD)**

An evaluation report from a licensed clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, **which must include:**

1. Clear statement of presenting problem; diagnostic interview;
2. Educational history documenting the impact of the learning disability;
3. Alternative explanations and diagnoses ruled out;
4. Relevant test data with standard scores provided to support conclusions, such as:
  - a. WAIS-R or WAIS III,
  - b. Woodcock-Johnson Psychoeducational Battery-Revised, including written Language (and Spelling), Reading Comprehension, and Math (Calculation and Reasoning), and
  - c. Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems;
5. Clearly stated diagnosis of a learning disability based upon DSM-IV-TR criteria and supported by more than one subtest score;
6. Defined levels of functioning and any limitation on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific recommendations.

### **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

An evaluation report from a licensed psychiatrist, clinical psychologist, school psychologist, neurologist, or neuropsychologist, **which must include:**

1. Clear statement of presenting problem; diagnostic interview;
2. Evidence of early and current impairment in at least two different environments;
3. Alternative explanations and diagnoses ruled out;
4. Relevant test data with standard scores provided to support conclusions, such as:
  - a. WAIS-R or WAIS III,
  - b. Woodcock-Johnson Psychoeducational Battery Revised, including Written Language (and Spelling), Reading Comprehension and Math (Calculation and Reasoning), and
  - c. Behavioral Assessment Instruments for ADD/ADHD normed on adults;
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV-TR criteria and supported by more than one score;
6. Defined levels of functioning and any limitations on student's academic performance caused by the disability, supported by evaluation data; and
7. Current official letter (on letterhead from professional; signed and dated) stating specific recommendations.

### **Accommodations Review Evaluation Process**

1. The ADA Coordinator is responsible for reviewing and evaluating requests for accommodation.
2. The ADA Coordinator considers student requests for adjustments/accommodations arising from disabilities documented by licensed professionals pursuant to Criteria for Disability Documentation in this manual.
3. The ADA Coordinator reserves the right to accept documentation which varies from this criteria but is professionally sound and of high quality, or conversely, may reject documentation viewed as inadequate to support the requested adjustment/accommodation. In addition, the ADA Coordinator may consult the student's healthcare provider(s) to reach a decision regarding the accommodation request.
4. Within 10 days of receiving the Request for Adjustments/Accommodations (including Student Self-Report), the ADA Coordinator will convene to review the documentation, engage in an interactive process with the student regarding what accommodations/academic adjustments are needed, reach a decision, and notify the student in writing of their status (eligible, ineligible, deferred). A copy of this letter will be retained by the ADA Coordinator. If approved, it is the student must meet with the ADA Coordinator to review, verify, and document ADA Coordinator findings and the academic adjustments/accommodations. The student will receive the approved accommodation or adjustment within 30 days of the ADA Coordinator's review. This established procedure is to ensure proper and timely disbursement of auxiliary aids and /or academic adjustments to students with disabilities.
5. If a student is ineligible or deferred, the letter will explain what is missing within 15 days of receiving the Request for Adjustments/Accommodations (including Student Self-Report). If a student is determined eligible, it is the responsibility of the ADA Coordinator to meet with the student to discuss the approved reasonable adjustments/accommodations. Adjustments/Accommodations will not be initiated prior to this meeting.

**Resubmission Procedure:** Students who are denied adjustments/accommodations due to a lack of sufficient documentation of their disabilities may resubmit their requests when they have additional documentation.

**Grievance Procedure:** Students who have been deemed ineligible for adjustments/accommodations have the right to file a grievance with Central Penn College. The grievance procedures are described in the Central Penn College catalog, on the College's website, and in this manual starting on the next page.

**Additional Information on Academic Assistance / Students with Special Needs and Grievance  
Procedures<sup>9</sup>**

**Academic Assistance / Students with Special Needs**

Central Penn College values individuals who desire to overcome disabling conditions to achieve their academic goals. The College does not discriminate against students with disabilities and stands ready to assist when accommodations can reasonably be provided.

**Learning Disabilities**

Students must submit a current psychological evaluation, audiological report, or other professional documentation to the ADA Coordinator for review. A current evaluation is defined as occurring within the past two years. An Individualized Education Plan (IEP) from a high school does not provide the information needed to make an informed decision; however, an IEP can be submitted as extending documentation. Verbal requests for assistance cannot be accepted.

Once the relevant documentation is received, the ADA Coordinator will review and render a decision. A Notice of Accommodations will be prepared for the student. A meeting will be called between the ADA Coordinator, student, and family representative(s), if applicable, to review the accommodations. Once the Notice of Accommodations is signed, Central Penn will provide the accommodations listed.

At no time are the Notice of Accommodations, documentation, or meetings an indicator that the student will pass coursework or receive a degree. The student is the only person to guarantee their success through hard work and perseverance. The student also has the responsibility to inform all professors of the need for assistance.

**Physical Disabilities**

Central Penn College meets ADA requirements and attempts to reasonably accommodate the needs of physically challenged students. Students needing further accommodations should contact the ADA Coordinator.

**Notice of Accommodations Information for Eligible Students with Special Needs**

Not every social, physical, mental, emotional and academic limitation is a disability. Each of us has different skills and limitations to which we must adapt to thrive as adult members of our communities. When, however, a limitation substantially impairs one or more of a student's major life activities, the College stands ready to assist, to the extent that it reasonably can do so.

As part of the educational process, students with disabilities are expected to develop good self-advocacy skills and to have full knowledge of the impact of their disabilities. If a student requires assistance, his or her disability should be identified to the ADA Coordinator. Appropriate documentation should be provided, and any needed accommodations should be requested within a reasonable time frame. Incoming students are encouraged to submit documentation as soon as they make their decisions to attend the College.

Faculty and staff will endeavor to provide reasonable accommodations that are requested in a timely

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<sup>9</sup> See more at: <http://www.centralpenn.edu/academics/academic-assistance/students-with-special-needs/#sthash.g8yBel5t.dpuf>

manner, are appropriately documented, and do not compromise the integrity of a course or degree program. The College will endeavor to protect a student from discrimination and to educate faculty about the needs of individuals with disabilities. Although faculty members are ultimately responsible for providing reasonable access to their classroom and other educational opportunities, it is the student's responsibility to follow established procedures for requesting accommodations he or she believes are necessary.

A disabled student is expected to be proactive in requesting accommodations. The process includes the following steps:

- The student should identify the disabling condition and its symptoms.
- The student must provide a recent, appropriate evaluation, from a licensed medical professional familiar with the disability, to the designated campus professional and make a follow-up appointment to discuss accommodations.
- The disability identified in the evaluation must fall within the guidelines of the Americans with Disabilities Act. Under the Act, a person with a disability is one who has a physical or mental impairment that substantially limits a major life activity.
- If the symptoms of a student's disability are ones that could result in more than one possible diagnosis, the evaluation should include the specific diagnosis, and a discussion of why other diagnoses have been rejected.
- The student should specify what accommodations, if any, he or she is requesting to mitigate the disabling condition.

If a student has requested any accommodations to mitigate a disabling condition, the evaluation should discuss the appropriateness of the request(s), and how it/they will assist in mitigating the limitations created by the disability.

When the accommodation involves a faculty member, the student must meet with him or her as well.

Any concerns, disputes, or questions regarding accommodations should be directed to the ADA Coordinator and/or to the VPAA; grievance procedures are available if necessary.

After appropriate assessment of a student's documentation, and the ADA Coordinator will make recommendations regarding support services and/or accommodations.

For further information, contact ADA Coordinator at [compliance@centralpenn.edu](mailto:compliance@centralpenn.edu) or (717) 728-2398.

### **Grievance Procedures for Students with Disabilities**

A student has the right to file a grievance alleging that the College has failed to comply with federal laws or regulations pertaining to the protection of persons with disabilities. It is our hope that most issues can be resolved informally. Therefore, prior to filing a formal complaint, a student is encouraged to comply with the informal procedures.

### **Informal Procedures**

- The student should first discuss the problem with an appropriate campus professional. This may be a faculty member or a support staff professional. If the student chooses to discuss the matter first with a faculty member but remains dissatisfied with the resolution of the concern, the student should bring the matter to the attention of the ADA Coordinator.
- The ADA Coordinator will attempt to resolve the issue. If the student remains dissatisfied with the coordinator's suggested resolution, he or she may file a formal grievance in accordance with the steps below within 10 days of the date the coordinator's resolution is suggested.

### **Formal Procedures**

- If a student is dissatisfied with the informal resolution of a grievance or chooses to initiate a formal grievance at the outset, he or she must do so by filing a grievance in writing within 60 days of the alleged incident.
- The student will present relevant information in writing to the VPAA.
- The VPAA or designee will review the information, meet with the student, interview witnesses as deemed appropriate, and issue a written decision within 30 days after receiving the student's complaint.
- If the student's grievance pertains to a decision made by the ADA Coordinator regarding an alleged ADA eligibility, the VPAA will determine whether the coordinator followed the proper procedure in determining the student's eligibility.

### **Appeal Procedures**

In the event the student is dissatisfied with a resolution made by the coordinator or the VPAA, the student may file a written appeal to the President within 14 days of the decision. The student must set forth, with particularity, in what way the decision was issued in error. The President or his/her designee will review the decision, the file, and the appeal, and shall issue a written determination within 30 days of receipt of the appeal. This written determination shall be final.

### **General Information**

The word "days," as used in this procedure, means calendar days. For good cause, such as illness, vacation, or other circumstances, the College may, at its sole discretion, extend the time frames for resolving the student's complaint. For further information, contact the ADA Coordinator.



## **Central Penn College Disability Support Services Application Packet**

*Please complete each of the following documents and return to the ADA Coordinator along with diagnostic documentation of your disability from an appropriately licensed professional:*

1. Disability Registration Agreement
2. Confidentiality Statement
3. Request for Adjustments/Accommodations (including Student Self-Report)



**Central Penn College  
Disability Registration Agreement**

A. I understand that I am registering for services from Central Penn College and that I may be eligible for services such as information, referral, reasonable adjustments/accommodations and/or other individualized services that may be needed for access to course, programs or facilities. If Central Penn College is unable to provide the necessary services, I will be referred to other appropriate community agencies.

Central Penn College Adjustment/Accommodations Disclaimer

I am aware that:

- The types of adjustments/accommodations provided to students with disabilities will vary depending on the nature of the disability and the course content.
- It is not unusual for there to be an initial trial and error period of finding the best way to accommodate the student.
- The College is committed to assisting students and faculty in finding reasonable alternative accommodations that are effective.
- The overall goal is to promote student independence and success within the context of a competitive academic environment.
- The student is asked to be a responsible and active participant in this process by advising the ADA Coordinator if he/she encounters any problems.
- The granting of accommodations by the Accommodations Review Committee via the ADA Coordinator in no way guarantees that accommodations or equipment will be granted by outside entities (rotation sites, clinical sites, testing boards, employers, etc.) and it will be the student's responsibility to acquire accommodation(s).

**Student Initial:** \_\_\_\_\_

B. I understand that the College needs disability information to provide services and to conduct reporting and research functions. This data is classified by disability.

C. I understand that as a student, I am responsible for reviewing the rights and responsibilities pertaining to disability access.

D. I understand that I will not be eligible for services if I do not provide documentation of a diagnosed disability, do not have a diagnosed disability or do not follow Central Penn College policies and procedures.

E. I understand that if I request Central Penn College to facilitate adjustments/accommodations on my behalf, the College may need to consult with other College personnel. I give my permission to have disability related information shared with appropriate College personnel (i.e., Financial Aid Office, Academic Affairs, and/or appropriate faculty) to facilitate such requests.

F. I understand that I must meet with the Instructor of record prior to each term to ensure that adjustments/accommodations are provided.

G. I hereby authorize Central Penn College's ADA Coordinator to contact my health care provider to obtain relevant information to assist the ADA Coordinator in reaching a decision regarding my adjustment/accommodation request.

My disability may be disclosed as:

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ADA Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## Central Penn College Confidentiality Statement

The ADA Coordinator is responsible for receiving and maintaining the disability-related documentation and information for students with disabilities at Central Penn College. The documentation and information may include test data; psychological, psychoeducational and/or neuropsychological evaluations; grades; transcripts; biographical history; case notes; and any other disability-related information necessary to document and provide adjustments/accommodations to students with disabilities.

Students with disabilities have a right to review their file. A student who wishes to review his or her file must schedule an appointment with the ADA Coordinator. Students may request and receive copies of case notes, Course Adjustment/Accommodations Forms, and other documentation from the - ADA Coordinator. However, students will not be provided copies of disability related documentation from their files. Disability-related documentation is defined as any documentation given to the ADA Coordinator to substantiate the student's disability status and need for adjustments/accommodations (e.g., psychological, psychoeducational, neuropsychological or medical evaluations; letters or other information from physicians; or medical records). The ADA Coordinator will retain a copy of all information within a student's file.

Disability-related documentation (as defined above) is treated confidentially and will not be released to anyone not involved in the adjustment/accommodation and service-delivery process with the following exceptions: (a) the student gives the ADA Coordinator a signed release to share disability-related information with the person(s) or office(s) named on the release; (b) the ADA Coordinator will release disability-related information as required and/or permitted by the law and/or a court order; (c) the student threatens to harm himself or herself or others, or is suspected of abuse of a child or incapacitated adult; (d) the student files a disability-related complaint, appeal, grievance, or lawsuit against a College office or employee(s).

Only the ADA Coordinator has direct access to student files. When a student with a disability requests adjustments/accommodations, he or she understands that some disability-related information may be provided on a need-to-know basis to College faculty and staff to help ensure that the student receives appropriate adjustments/accommodations.

**The Academic Dean(s) in which the student is enrolled and the Instructors of classes for which the student is requesting adjustments/accommodations will receive disability-related information necessary to provide appropriate adjustments/accommodations. If a student files a disability-related appeal or grievance, the student understands that the ADA Coordinator will release disability-related information to appropriate College Offices (i.e., the Office of Academic Affairs, the Office of the President, the Student Services office, and/or appropriate College departments).** Otherwise, College

faculty and staff need to know only (1) that the student has been through the disability documentation review process at Central Penn College; and (2) what adjustments/accommodations have been approved to meet the student's disability-related needs.

"I have read the Confidentiality Statement. I understand and agree to the confidentiality of my disability documentation and information as discussed above. I understand I can speak further with the ADA Coordinator if I have any questions."

**Printed Name of Student** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Today's Date** \_\_\_\_\_



**Central Penn College  
Request for Adjustments/Accommodations**

Name: \_\_\_\_\_

**Student ID#:** \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

School Address: \_\_\_\_\_

Email: \_\_\_\_\_

Are you a:

- Current Student
- Enrolled (has not started classes) Student

Please check the Central Penn College campus/site you are/will be attending:

- Central Penn College Summerdale (Main)
- Central Penn College Lancaster
- Central Penn College Online Only

Please indicate your program of study (if known):

\_\_\_\_\_

I am requesting adjustments/accommodations from Central Penn College because I have been diagnosed with: (check all that apply).

- Attention Deficit Disorder
- Physical Disability (specify type): \_\_\_\_\_
- Learning Disability
- Psychological Disability
- Other Disability (specify type): \_\_\_\_\_

**Date First Diagnosed:** \_\_\_\_\_





**Office of Disability Support Services  
Approved Course Adjustments/Accommodations**

**Name:** \_\_\_\_\_

**Student ID#:** \_\_\_\_\_ **Campus/Site** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Date Effective:** \_\_\_\_\_

**Directions:** Review the section below with the approved adjustments/accommodations from the Office of Disability Support Services. If you have questions about how to access services, please contact the ADA Coordinator.

It is your responsibility to notify your faculty at least 24 hours in advance of when you need to utilize your approved accommodations. You are encouraged to have on-going communication with your faculty regarding your accommodation needs.

**Approved Accommodations**

**ADA Coordinator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



**Office of Disability Support Services**

**Approved Course Adjustments/Accommodations**

*School of Health Sciences*

**Name:** \_\_\_\_\_

**Student ID#:** \_\_\_\_\_ **Campus/Site** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Date Effective:** \_\_\_\_\_

**Directions:** Review the section below with the approved adjustments/accommodations from the Office of Disability Support Services. If you have questions about how to access services, please contact the ADA Coordinator.

It is your responsibility to notify your faculty at least 24 hours in advance of when you need to utilize your approved accommodations. You are encouraged to have on-going communication with your faculty regarding your accommodation needs.

**Approved Accommodations**

### Externally Accredited Program Areas

- Testing accommodations are not applicable in the following circumstances:
  - Timed practical (hands-on) clinical examinations
  - Demonstration of competencies
- If applicable, the student is responsible to arrange extended assessment times for written tests only one week ahead of time with the respective faculty or program chair. The amount of extended time will be calculated by an academic professional based on precedence established by the state examination boards.

Accommodations that will not be made include:

- Modification of curriculum, including exams and quizzes.
- Modification of allied health/health sciences curriculum tied to timed practical (hands-on) clinical examinations.

### Essential Functions and Technical Standards For Students in the School of Health Sciences

Central Penn is committed to a policy of nondiscrimination, and affirms an environment of diversity, inclusion, and equity among all constituents of the college. . Educational programs and activities are provided to all students without regard to race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, protected classes, and any other criterion specified by federal, state or local laws. Exceptions deemed reasonably necessary in the judgment of the College are made with the purpose of preserving and protecting the general health and safety of the college, such as preventing the introduction, transmission, or spread of communicable diseases.

Students enrolled in programs within the School of Health Sciences do need to take into consideration that professions in the field of health sciences present with certain expectations for successful practice: The following standards reflect reasonable expectations of a student in the School of Health Sciences in their professional practice. In adopting these standards, the School of Health Sciences is mindful of the patient's right to safe and quality care by students.

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request and appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

**Given certain skill sets are associated with employers' job descriptions in the field, students must review and complete the following attachment.**

Categories of Essential Functions	Definition	Example of Technical Standard	My initials represent that I am capable of meeting the essential function with accommodation as requested
<b>Behavioral Skills</b>	Ability to demonstrate professional behaviors and a strong work ethic.	<ul style="list-style-type: none"> <li>• Conduct oneself in a competent, compassionate, and professional manner in the community, classroom and clinical fieldwork settings</li> <li>• Demonstrate initiative, flexibility, enthusiasm, honesty, cooperation, and industrious behavior</li> <li>• Recognize personal limitations and request assistance as appropriate</li> <li>• Demonstrate responsibility for personal development</li> <li>• Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients</li> <li>• Perform duties efficiently, willingly, and thoroughly</li> <li>• Present professional appearance and maintain personal hygiene.</li> </ul>	<b>Student Initials:</b>
<b>Communication Skills</b>	Ability to communicate effectively in English using verbal, non-verbal, and written formats with faculty, students, patients, families, and health care workers.	<ul style="list-style-type: none"> <li>• In both oral and written format, explain and teach applicable procedures</li> <li>• Give clear directions</li> <li>• Document legibly in a patient's chart</li> <li>• Answer questions posed by patients, co-workers, physicians, and other health care providers</li> <li>• Keep accurate record of treatment procedures and charges using appropriate medical terminology and correct spelling</li> <li>• Demonstrate active listening skills</li> <li>• Recognize, interpret, and respond to non-verbal behavior of self and others</li> </ul>	<b>Student Initials:</b>
<b>Coping Skills</b>	Ability to respond appropriately to stressful environments or during	<ul style="list-style-type: none"> <li>• Manage heavy academic schedules and deadlines</li> <li>• Perform in fast paced clinical situations</li> </ul>	<b>Student Initials:</b>



	impending deadlines.	<ul style="list-style-type: none"> <li>• Cope with psychosocial issues involving catastrophic illness, disability, and death</li> <li>• Relate to and work with ill, disabled, elderly, emotionally upset, and at times, hostile people and patients</li> </ul>	
<b>Critical Thinking/Problem Solving Skills</b>	Ability to collect, interpret, and integrate information and make decisions.	<ul style="list-style-type: none"> <li>• Read and comprehend relevant information in textbooks, medical records, and professional literature</li> <li>• Identify cause/effect relationships</li> <li>• Identify patient problems and develop appropriate patient goals and interventions</li> <li>• Respond to emergencies</li> <li>• Know when to apply universal precautions</li> <li>• Use effective teaching, learning, and test taking strategies</li> </ul>	<b>Student Initials:</b>
<b>Interpersonal Skills</b>	Ability to collaboratively work with all Health Sciences students and with program faculty in the classroom, lab, and clinical setting.	<ul style="list-style-type: none"> <li>• Establish rapport with patients/clients and colleagues</li> <li>• Participate in lab situation to role play both clinician and patient</li> <li>• Interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds</li> <li>• Employ basic conflict management skills</li> </ul>	<b>Student Initials:</b>
<b>Physical Skills</b>	Sufficient motor ability to execute the movement and skills required for safe and effective treatment.	<ul style="list-style-type: none"> <li>• Demonstrate physical endurance and emotional capacity to work up to 8 (or more) hours per day and/or 40 hours per week while on clinical affiliation</li> <li>• Demonstrate adequate coordination, balance, speed, and agility to assist and safely guard patients who are walking, exercising, or performing other activities</li> <li>• Move adjust, and position patients or equipment which involves bending, stooping freely to the floor, reaching above head, lifting, pulling, or guiding a weight of 100 – 150 pounds</li> <li>• Guide, resist, and assist patients during interventions</li> <li>• Provide emergency care and administer CPR</li> </ul>	<b>Student Initials:</b>

		<ul style="list-style-type: none"> <li>• Stand, kneel, sit, walk, or crawl for 90 minutes without rest</li> <li>• Perform transfer and gait training techniques using correct and safe body mechanics</li> <li>• Manipulate with sufficient dexterity devices used in practice, such as adjusting gauges, dials, small objects, and equipment settings</li> <li>• Perform tasks which may include object handling, fingering, simple/firm grasp and fine/gross manipulation</li> </ul>	
<b>Sensory Abilities</b>	Sufficient auditory, visual, and tactile ability to monitor and assess health needs.	<ul style="list-style-type: none"> <li>• Recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, discriminate color changes, and interpret and assess the environment up to 20 feet</li> <li>• Read or set parameters on equipment</li> <li>• Recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, and effectively use devices for the measurement of vital signs</li> <li>• Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone, and joint movement</li> </ul>	<b>Student Initials:</b>

By signing this document, I recognize that if I do not meet these essential skills, I may not be granted placement in a clinical internship rotation and may not gain employment in the field of health sciences.

**ADA Coordinator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location of the ADA Coordinator:  
14. Bollinger Hall – Room 57**



A.

**ADA Coordinator  
Bollinger Hall, Room 57  
(717) 728-2398  
Campus Phone – Dial 2398  
[equity@centralpenn.edu](mailto:equity@centralpenn.edu)**

**Website for Academic Assistance:**

**<http://www.centralpenn.edu/academics/academic-assistance/>**