

Disability Services

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations in the academic environment that enables the qualified individual to enjoy equal access to the college's programs, services or activities. The college is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

The Disability Services office provides disability consultation, advocacy and the coordination of support services and accommodations for all qualified students with disabilities. Services and accommodations are determined individually based on disability documentation.

Missouri Valley College is committed to promoting the full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the college. It is only through a student's voluntary disclosure of their disability and request for accommodations that MVC can support disability needs. Students who have a disability and wish to make a request for disability related accommodations or services must do so through the Disability Services office. Students are encouraged to register with the Disability Services office prior to arrival on campus for the upcoming semester.

Bring documentation with you that verifies your disability. Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for an accommodation.

The type of documentation will vary according to the disability; for example, a psycho-educational or neuropsychological assessment that includes cognitive and achievement testing for learning or other cognitive disabilities and attention deficit disorder; a psychiatrist's report for psychological disabilities; a letter from a doctor or other specialist for physical and most other disabilities etc.

Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the guidelines will be required to send an updated evaluation before being considered for services. After documentation has been presented,

accommodations will be determined on a cases by case basis pursuant to an interactive process between MVC and the student.

IEP's and Section 504 plans do not dictate accommodations or services at the college level, however, IEP's and Section 504 plans may be appropriate in some circumstances at the college level to determine eligibility and examples of needed accommodations.

Disability accommodations can be requested at any time but are not retroactive. Students will not be able to re-do assignments or re-take exams with accommodations that they originally took before they asked for and received accommodations.

A student can self-identify by contacting the ADA Coordinator:

Debbie Coleman

Disability Services Coordinator

Located in the Ferguson Center #104

colemand@moval.edu

Phone: (660) 831-4170

Disability Services

Definitions

A. An individual with a disability is someone with a physical or mental impairment that substantially limits one or more "major life activities." Physical or mental impairments include, for example, specific learning disabilities, emotional or mental illness, blindness and visual impairments, deafness and hearing impairments, mobility impairments and some chronic illnesses. A person is considered to be an individual with a disability and protect by the law if he/she has the disability, has a record of having the disability or (for certain purposes) is regarded as having the disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

B. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respirator, circulator, endocrine, and reproductive functions.

C. A qualified student with a disability means an individual who, with reasonable modifications or "accommodations" (if necessary) to rules, policies or practice, the removal of barriers or the provision of auxiliary aids and services, meets the eligibility requirements for the receipt of services and the participation in programs or activities.

D. Accommodation refers to an adjustment or modification in the academic environment that enables an individual to enjoy equal access to the college's programs, services or activities. An example of an accommodation would be one that allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not alter in any significant way what the test or assignment measures.

Classroom Accommodations

Please note that this is not an all-inclusive list. Accommodations are determined on a case-by-case basis in order to determine what is appropriate for each student. If you have particular questions, please contact the ADA office.

- Access to teacher handouts, slides, overheads: Having access to handouts is needed either because a student needs to have the extra time to read them, they may need to be put in electronic format or they may be beneficial to a student who has trouble focusing while listening to the lecture or has trouble with organization.
- Additional time on in-class writing assignments: Some students due to their disability may require additional time on any in-class writing. It is recommended that the faculty member and the student work out how to best handle this situation directly. If there are any questions, please feel free to contact the ADA coordinator.
- Assistive listening device (ALD): Some students who are hard of hearing may require an assistive listening device. Each device is different. In most cases the instructor will be required to wear a small device with a microphone so that the student can hear. It will be important for the instructor to repeat any comments from other members of the class.
- Assistive Technology (laptop, note-taking device): There is a variety of assistive technology available to students with disabilities. Some students may need to type their tests on a computer. In some cases, students may use their own computer and in other cases, they may need to use a computer on campus.
- Closed Captioned Videos: Students who are Deaf or hard of hearing will need to have all videos shown in class to have captioning. If the copy being shown is not captioned, please contact the ADA office to look for alternative solutions prior to the time of the class.
- Information on board read aloud for students with visual disabilities: Students who are either Blind or have limited vision, may not be able to see information that is written on the board. Therefore, it is important for the instructor to read aloud all information that is written on the board in order to provide the student equal access to the information.
- Interpreting/Transcribing: An interpreter/transcriber is simply one who bridges the gap between the spoken and Deaf world. When the teacher or a classmate speaks, the interpreter/transcriber translates the spoken words into the language preferred by the Deaf or

hard of hearing student. The student likewise participates in the classroom by signing or typing the information and the interpreter voices it (talks) for the class. The interpreter is not meant to be a participant in the classroom, but a communication facilitator, making sure that communication is easily accessible for the deaf and hearing populations equally.

- Note-taker: At times some students have difficulty taking notes due to their disability. Some student would benefit from copies of course notes from another student in the class. With the student's consent, the professor, instructor or teaching assistant can make a general announcement that there are students in the class who have disabilities which preclude them from taking comprehensive notes and that it would be appreciated if other students could give the student with a disability copies of their notes. If a student agrees to be a note-taker, please have them email the ADA office. It is requested that you conduct this process in the most confidential manner. We do not want other class members to be made aware of which student is requesting the service.
- Occasional exceptions to the absentee/tardiness policy: The Americans with Disabilities Act, 1990, specifies that case-by-case exceptions should be made to established policy in order to avoid discrimination on the basis of a disability. To address this, the following disability related absence protocol has been developed: The student is required to notify the faculty member as soon as possible. They are also encouraged to let the ADA coordinator know as well. Each faculty member makes the determination as to how many absences in general are acceptable in order to pass the class. For a student with a disability, we must also look at: What are the essential elements of the course? How many absences would fundamentally alter the student's ability to experience; or ability to participate in; or to contribute to and demonstrate learning? More information is available about this accommodation by clicking here: [Occasional Exceptions](#).
- Personal Care Attendant: Some students with significant physical disabilities may require a personal care attendant to travel with them. Depending on the needs of the student, the attendant may or may not sit with the person in class.
- Preferential Seating: Students who have limited hearing, vision or difficulty with attention, distraction or an ability to focus will need to sit as close to the instructor as possible.

- Record Lectures: Some students may need to be able to record their lectures due to the nature of their disability. If the material you are presenting should not be indiscriminately distributed due to publishing concerns, copyright concerns or matters of confidentiality, please allow this student to record the class. A separate agreement ensuring the materials are not circulated beyond the class will be provided to the faculty member with the accommodation letter.

Testing Accommodations

- Additional Time: It is recommended giving some students additional time for in-class tests. The amount of time appropriate is determined based on the student's documentation. Students do have the option to take their tests in The Learning Center. However, in the event that the student might have questions which would be best answered by someone with knowledge of the subject matter, it is more beneficial for the student if the instructor or a teaching assistant proctors the tests.
- Alternate exam dates during periods of heavy scheduling: Some students with a variety of disabilities may need to space their exams out in order to allow for their disability to not significantly impact their ability to take their exams. Each case is different. The ADA office recommends talking about the issues with the student to determine the best way to address this. The ADA office is also happy to be a part of the discussion.
- Alternative testing environment: The ADA office encourages all students who require testing accommodations to try as best they can to make those arrangements directly with their instructors. However, if this is not possible, students may elect to take their test in The Learning Center. In order to do this, the student and the faculty member must complete the testing form which is available in The Learning Center.
- Assistive Technology: Some students, because of their disability, will require assistive technology to be able to complete their test. They may be able to use a laptop of their own. However, if that is not an option, then they can use a computer in The Learning Center. This accommodation may be needed due to a physical or learning disability which requires the use of specialized software, hardware or because the student's disability makes handwriting extremely messy and organization tends to be disjointed. Using a word processor such as a laptop allows the student to concentrate on organization and producing a legible piece of

work. Students who use assistive technology may also use this accommodation so that they can take their tests with the class. Headphones may be used by the student if a speech output program is needed.

- **Calculator:** The use of a calculator helps this student avoid mistakes such as reversing or skipping numbers. If a test or assignment is designed to measure the student's ability to perform functions a calculator would perform then this accommodation is inappropriate.
- **No Scantron:** Some students due to visual processing issues or visual disabilities may not be able to transfer their answers to a scantron. In this case, students should be able to answer directly on the test. If this is not possible, please contact the ADA office to determine what other options might be available.
- **Scribe:** Students who are unable to write their exam independently due to either a physical or visual disability, may require assistance writing (i.e. scribe). However, students are encouraged to use assistive technology for this purpose as a better way to ensure that their work is completed independently. If assistive technology is not an available or appropriate option given the circumstances, the ADA office can assist with locating a scribe.
- **Spell-check or points not taken off for spelling:** The use of a spell checker will help this student and may help the grader by making tests easier to read. If the function of the test or assignment includes measuring spelling ability, this accommodation may not be appropriate.

E. Reasonable accommodation in the student setting is a modification or adjustment to a course, program, or activity or facility that allows the person with a disability to participate as fully as possible in the programs and activities offered by the college. Accommodation may be necessary where the student has, or has a record of having a disability.

F. Fundamental Alteration While the college makes every effort to provide reasonable accommodations, a college is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course requirement is essential to the program of instruction taken by the student, the college is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the program administrator should consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the challenged

components are consistent with the program standards, and how the requested accommodations would be inconsistent with the academic goals and standards of the program.

G. Essential Element in the academic context, an accommodation is not reasonable if it means making a substantial change in an essential element of a course or a given student's curriculum. It is the institution's responsibility to demonstrate both that the change requested is substantial and that the element targeted for change is essential to the conduct of the course or curriculum. Whether or not the change requested is substantial/essential may be based on pedagogical precepts and/or documented in the class syllabus. It may be a judgment call made by administrators and service providers with knowledge of the class and the student's disability. Sometimes the question hinges not on the course of study but the manner in which a specific course is conducted.

H. Substantially limits means a material restriction of the duration, manner or condition under which an individual can perform a major life activity exists when compared to the average person's ability to perform that same major life activity. Temporary impairments that take significantly longer than normal to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe. Evaluate whether the impairment substantially limits any of the major life activities of the person in question, not whether the impairment is substantially limiting in general. The determination of whether an impairment substantially limits a major life activity shall be made without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, etc. For example a person with diabetes will still qualify as an individual with a disability, even though the individual may have minimal impairment while on insulin. The one exception is eyeglasses or contact lenses. The effects of corrective lenses on one's vision shall be considered in determining substantially limits. Thus, a person with good vision with corrective lens will not be considered disabled.

I. Direct Threat to Health or Safety means a significant risk to health or safety that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether an individual poses a direct threat to health or safety, the college must make an individualized assessment based on reasonable judgment that relies on current medical knowledge or the best available objective evidence, to ascertain:

- The nature, duration, and severity of the risk;

- the probability that the potential injury will actually occur; and
- whether reasonable modification of policies, practices, or procedures will mitigate the risk.

J. Undue Burden: A college need not make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in the context of the overall financial resources of the college.

Disability Services

Confidentiality

The college recognizes that student disability records contain confidential information are to be treated as such. Therefore, documentation of a student's disability is maintained in a confidential file in the ADA office and is considered part of the student's education record. Information related to a disability may be disclosed only with the permission of the student or as permitted by the college's student records policy and federal law. At the same time, however, a students' right to privacy must still be balanced against the college's need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the student, the provision of services may involve ADA staff disclosing disability information provided by the student to appropriate college personnel participating in the accommodation process. Information may be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This is limited to a specific situation that presents imminent danger to a student, other students, or other members of the school community. Any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. The amount of information that may be released is determined on a case-by-case basis.

Grievance Procedures for Disability-related Access

Missouri Valley College prohibits discrimination on the basis of disability. The College has adopted this procedure to provide prompt and equitable resolution of complaints which allege any action prohibited by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act ("ADA") and applicable state law. These laws prohibit discrimination on the basis of disability in any programs, activities, and employment opportunities available at Hampshire College. These laws also prohibit retaliation against an individual who files a complaint regarding disability discrimination, files a grievance under this procedure, or cooperates in the investigation of such complaint or grievance.

If a student is in need of accommodation related to any of Missouri Valley's physical environments or programs, they are strongly encouraged to disclose their disability to the Disability Services office in order to have access to advocacy and on-campus resources which assist with proactive removal and prevention of barriers through accommodations or other means. This includes, but is not limited to dining and residence, academic programs , co-curricular programs and events, and on campus employment. If students do encounter any additional unforeseen barriers to College programs, services, or resources, they are encouraged to report these barriers as soon as reasonably possible to the department where the barrier was encountered and to the director of the Office of Disability Services . If a student encounters a barrier or discrimination in the course of working for the college as a student employee, the student should still seek resolution through the student grievance process.

Informal Solutions are Encouraged

The ADA (Americans with Disabilities Act) encourages alternative means of dispute resolution when appropriate and to the extent authorized by law. These methods include settlement negotiations, conciliation, facilitation, mediation and arbitration. The use of alternative dispute resolution mechanisms is completely voluntary and is intended to supplement, and not to supplant, the other remedies provided by the ADA. No alternative dispute resolution procedure precludes the affected person from seeking relief under the enforcement provisions of the ADA. Alternative dispute

resolution measures are not required to be used prior to the filing of an administrative complaint with the federal government or through existing campus discrimination grievance procedures.

The College encourages students to seek the aid and intervention of the Disability Services Coordinator in order to resolve complaints informally – typically conciliation or facilitation of a remedy. If informal procedures do not satisfactorily address the student's concerns, they may still file a written grievance.

Filing a Written Grievance

Students have the right to file a grievance if they believe they have been denied equal access to the college's programs, resources or services (academic or otherwise) because of or on the basis of a disability. In order to establish the basis for such a grievance students must first register with the Disability Services office and provide written documentation of their disability. The written grievance should include the student's identifying information (name and student ID), a description of how the College has denied equal access to the student, any steps that the student has already taken to identify and resolve the problem, and the desired remedy. Students are encouraged to include relevant documents to support their account.

The formal grievance should be given to the Disability Services Coordinator. The coordinator will investigate the complaint and meet with the parties cited to resolve the student's concerns. Absent any unusual circumstances, the director will make recommendations for resolution to the student and other parties involved within thirty days after the filing of the grievance.

Appealing a Greivance Resolution

If the proposed resolution is unacceptable to the student or to the other principals in the grievance, either party may then appeal to the Vice President of Academic Affairs. The Vice President of Academic Affairs may attempt to reach an informal resolution and/or investigate the grievance as described above or shall review all of the documents pertaining to the case, hear the parties and convene such meetings as required to resolve the complaint. If consensus on a resolution cannot be reached, the Vice President of Academic Affairs will render a decision as soon as possible after an appeal has been submitted. It typically takes about 10 days, but may take up to 21 days, to consider the appeal when such additional time is deemed necessary. In rare instances where extenuating

circumstances exist, appeals may take longer than 21 days for a decision to be rendered. The decision of the Vice President of Academic Affairs is final.

If a grievance pertains to the actions of the Disability Services Coordinator or Vice President of Academic Affairs specifically, or they are unable to otherwise serve in the above outlined capacities due to any other conflict of interest, an appropriate senior-level administrator will be appointed to serve in their place throughout the grievance process.

Privacy and Confidentiality

Personal information regarding such grievances is considered confidential. The College reserves the right to consult with legal counsel, relevant faculty or staff, and/or experts in the field of disability services in order to obtain information or advice regarding the subject of the grievance. All individuals consulted agree to be bound by the rules governing disclosure of confidential personal information.

State and Federal Options

The College recognizes the right of students to file grievances with the U.S. Office of Civil Rights or other regulators if they believe that their rights under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 have been violated.

Office for Civil Rights

U.S. Department of Health and Human Services

601 East 12th Street - Room 353

Kansas City, MO 64106

Customer Response Center: (800) 368-1019

Fax: (202) 619-3818

TDD: (800) 537-7697

Email: ocrmail@hhs.gov

United States Department of Justice

Civil Rights Division

950 Pennsylvania Ave., N.W.

Disability Rights Section, NYA

Washington, DC 20530

(202) 307-0663 (voice and TDD)

Fax: (202) 307-1198

Disability Services

Service Animals and Emotional Support Animals

Before you bring a service animal or emotional support animal on campus you must bring the following documentation to the Disability Services Office located in Ferguson Center G23.

_____ Documentation from a physician stating that you require a service/emotional support animal.

_____ Recent shot record for animal

_____ roommate agreement form.

Student Service Animal and Emotional Support Animal Policy

I. Statement of Policy

Missouri Valley College supports the use of service animals and emotional support animals on campus by students with disabilities in appropriate circumstances and in accordance with this policy. Those with questions about the use of service animals or emotional support animals should refer to this policy and/or contact the ADA/Section 504 Coordinator. The ADA/Section 504 Coordinator's contact information is as follows: Debbie Coleman, (660) 831-4170, colemand@moval.edu, Ferguson Center G23

II. Definitions

A. Service Animals are defined under the Americans with Disabilities Act ("ADA") as dogs that are individually trained to do work or perform tasks for people with disabilities. Service animals are working animals, not pets. The work or tasks performed must be directly related to the individual's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals.

1. Examples of work or tasks that service animals perform include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of

allergens, retrieving items such as books or the telephone, alerting a person to a sudden change in blood sugar levels, providing physical support and assistance with balance and stability to individuals with mobility disabilities, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

2.

3. Miniature horses may also be considered service animals in certain situations.

B. Emotional Support Animals - An emotional support animal is a companion animal which provides therapeutic benefit, such as alleviating or mitigating symptoms of a person's disability. Emotional support animals are not service animals. However, emotional support animals will be permitted in residential facilities with prior approval from the ADA/Section 504 Coordinator pursuant to the procedures and standards outlined below.

C. Owner - A student who has an approved emotional support animal in residential housing.

D. Handler - A person with a disability that a service animal assists or a personal care attendant who handles the animal for the person with a disability.

III. Specific Procedures for Students

A. Service Animals - Students with disabilities who wish to bring a service animal to the MVC campus - including residential facilities, classrooms, and other College buildings - may do so without prior approval. However, they are *strongly encouraged* to reach out to the ADA/Section 504 Coordinator to ensure that their experience bringing the animal to campus is smooth. Additionally, students with service animals who plan to live in residential facilities are also *strongly encouraged* to inform the Residence Life Staff that they plan to have a service animal living with them. Advance notice of a service animal in residential facilities may allow more flexibility in meeting a student's needs.

B. Emotional Support Animals - Students who wish to bring an emotional support animal into residential facilities as an exception to the "no pet" policy must go through the reasonable accommodation process with the ADA/Section 504 Coordinator. While accommodation requests will be accepted and considered at any time, requests should be made as far in advance as is reasonably possible before the student intends to bring the animal to campus in order to ensure

timely consideration. An emotional support animal will not be allowed until formal approval has been received.

1. Upon receipt of a request for an emotional support animal, the ADA/Section 504 Coordinator will engage in communication with the student to determine if the use of the animal is a reasonable accommodation. This is an individualized assessment and determinations will be made on a case-by-case basis.
- 2.
3. In order for an emotional support animal to be considered as a reasonable accommodation for a student with a disability, supportive documentation should be from a professional healthcare provider (on letterhead) and generally include the following information:
4.
 - i. A current diagnostic statement that identifies the disability, including date of initial and most current diagnosis, any evaluations/testing that support the diagnosis, and a description of the functional limitation of the disability;
 5.
 - ii. Information regarding the relationship between the disability and the relief the animal provides; and
 6.
 - iii. Information that demonstrates the animal is necessary in order for the student to use and enjoy his/her living arrangement.
 - 7.
 8. In addition, an owner with an approved emotional support animal must keep the animal within the owner's residence. Students are not permitted to bring emotional support animals into classrooms, meetings, or other College facilities and events.

IV. General Standards for the Removal of Service Animals or the Disapproval/Removal of Emotional Support Animals

A. Decisions to remove a service animal or disapprove/remove an emotional support animal will be made on a case-by-case basis, taking into account all surrounding circumstances. However, the following general standards reflect reasons why an animal may be removed or disapproved:

1. The animal poses a direct threat to the health or safety of others. For example, the animal displays vicious behavior towards others or has a serious illness.
- 2.
3. The animal causes or would cause substantial physical damage to the property of the College and other community members, including but not limited to students, faculty, staff, and visitors.
- 4.
5. The animal poses an undue financial and administrative burden to the College.
- 6.

7. The animal would fundamentally alter the nature of the College's housing and/or general operations.
- 8.
9. The animal is out of control and the handler/owner does not take effective action to control it. If the out of control behavior happens repeatedly, the handler/owner may be prohibited from bringing the animal into College facilities until the handler/owner can demonstrate that he/she has taken significant steps to mitigate the behavior.
- 10.
11. The animal is not housebroken.
- 12.
13. The handler/owner does not abide by his/her responsibilities as outlined in Section V of this policy.
- 14.

B. When an animal has been properly removed pursuant to this policy, MVC will work with the handler/owner to determine reasonable alternative opportunities to participate in the College's services, programs, and activities without having the animal on the premises.

V. Responsibilities of Handlers/Owners

A. Laws, Ordinances and Policies - Handlers/owners are responsible for complying with all state laws and local animal ordinances and are subject to all College policies and guidelines regarding Residence Life.

B. Proper Identification - All animals are subject to local licensing and registration requirements.

C. Health and Vaccination - Animals must be immunized against diseases common to that type of animal. All vaccinations must be current. These animals must wear a rabies vaccination tag and, in the case of emotional support animals, vaccination documentation must be provided to the ADA/Section 504 Coordinator prior to the animal being allowed into any residence hall.

D. Caring for the Animal - The cost of care, arrangements and responsibilities for the well-being of the animal are the sole responsibility of the handler/owner at all times. MVC will accept no responsibility for the care of any animal covered by this policy.

1. Animals must be well groomed (residential facilities such as showers, tubs, sinks, and the like may not be used for this purpose). Animals cannot be left unattended overnight at any time. If the handler/owner must be away, they must either take the animal with them or make arrangements for the animal to be cared for elsewhere off campus. Animals cannot be confined to a vehicle, tethered or abandoned at any time. Regular and routine cleaning of

floors, kennels, cages, etc. must occur. The odor of an animal emanating from a residence hall room is not acceptable.

2.

E. Keeping the Animal Under Control - The animal should respond to voice and/or hand commands at all times, and be fully controlled by the handler/owner.

F. Being Responsible for Damage Caused by the Animal - Handlers/owners are personally responsible for any damage caused by their animals and must take appropriate precautions to prevent property damage. The handler/owner will be required to pay for any damages caused by the animal.

1. An individual with an animal covered by this policy in a residence hall has an obligation to make sure that his/her residence is as clean and damage-free as the original standard, excepting normal wear and tear. When the individual moves out of residential housing or no longer owns the animal, the residence will be assessed to determine if damage to College property or extraordinary cleaning costs are attributable to the animal. If so, the owner will be financially responsible for associated costs. The College maintains the right to conduct facility inspections for the purpose of assessing damage caused by the animal or otherwise determining the owner's compliance with this policy.

2.

G. Being Responsible for Waste - Cleaning up after the animal is the sole responsibility of the handler/owner and it must be done so immediately. In the event that the handler/owner is not physically able to clean up after the animal, it is then the responsibility of the handler/owner to hire someone capable of cleaning up after the animal.

H. Leash Requirements - Service animals should be on a leash at all times, unless the owner is unable to use a leash due to a disability or the use of the leash would interfere with the animal's ability to perform its duties. Emotional support animals must be on a leash or in a crate when leaving a residence hall to go to an off campus location.

I. Observing Good Animal Etiquette - to the greatest extent possible, the handler/owner should ensure that the animal does not display behaviors or make noises that are disruptive or frightening to others, unless it is part of the service being provided to the handler (e.g., barking to alert the handler of danger). The animal must possess friendly and sociable characteristics.

J. Other Conditions and Restrictions - In response to a particular situation, MVC reserves the right to impose other reasonable conditions or restrictions on the use of service animals and

emotional support animals as necessary to ensure the health, safety, and reasonable enjoyment of College programs and activities by others.

VI. Other Information Specifically Related to Service Animals

A. Permitted Inquiries

1. In general, members of the MVC community should not ask about the nature or extent of a person's disability. However, as permitted by the ADA, if it is not obvious that the animal is required because of a disability, the handler may be asked:
2. **a.** If the animal is required because of a disability, and
3. **b.** What work or task the animal has been trained to perform.
4. The handler should not be asked for documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, MVC community members should not make inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., if the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

B. Areas Off-Limits to Service Animals

1. While service animals are generally allowed to go anywhere on campus that the handler is allowed to go, there are certain areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Examples of the areas that are off limits to service animals include:
2. **a. Research Laboratories:** The natural organisms carried by service animals may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service animals.
3. **b. Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
4. **c. Food Preparation Areas:** Food preparation areas are off limits to service animals per health codes.
5. **d. Areas Where Protective Clothing is Necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include the kiln, chemistry laboratories, wood shops and metal/machine shops.

6. **e. Areas Where There is a Danger to the Service Animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor (e.g., molten metal or glass); where there is a high level of dust; or where there is moving machinery is off-limits to service animals.
7. Questions regarding areas that are off limits to service animals should be directed to the ADA/Section 504 Coordinator, or in the laboratory setting, the laboratory instructor. Exceptions may be granted in some circumstances.

VII. Additional Matters

A. Roommates - Upon approval of an emotional support animal, or if a student intends to have a service animal in residential housing, the student's roommate(s) will be notified (if applicable) to notify them that the approved animal will be residing in shared assigned living space and to solicit their acknowledgement of such.

1. All roommates must sign an agreement allowing the approved animal to be in residence with them. In the event that one or more roommates do not approve, the Director of Housing And Residence Life will consult with all of the individuals involved and, based on the circumstances, determine the appropriate course of action, including a possible switch in housing assignments.
2. If at a point later in time there is a conflict between roommates regarding the animal that cannot be resolved amongst the individuals involved, the Director of Housing And Residence Life should be contacted. Appropriate parties will be consulted in order to reach a solution.

B. Animal No Longer Necessary - The ADA/Section 504 Coordinator should be notified when an animal covered by this policy will no longer be in residence or, in the case of emotional support animals, is no longer needed as an accommodation.

C. Conflicting Disabilities - Some people may have allergic reactions, asthma, respiratory diseases, etc. to animals that are substantial enough to qualify as disabilities. MVC will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact the ADA/Section 504 Coordinator.

D. Concerns - Concerns regarding an animal covered by this policy can be brought to the attention of the Director of Housing And Residence Life.

1. Also, individuals with animals covered by this policy in residential housing should understand that issues may arise with other residents. The individual with the animal should be receptive

to these concerns and, if necessary, contact the Director of Housing And Residence Life for assistance in resolving the situation.

2. Other residents with minor concerns about an animal in their residence hall may discuss the matter with the owner/handler or talk with a representative of the Residence Life Staff. Major concerns should immediately be brought to the attention of the Director of Housing And Residence Life.

VIII. Grievance Procedure Related to Service Animals and Emotional Support Animals

If the decision is made to deny a request for or remove an animal covered by this policy, the affected individual may file a formal written grievance with the Vice President of Student Affairs/Dean of Students. The Vice President of Student of Student Affairs/Dean of Student will review the situation, consult with appropriate personnel, make a final determination on the matter, and notify the student of the outcome in writing. This determination is not subject to further appeal.

RoommateAnimalAgreement

http://www.moval.edu/academics/ada/_files/RoommateAgreementForm.pdf

Disability Services

Documentation Requirements

Students requesting accommodations are required to submit documentation to verify eligibility under the ADA of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Appropriate medical documentation of the disability must be provided so that the ADA office can 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, determine appropriate academic accommodations.

Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for an accommodation.

The type of documentation will vary according to the disability; for example, a psycho-educational or neuropsychological assessment that includes cognitive and achievement testing for learning or other cognitive disabilities and attention deficit disorder; a psychiatrist's report for psychological disabilities; a letter from a doctor or other specialist for physical and most other disabilities etc.

Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the guidelines will be required to send an updated evaluation before being considered for services.

Disability Services

Parents

We are excited when students choose to further their education at Missouri Valley College. As a parent/guardian, you will provide important support, and it is valuable for you to learn about the services that are available at the college. Additionally, since your son or daughter is now an adult learner, it is important for you to become aware of your changing role.

Perhaps one of the most difficult changes you will experience is that your supportive role must be "behind the scenes." Instead of being the spokesperson for your adult student, he/she must become a self advocate and not depend on you. However, you can still play an important role by encouraging and supporting your student's quest to learn self-advocacy skills and become a self-sufficient adult.

There are two major laws, the Americans with Disabilities Act and the Rehabilitation Act, Section 504, that affect the way students with disabilities receive services at the postsecondary level. Another law, the Family Educational Rights Privacy Act (FERPA), affects the way colleges can communicate with parents and others.

The ADA and the Rehabilitation Act(Section 504)

Under these laws, colleges are required to provide equal access to their programs and activities. Additionally, there are no Individual Education Plans (IEP'S) ensuring success as there were in high school. The IEP's are not used to document the student's disability and do not dictate accommodations or services at the college level.

These laws indicate that it is the student's responsibility to:

- Self-identify as a person with a disability
- Provide appropriate documentation of disability
- Request accommodations that have a reasonable chance of providing him/her with equal access
- Take responsibility for own success

Are Accommodations retroactive?

Disability accommodations can be requested at any time but are not retroactive. Students will not be able to re-do assignments or re-take exams with accommodations that they originally took before they asked for and received accommodations.

Family Educational Rights Privacy Act (FERPA)

This law, also known as the Buckley Amendment, governs information that colleges can communicate with others regarding its students. FERPA prohibits colleges from discussing confidential information about a student, including anything related to grades or disability, without written permission from the student. Because of this law, your experience as a parent/guardian will be different from the K-12 system, since you most likely expected the high school staff to keep you informed of your child's progress. At the high school level, the relationship was between the school district and the parents; at the college level, the relationship is between the college and the student.

You may witness your student struggling at times, but please try to squelch the urge to "rescue" and allow the student to resolve issues. You can foster growth and independence by encouraging your student to talk to his/her professors and use the resources on

campus. Because you student is viewed as an adult by colleges and the law, instructors may decline to talk to parents.

Disability Services

Classroom Accommodations

Please note that this is not an all-inclusive list. Accommodations are determined on a case-by-case basis in order to determine what is appropriate for each student. If you have particular questions, please contact the ADA office.

- **Access to teacher handouts, slides, overheads:** Having access to handouts is needed either because a student needs to have the extra time to read them, they may need to be put in electronic format or they may be beneficial to a student who has trouble focusing while listening to the lecture or has trouble with organization.
- **Additional time on in-class writing assignments:** Some students due to their disability may require additional time on any in-class writing. It is recommended that the faculty member and the student work out how to best handle this situation directly. If there are any questions, please feel free to contact the ADA coordinator.
- **Assistive listening device (ALD):** Some students who are hard of hearing may require an assistive listening device. Each device is different. In most cases the instructor will be required to wear a small device with a microphone so that the student can hear. It will be important for the instructor to repeat any comments from other members of the class.

- **Assistive Technology (laptop, note-taking device):** There is a variety of assistive technology available to students with disabilities. Some students may need to type their tests on a computer. In some cases, students may use their own computer and in other cases, they may need to use a computer on campus.
- **Closed Captioned Videos:** Students who are Deaf or hard of hearing will need to have all videos shown in class to have captioning. If the copy being shown is not captioned, please contact the ADA office to look for alternative solutions prior to the time of the class.
- **Information on board read aloud for students with visual disabilities:** Students who are either Blind or have limited vision, may not be able to see information that is written on the board. Therefore, it is important for the instructor to read aloud all information that is written on the board in order to provide the student equal access to the information.
- **Interpreting/Transcribing:** An interpreter/transcriber is simply one who bridges the gap between the spoken and Deaf world. When the teacher or a classmate speaks, the interpreter/transcriber translates the spoken words into the language preferred by the Deaf or hard of hearing student. The student likewise participates in the classroom by signing or typing the information and the interpreter voices it (talks) for the class. The interpreter is not meant to be a participant in the classroom, but a communication facilitator, making sure that communication is easily accessible for the deaf and hearing populations equally.
- **Leave classroom when symptoms occur:** Some students with medical conditions may need to leave the class if problems due to their medical condition occur. It is recommended that students who have issues during class, email or contact their instructor as soon as possible after the incident occurs and then work with the instructor to make up any missed work. If this happens continuously, it is recommended that the instructor talk with the student and also talk with the ADA coordinator to determine appropriate action.
- **Note-taker:** At times some students have difficulty taking notes due to their disability. Some student would benefit from copies of course notes from another student in the

class. With the student's consent, the professor, instructor or teaching assistant can make a general announcement that there are students in the class who have disabilities which preclude them from taking comprehensive notes and that it would be appreciated if other students could give the student with a disability copies of their notes. If a student agrees to be a note-taker, please have them email the ADA office. It is requested that you conduct this process in the most confidential manner. We do not want other class members to be made aware of which student is requesting the service.

- **Occasional exceptions to the absentee/tardiness policy:** The Americans with Disabilities Act, 1990, specifies that case-by-case exceptions should be made to established policy in order to avoid discrimination on the basis of a disability. To address this, the following disability related absence protocol has been developed: The student is required to notify the faculty member as soon as possible. They are also encouraged to let the ADA coordinator know as well. Each faculty member makes the determination as to how many absences in general are acceptable in order to pass the class. For a student with a disability, we must also look at: What are the essential elements of the course? How many absences would fundamentally alter the student's ability to experience; or ability to participate in; or to contribute to and demonstrate learning? More information is available about this accommodation by clicking here: [Occasional Exceptions.](#)
- **Personal Care Attendant:** Some students with significant physical disabilities may require a personal care attendant to travel with them. Depending on the needs of the student, the attendant may or may not sit with the person in class.
- **Preferential Seating:** Students who have limited hearing, vision or difficulty with attention, distraction or an ability to focus will need to sit as close to the instructor as possible.
- **Record Lectures:** Some students may need to be able to record their lectures due to the nature of their disability. If the material you are presenting should not be indiscriminately distributed due to publishing concerns, copyright concerns or matters of confidentiality, please allow this student to record the class. A separate

agreement ensuring the materials are not circulated beyond the class will be provided to the faculty member with the accommodation letter.

Testing Accommodations

- **Additional Time:** It is recommended giving some students additional time for in-class tests. The amount of time appropriate is determined based on the student's documentation. Students do have the option to take their tests in The Learning Center. However, in the event that the student might have questions which would be best answered by someone with knowledge of the subject matter, it is more beneficial for the student if the instructor or a teaching assistant proctors the tests.
- **Alternate exam dates during periods of heavy scheduling:** Some students with a variety of disabilities may need to space their exams out in order to allow for their disability to not significantly impact their ability to take their exams. Each case is different. The ADA office recommends talking about the issues with the student to determine the best way to address this. The ADA office is also happy to be a part of the discussion.
- **Alternative testing environment:** The ADA office encourages all students who require testing accommodations to try as best they can to make those arrangements directly with their instructors. However, if this is not possible, students may elect to take their test in The Learning Center. In order to do this, the student and the faculty member must complete the testing form which is available in The Learning Center.
- **Assistive Technology:** Some students, because of their disability, will require assistive technology to be able to complete their test. They may be able to use a laptop of their own. However, if that is not an option, then they can use a computer in The Learning Center. This accommodation may be needed due to a physical or learning disability which requires the use of specialized software, hardware or because the student's disability makes handwriting extremely messy and organization tends to be disjointed. Using a word processor such as a laptop allows the student to concentrate on organization and producing a legible piece of work. Students who use assistive technology may also use this accommodation so that they can take their tests with

the class. Headphones may be used by the student if a speech output program is needed.

- **Calculator:** The use of a calculator helps this student avoid mistakes such as reversing or skipping numbers. If a test or assignment is designed to measure the student's ability to perform functions a calculator would perform then this accommodation is inappropriate.
- **No Scantron:** Some students due to visual processing issues or visual disabilities may not be able to transfer their answers to a scantron. In this case, students should be able to answer directly on the test. If this is not possible, please contact the ADA office to determine what other options might be available.
- **Scribe:** Students who are unable to write their exam independently due to either a physical or visual disability, may require assistance writing (i.e. scribe). However, students are encouraged to use assistive technology for this purpose as a better way to ensure that their work is completed independently. If assistive technology is not an available or appropriate option given the circumstances, the ADA office can assist with locating a scribe.
- **Spell-check or points not taken off for spelling:** The use of a spell checker will help this student and may help the grader by making tests easier to read. If the function of the test or assignment includes measuring spelling ability, this accommodation may not be appropriate.

Disability Services

Faculty Information, Rights and Requirements

As a faculty member you have the right to:

- **Maintain the academic standards of your classroom and/or program.**
- **Verify that a student has a documented disability with the Disability Services Office**
- **Be given adequate notification of the needed accommodation.**
- **Choose between appropriate accommodations when a choice exists.**

- Disagree with an accommodation and file a grievance. You must still provide the accommodation until the grievance is resolved.

As a faculty member you have the responsibility to:

- Include the ADA statement on each course syllabus.
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
- Ensure that all activities related to the experience of the course are accessible to all students.
- Determine the conditions under which the exam is to be administered and assure the timely delivery of the exam along with all necessary materials to the Learning Center.
- Consult with the student with regard to appropriate accommodations.
- Discuss with the Disability Services office any concerns related to an accommodation or arrangements that have been requested by a student.
- Evaluate students on their abilities, not their disabilities.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

Syllabus Statement

The College seeks to comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. The ADA Coordinator works with the programs to assist the faculty in understanding and implementing accommodations.

Accommodations based on a disability require approval by the ADA/Section 504 Coordinator. To initiate the approval process, students with disabilities seeking accommodations should schedule a meeting with the ADA/Section 504 Coordinator, Debbie Coleman, Ferguson Center, Room G23, 660-831-4170 or colemamd@moval.edu. This meeting should be scheduled as soon as possible once the student believes he or

she needs an accommodation. Failure to do so could delay accommodations, and any granted accommodations are not effective retroactively. The disability accommodations process requires that students provide documentation of their disabilities from a qualified professional. Once documentation has been provided, a determination will be made regarding students' eligibility for accommodations. If you have any questions about how to initiate this process, please contact your instructor or the ADA/Section 504 Coordinator.

Memos to Instructors

Accommodation Memos are issued to a student after appropriate documentation of disability has been submitted to the ADA Coordinator and the documentation has been reviewed. The ADA Coordinator meets with each student and creates an Accommodation Plan. The accommodations listed on the plan are based upon:

- Documentation of the disability
- Recommendation of professionals who have worked with the student
- Interviews with the student

Accommodations follow the guidelines published by the Association On Higher Education and Disability (AHEAD), which has done extensive investigation of the law and current practices regarding accommodation in higher education.

Students should ask for an appointment to discuss accommodations. The ADA Coordinator supplies the student with one copy of the Accommodation Memo and e-mails a copy to their professors because of concerns about confidentiality. If you feel it is important to retain a copy of the student's memo, please read the section on confidentiality before you make a copy.

The accommodations listed on the Accommodation Memo are meant to be a guideline for the instructor and student. Teaching styles are different and each class requires different skills, the need for accommodations and the manner in which they are given may vary from class to class.

Sample of a Notification Memo:

NOTICE OF ADA ACCOMMODATIONS

Date: March 28, 2012

Joe Student is enrolled in your class, has a documented disability, and is registered with my office.

The accommodations listed below have been discussed with the student and are based on documentation of the disability kept on file in my office. These accommodations have been determined to be reasonable per the Rehabilitation Act, the Americans with Disabilities Act, and national guidelines from the Association on Higher Education and Disability.

Because the student may function differently in each class, not every accommodation may be needed. It is important that you and the student discuss the accommodations for your particular class. If, after talking to the student, you need further clarification, please contact my office.

TESTING ACCOMMODATION

The following testing accommodations have been approved for the student. If the instructor is unable to provide requested accommodation, the student will need 2 days advance notice to arrange tests through the Disabilities Services Office.

- Extended time on tests**
- Test in distraction reduced environment (The Learning Center)**

After accommodations have been provided, the student should be graded according to the same standards as other Missouri Valley College students.

THIS INFORMATION IS CONFIDENTIAL. IT SHOULD NOT BE SHARED WITH ANY PERSON OTHER THAN THE STUDENT. In order to prevent breach of confidentiality, please dispose of this notification after the student has completed your course.

I realize the importance of faculty understanding and support in providing accommodations to students. I am committed to working with you in maintaining the integrity of the educational experience and in creating equal access opportunities.

Thanks!

Classroom Accommodations

Please note that this is not an all-inclusive list. Accommodations are determined on a case-by-case basis in order to determine what is appropriate for each student. If you have particular questions, please contact the ADA office.

- **Access to teacher handouts, slides, overheads:** Having access to handouts is needed either because a student needs to have the extra time to read them, they may need to be put in electronic format or they may be beneficial to a student who has trouble focusing while listening to the lecture or has trouble with organization.
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- **Assistive listening device (ALD):** Some students who are hard of hearing may require an assistive listening device. Each device is different. In most cases the instructor will be required to wear a small device with a microphone so that the student can hear. It will be important for the instructor to repeat any comments from other members of the class.
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- **Information on board read aloud for students with visual disabilities:** Students who are either Blind or have limited vision, may not be able to see information that is written on the board. Therefore, it is important for the instructor to read aloud all

information that is written on the board in order to provide the student equal access to the information.

- **Interpreting/Transcribing:** An interpreter/transcriber is simply one who bridges the gap between the spoken and Deaf world. When the teacher or a classmate speaks, the interpreter/transcriber translates the spoken words into the language preferred by the Deaf or hard of hearing student. The student likewise participates in the classroom by signing or typing the information and the interpreter voices it (talks) for the class. The interpreter is not meant to be a participant in the classroom, but a communication facilitator, making sure that communication is easily accessible for the deaf and hearing populations equally.
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- **Occasional exceptions to the absentee/tardiness policy:** The Americans with Disabilities Act, 1990, specifies that case-by-case exceptions should be made to established policy in order to avoid discrimination on the basis of a disability. To address this, the following disability related absence protocol has been developed: The student is required to notify the faculty member as soon as possible. They are also encouraged to let the ADA coordinator know as well. Each faculty member makes the determination as to how many absences in general are acceptable in order to pass the class. For a student with a disability, we must also look at: What are the essential elements of the course? How many absences would fundamentally alter the student's ability to experience; or ability to participate in; or

to contribute to and demonstrate learning? More information is available about this accommodation by clicking here: [Occasional Exceptions](#).

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- **Preferential Seating:** Students who have limited hearing, vision or difficulty with attention, distraction or an ability to focus will need to sit as close to the instructor as possible.
- **Record Lectures:** Some students may need to be able to record their lectures due to the nature of their disability. If the material you are presenting should not be indiscriminately distributed due to publishing concerns, copyright concerns or matters of confidentiality, please allow this student to record the class. A separate agreement ensuring the materials are not circulated beyond the class will be provided to the faculty member with the accommodation letter.

Testing Accommodations

- **Additional Time:** It is recommended giving some students additional time for in-class tests. The amount of time appropriate is determined based on the student's documentation. Students do have the option to take their tests in The Learning Center. However, in the event that the student might have questions which would be best answered by someone with knowledge of the subject matter, it is more beneficial for the student if the instructor or a teaching assistant proctors the tests.
- **Alternate exam dates during periods of heavy scheduling:** Some students with a variety of disabilities may need to space their exams out in order to allow for their disability to not significantly impact their ability to take their exams. Each case is different. The ADA office recommends talking about the issues with the student to determine the best way to address this. The ADA office is also happy to be a part of the discussion.
- **Alternative testing environment:** The ADA office encourages all students who require testing accommodations to try as best they can to make those arrangements directly with their instructors. However, if this is not possible,

students may elect to take their test in The Learning Center. In order to do this, the student and the faculty member must complete the testing form which is available in The Learning Center.

- **Assistive Technology:** Some students, because of their disability, will require assistive technology to be able to complete their test. They may be able to use a laptop of their own. However, if that is not an option, then they can use a computer in The Learning Center. This accommodation may be needed due to a physical or learning disability which requires the use of specialized software, hardware or because the student's disability makes handwriting extremely messy and organization tends to be disjointed. Using a word processor such as a laptop allows the student to concentrate on organization and producing a legible piece of work. Students who use assistive technology may also use this accommodation so that they can take their tests with the class. Headphones may be used by the student if a speech output program is needed.
- **Calculator:** The use of a calculator helps this student avoid mistakes such as reversing or skipping numbers. If a test or assignment is designed to measure the student's ability to perform functions a calculator would perform then this accommodation is inappropriate.
- **No Scantron:** Some students due to visual processing issues or visual disabilities may not be able to transfer their answers to a scantron. In this case, students should be able to answer directly on the test. If this is not possible, please contact the ADA office to determine what other options might be available.
- **Scribe:** Students who are unable to write their exam independently due to either a physical or visual disability, may require assistance writing (i.e. scribe). However, students are encouraged to use assistive technology for this purpose as a better way to ensure that their work is completed independently. If assistive technology is not an available or appropriate option given the circumstances, the ADA office can assist with locating a scribe.
- **Spell-check or points not taken off for spelling:** The use of a spellchecker will help this student and may help the grader by making tests easier to read. If the function

of the test or assignment includes measuring spelling ability, this accommodation may not be appropriate.

FAQ

Question: I suspect that a student in my class has a disability and has not sought out services. What should I do?

Answer: Students may not have sought out services for the following reasons:

- The student may not know about Disability Services
- The student may have not made the time to speak with you about his or her situation.
- The student does not wish to notify you about their disability.

Do not assume that the student has a disability or needs accommodations. Talk to the student in terms of how he/she is functioning in the class. Explain that the Disability Services Office and Learning Center provide various services. Suggest that he or she may want to stop by the Disability Services Office and/or Learning Center to check out services.

Question: I cannot provide the requested accommodation and/or I feel the requested accommodation is providing the student with an unfair advantage.

Answer: A major function of the Disability Services Office and ADA Coordinator is to provide instructors assistance in providing the accommodation to students. Contact the ADA coordinator if you need assistance.

Questions regarding accommodation requests should be directed to Tamika Drake, ADA Coordinator. Do not deny accommodations prior to meeting with Tamika Drake. We recognize that some circumstances may occur in which academic objectives may be compromised by the accommodation.

Question: A student is requesting extra time for tests, but does not have an Accommodation memo. I have no problem giving the student extended time. Should I insist that she see the Disability Services office?

Answer: Yes, while you may be willing to provide extended time, the student's next instructor may not. In order for the student to receive consistent, appropriate accommodations, he/she should register with the Disability Services Office. In addition, there may be other accommodations that can be provided that have not been explored.

Question: Are Accommodations retroactive?

Answer: Disability accommodations can be requested at any time but are not retroactive. Students will not be able to re-do assignments or re-take exams with accommodations that they originally took before they asked for and received accommodations.

Discussing Accommodations and Confidentiality

WHERE:

Students with disabilities have differing attitudes regarding their disability, it is always best to err on the safe side and defer the conversation to your office rather than in the classroom or hallway. Sometimes students will try to talk with their instructor before or after class during transition periods. I would encourage you to have the student make an appointment or stop by during your office hours. As you know, it is nearly impossible to have a meaningful and PRIVATE conversation during class changes.

HOW:

It is best to talk to the student in terms of how he or she will function or is functioning rather than talking about the specific disability. Some students will disclose their specific disability freely and others prefer to discuss only their accommodation needs. The student has the right to withhold information or details of their disability.

Discussions with the ADA Coordinator:

The Disability Services Office serves over 50 students per semester. Of these students, most give authorization to discuss accommodation needs with faculty. Disclosure of the specific disability can only be made by the student or with the student's permission.

Please understand that when an instructor stops the ADA Coordinator in the hallway, I may not remember if authorization was given. Allow me to go back to my office and check the status. The conversation should be conducted in a private location.

Discussion of Disability Issues with Other Faculty Members or Staff:

Oftentimes other faculty have encountered the same accommodation dilemmas. It is a wonderful idea to brainstorm and problem solve access issues with each other. Remember to talk in terms of functions and refrain from mentioning the student's name.

Accommodation Memos are Confidential:

The information on the Accommodation Memo is confidential.

Question: What if the Student Chooses To Disclose Their Disability?

Answer: Information the student gives you regarding his or her disability should be kept confidential. The student is not required to answer questions you may have about their disability such as type of medication they are taking, treatment history.

Question: May I reveal the identity of the student with a disability in my class if I am arranging a note-taker or testing accommodations?

Answer: This should be discussed with the student. Some students are comfortable with an announcement in front of class and others are not. The instructor should not ask the student to make the request in front of class. Testing accommodations should be kept confidential also.

Testing Accommodations

Testing accommodations are the most frequently used accommodations by student with disabilities on our campus. The types of accommodations vary from student to student and are based on appropriate documentation held in the Disability Services Office. Accommodations Memos are e-mailed to the instructors each semester. These memos will list precise test-taking adaptation needed for each student. No two students are alike, therefore the accommodation lists may vary from student to student.

Types of Test-Taking Adaptations

- **Reader and/or writer (will automatically require additional time)**
- **Extended Time (up to TWICE the amount of time allowed on time-restricted tests)**
- **Use of Closed Circuit TV or Computer**
- **Enlarged Text**
- **Distraction-Reduced Environment**
- **Sign Language Interpreter**
- **Clarification of Test Questions**
- **Use of Calculator and/or Formula Sheets**
- **Use of Spell-Checking Device**

How Are Instructors To Know If and When A Student Requires Testing Accommodations?

Instructors will receive an Accommodations Memo via e-mail which outlines all of the testing adaptations that have been approved for each student. This memo is most often sent at the beginning of the semester. If you do not receive a memo and a student requests test-taking accommodations, do not provide the accommodation without contacting the ADA Coordinator.

Students might not always use testing accommodations. Therefore, it is their responsibility to communicate their needs to you. If they do not inform you of their need, they run the risk of not receiving their accommodation.

Who Is Responsible For Providing These Accommodations?

Ultimately college faculty and teaching staff are responsible for providing all reasonable test-taking accommodations, provided that the adaptation does not change the essential function of the test. Consult the ADA Coordinator if you have questions regarding the accommodation. When providing a student with testing accommodations for the first time, check with the ADA Coordinator.

There are 2 avenues for providing testing accommodations:

1. INSTRUCTORS

Often instructors are able and prefer to provide the accommodation personally without Learning Center assistance. The accommodations that instructors are most likely able to provide include:

Enlarged tests

Extended time

Clarification of test questions

Distraction-reduced environment

When providing accommodations, instructors must be aware of what is necessary and appropriate in the situation. Discussing needs privately with the student will help in setting up the provision effectively. The ADA Coordinator is also available for consultation.

2. THE LEARNING CENTER

The Learning Center will assist faculty who cannot personally provide testing accommodations. In many cases accommodations must be provided by the Learning Center because of specialized personnel and/or equipment involved.

General Testing Policies

Tests must be scheduled the same date and time as when the class is scheduled to take the exam.

NOTE: From time to time it may become necessary for the Learning Center to change the test date/time. Instructors must be consulted by the student before scheduling changes are made.

Instructors' policies regarding absences from tests also apply to testing in The Learning Center.

If an emergency causes a student to be absent from a scheduled test, the student is to call the instructor and The Learning Center immediately.

If a student is more than 15 minutes late for a scheduled test, the Learning Center will not be able to administer the test.

Unless instructors specifically note special directions for administering the test, the Learning Center will not allow students to bring items into the testing session.

Students are expected to complete tests in a fair and ethical manner. The Learning Center adheres to the College's policy regarding the issue of cheating.

Student-Instructor Disability Accommodations Agreement!

Student: _____

Class: _____

Semester _____

Instructor _____

Accommodations: Only check and address if accommodation is listed in the LOA (Letter of Accommodations) received from Disability Services Office.

___ Flexible Attendance I will notify my professor of any absence in a timely manner (before class) My absences will not exceed _____% of the term.

The method for making up assignments, tests, quizzes, etc. is

time for exams I will notify my instructor when I need extended time for exams. The location, time-line, etc. will be discussed with the instructor.

___ Copies of notes I will notify my instructor when I need copies of notes.
in a quiet and private area I will notify my instructor when I need an exam sent to The Learning Center (The instructor also has the option to monitor the exam in a quiet, private, area such as the instructor's office)

___ Test taken/read in The Learning Center I will notify my instructor when I need an exam sent to The Learning Center to be read.

____ Extended Time on test; I will notify my instructor that I get extended time and check to see if I need to take the test in the Learning Center or the classroom.

Student _____

Instructor _____

Please forward a copy to Debbie Coleman, Disability Services Coordinator