The Student Guide to ADA Accommodations
At
State Fair Community College
STUDENT ACCOMMODATIONS POLICY AND PROCEDURES

State Fair Community College has a policy of providing reasonable accommodations to qualified students with a disability according to Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act to ensure that there will be no discrimination on the basis of disability. Accommodations are adjustments made for students with disabilities in order to allow them to access the same education experiences as their peers. The purpose of an accommodation is to "level the playing field."

1. The student with a disability who requires accommodations must register with the ADA Counselor in Student Services. It is the student's responsibility to initiate the request for services. **Students are encouraged to establish documentation at least two weeks prior to the first day of the semester.**

2. Students with a disability are responsible for providing documentation from the appropriate medical or psychological personnel and should make an intake appointment with the ADA Counselor.
   
   a. Release of Information forms to obtain documentation is available from the ADA Counselor. Students are responsible for any charges incurred while obtaining documentation.
   
   b. Policies for required documentation vary according to the disability. The documentation must clearly identify the disability and provide sufficient information regarding the limitations of the disability in order to permit State Fair Community College to make a determination as to whether the requested accommodations are appropriate. State Fair Community College will be responsible to determine, based upon the evaluative data, what those accommodations should be. Please refer to page 3 for the Documentation of Disability and Eligibility guide to determine the documentation requirements for your disability.
   
   c. Documentation of disability should be mailed or faxed by the professional to the attention of the ADA Counselor at State Fair Community College, 3201 West 16th Street, Sedalia, Missouri 65301 or faxed to 660/530-5546. The documentation may also be hand delivered by the student in a sealed company envelope with the professional’s signature across the seal.

3. Accommodations will be determined based upon the documentation of the disability. It is important to have the documentation state how the disability affects academic performance. Students who believe that they would like additional accommodations must make the request in writing to the ADA Counselor. These will be considered on a case-by-case basis, and decisions may involve various personnel (for instance, Vocational Special Needs counselors, Director of Counseling, Vice President of Student Services, medical professionals, faculty, the student, and the ADA Counselor).

4. **It is in the best interest of students requiring classroom accommodations to attend the first class before scheduling a meeting with the ADA counselor to determine the accommodations for the semester.**

5. After accommodations have been established by the ADA Counselor a letter will be presented to the student describing the accommodations for which he/she qualifies to receive for each class the student is enrolled that semester. A confidential letter will also be presented to the instructor describing the accommodations for which the student qualifies in that class.

6. Students who are experiencing unresolved problems receiving appropriate accommodations should contact the ADA Counselor as soon as possible.
DOCUMENTATION OF DISABILITY & ELIGIBILITY

Appropriate documentation is required by a written report prepared by an appropriate licensed professional that clearly diagnoses a disability and/or records showing the history of the disability. Medical doctors, psychiatrists, psychologists, and school psychologists are among the professionals who routinely evaluate, diagnose, and treat disabilities. This list is not intended to be exhaustive or to restrict assessment in other pertinent areas. The following guidelines are provided to assure that evaluation reports are appropriate to document eligibility:

- **Hearing and speech disabilities.** Qualified personnel may include ear, nose, and throat specialist, audiologist, speech therapist, psychologist, family physician, or other qualified medical specialist.
- **Learning Disability and Attention Deficit Disorder.** Qualified personnel may include licensed psychologist, psychiatrist, family physician, or other qualified licensed personnel.
- **Mental or Psychological Disabilities.** Qualified personnel include psychologist, psychiatrist, licensed counselor, family physician, or other mental health professional.
- **Mobility, Coordination, Traumatic Brain Injury, HIV and AIDS, and Physical Health Disabilities.** Qualified personnel may include family physician, orthopedist, neurologist, cardiologist, rehabilitation specialist, or other medical professionals. Medical records must clearly document, diagnose, and discuss the condition.
- **Visual Disabilities.** Qualified personnel may include ophthalmologist, optometrist, family physician, or other medical specialist.

In the case where the diagnosing professional is a relative, appropriate documentation must include a second opinion. The information must be mailed to 3201 West 16th Street, Sedalia, Missouri 65301 with Attention: ADA Counselor, prior to accommodation being implemented. A student can also bring the information to the office if the documentation is in a sealed company envelope with the professional’s signature across the seal.

ADDITIONAL EVALUATION CRITERIA

- Evaluations must be current, generally within the past three years. Under certain circumstances the ADA Counselor may request an updated or more extensive evaluation.
- The written report must include a specific diagnosis, clear and specific evidence and identification of a disability. For example, terms such as “learning styles,” “learning problems,” and “academic difficulties” do not constitute a learning disability.
- Diagnostic reports must include the names and titles of the diagnostician, the test utilized in diagnosing as well as the date(s) of testing. Reports must be typed and otherwise legible.
- New students are encouraged to establish documentation two weeks prior to the first class period.

If you have any questions, please call the ADA Counselor at 530-5800 extension 398.
Examples of Reasonable Accommodations for
State Fair Community College
Students with Disabilities

The following is intended to give students and faculty an expectation of the types of reasonable accommodations that State Fair Community College provides for students with disabilities. The reasonable academic accommodation(s) and service(s) provided to any student are determined on an individual basis based upon each student’s situation. The following lists are intended to provide students and faculty with a general idea of what State Fair Community College has to offer. Students with disabilities may receive one, all, or any combination of accommodations that are reasonable. The lists of accommodations are in no way all inclusive or exhaustive.

Acquired Brain Injuries
Academic accommodations that may be reasonable for students with an Acquired Brain Injury may include:

- Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in-class work or test.
- Alternative test location which provides a quiet environment that reduces distractions.
- Specific exam or assignment schedule for the course.
- Allowance of assistive devices such as a tape recorder for class notes or lap top computer to be used in the classroom.
- Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the Acquired Brain Injury may pose on the student.
- Other reasonable accommodations as determined on an individual basis.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
Academic accommodations that may be reasonable for students with ADD or ADHD may include:

- Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in-class work or test.
- Alternative test location which provides a quiet environment that reduces distractions.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Specific exam or assignment schedule for the course.
- Allowance of assistive devices such as a tape recorder for class notes to be used in the classroom.
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the ADD/ADHD may pose on the student.
• Other reasonable accommodations as determined on an individual basis.

Chronic Illness
• Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
• Additional time on work done in-class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in class work or test.
• Accessibility of the campus and all its facilities; including classroom accommodations and parking passes.
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the chronic illness may pose on the student.
• Other reasonable accommodations as determined on an individual basis.

Deaf and Hard of Hearing
• Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
• Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
• Specific exam or assignment schedule for the course
• Sign language interpreter providing services for classes, academic meetings, and other academic events.
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenge the deafness or hearing condition may pose on the student.
• Other reasonable accommodations as determined on an individual basis.

Learning Disabilities
• Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
• Additional time on work done in class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in class work or test.
• Alternative test location which provides a quiet environment that reduces distractions.
• Test readers or scribe
• Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
• Specific exam or assignment schedule for the course
• Allowance of assistive devices such as a tape recorder, spell checker, laptop computers, or non-programmable calculators to be used in the classroom for accessing lecture material or for use on assignments and/or exams.
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the learning disability may pose on the student.
• Other reasonable accommodations as determined on an individual basis.

Mobility Impairment
• Additional time on work done in class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in-class work or test.
• Allowance of assistive devices such as a tape recorder, laptop, etc. for class notes to be used in the classroom.
• Accessibility of the campus and all its facilities; including classroom accommodations and parking passes.
• Most elevators and lifts on campus are not locked. Contact student services for information regarding problems with access to elevators on campus.
• Other reasonable accommodations as determined on an individual basis.

Psychological Disorders
• Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
• Additional time on work done in class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in-class work or test.
• Alternative test location which provides a quiet environment that reduces distractions.
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the psychological disorder may pose on the student.
• Other reasonable accommodations as determined on an individual basis.
• Allowance for extended absences due to hospitalization.

Visual Impairment
• Note-taking services—provided through the use of NCR carbonless notepaper pads, which are available through the ADA Counselor. Students may approach another student in the course to take notes on the NCR pads or work with their instructor(s) to have this service coordinated anonymously.
• Additional time on work done in-class and on tests, unless speed is the essential element being tested. The additional time allowed is up to twice the time that would otherwise be allotted for that in class work or test.
• Test reader or scribe.
• Allowance of assistive devices such as a tape recorder for class notes to be used in the classroom.
• Written material such as overheads or handouts may need to be read aloud or put into an accessible format (enlarged, put on disk/compact disks, etc).
• Use of CCTV for academic materials
• Notifications to the instructor(s) in the Letter of Accommodations regarding the specific challenges the visual impairment may pose on the student.
• Other reasonable accommodations as determined on an individual basis.

Temporary Disabling Conditions (i.e., broken limbs)
State Fair Community College students with temporary disabling conditions may be eligible to receive temporary assistance through the ADA Counselor. Students should submit sufficient documentation regarding their condition. Each student’s situation will be evaluated on an individual basis. For more information, please call an ADA Counselor.
## Significant Differences between High School and College Disability Services

### Applicable Laws

<table>
<thead>
<tr>
<th>High School</th>
<th>College/University</th>
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<tbody>
<tr>
<td>I.D.E.A.</td>
<td>A.D.A.</td>
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<tr>
<td>Section 504</td>
<td>Section 504</td>
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<tr>
<td>Rehabilitation Act</td>
<td>Rehabilitation Act</td>
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### Required Documentation

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<tr>
<th>High School</th>
<th>College/University</th>
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</thead>
<tbody>
<tr>
<td>I.E.P. (Individual Education Plan) and 504 Plan</td>
<td>Varies depending on the disability, I.E.P and 504 are not sufficient, must include the testing on which the accommodations are based</td>
</tr>
<tr>
<td>School provides evaluation at no cost to student</td>
<td>Student must get evaluation at own expense</td>
</tr>
<tr>
<td>School conducts evaluations at prescribed intervals</td>
<td>Student generally not required to be re-tested after initial documentation approved</td>
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### Student Role

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<th>High School</th>
<th>College/University</th>
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<tr>
<td>Student is identified and supported by parents/teachers</td>
<td>Student must self-identify to the ADA Counselor</td>
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<tr>
<td>Primary responsibility for accommodations belongs to the school</td>
<td>Primary responsibility for accommodation requests belongs to the student</td>
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### Parental Role

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<tr>
<th>High School</th>
<th>College/University</th>
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<tbody>
<tr>
<td>Parents have access to student records and participate in the accommodation process</td>
<td>Parents do not have access to disability-related records unless student provides written consent</td>
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<tr>
<td>Parents advocate for students</td>
<td>Students advocate for self</td>
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### Teachers/Professors

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<tr>
<th>High School</th>
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<tr>
<td>May modify curriculum and/or alter pace of assignments</td>
<td>Not required to modify curriculum</td>
</tr>
<tr>
<td>Use multi-sensory approach</td>
<td>Tend to rely on lecture; may or may not use multi-sensory approach</td>
</tr>
<tr>
<td>Weekly testing, mid-term, final, and graded assignments</td>
<td>Testing and assignment frequency vary</td>
</tr>
<tr>
<td>Attendance taken and reported</td>
<td>Attendance often not taken; student is responsible for attending class</td>
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### Grades

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<tr>
<th>High School</th>
<th>College/University</th>
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<tbody>
<tr>
<td>Grades may be modified based on curriculum</td>
<td>Grades reflect the quality of work submitted</td>
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