

State Fair Community College Student Guide to ADA Accommodations

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 American with Disabilities Act to ensure that there will be no discrimination on the bases of disability. Accommodations are adjustments made for students with disabilities to allow the same education experiences as their peers. The purpose of an accommodation is to “level the educational learning field”.

Requests for accommodations or auxiliary aids are fully evaluated to determine eligibility for services. It is necessary for the Access office to have recent documentation (within the last 3 years) identifying the student’s disability. The documentation should include an evaluation by a licensed professional and should make evident the current impact of the disability in relationship to the educational setting.

The general guidelines listed below were developed to assist the professional in working with the student to prepare the documentation needed to evaluate the student’s request for accommodations. The documentation is used for State Fair Community College Disability Resource Center to serve the student with disabilities. If you have questions or need clarification, please feel free to contact the Disability Resource Center located in the Charles E. Yeater Learning Center, 3201 West 16th Street, Sedalia, Missouri 65301.

EVALUATOR DOCUMENTATION CONSIDERATIONS

- 1) **Current functional impact of the condition(s).** Please consider the following: mobility, dexterity, endurance, perceptual issues, cognitive (attention, distractibility, communication, etc.), and behavior abilities. Please describe relevant issues as a clinical narrative and/or through the provision of specific results from the diagnostic procedures and assessments.
- 2) **Treatments, medication, accommodations/auxiliary aids, services currently prescribed or in use.** Please describe treatment, medication accommodations/auxiliary aide and/or services currently in use and your opinion of their effectiveness in minimizing the impact of the conditions(s). If you feel that any additional accommodation/auxiliary aids are warranted, please list them along with a clear rationale and related functional limitations. Any accommodation or auxiliary aids will be taken into consideration, but will not automatically be implemented.
- 3) **The expected progression or stability of the disability.** If possible, please provide a description of the expected change in the functional impact of the conditions(s) over time. If the condition is variable, describe the known triggers that may exacerbate the condition.
- 4) **A diagnostic statement identifying the disability.** When appropriate, include International Classification of Diseases (ICD) or Diagnostic Statistical Manual (DSM) codes, the date of the most recent evaluation, or the dates of evaluations performed by referring professionals. If the most recent evaluation was not a full evaluation, please indicate when the last full evaluation was conducted.

State Fair Community College has developed policies and procedures to serve students with disabilities. The following outlines the procedures and policies:

ACCOMMODATION PROCEDURE

The student with a disability who requires accommodation must register with the Disability Resource Center located in Charles E. Yeater Learning Center. It is the student's responsibility to initiate the request for services.

1. Students with a disability are responsible for providing documentation from the appropriate licensed medical or licensed psychological personnel and should make an appointment with the Disability Resource Center.
 - a. Release of information forms to obtain documentation is available from the Disability Resource Center. Students are responsible for any financial 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 limitation 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 review the evaluative date and determine the most appropriate accommodation based on the documentation provided.
 - c. Documentation of disability should be mailed or faxed by the professional to the attention of the Disability Resource Center, at State Fair Community College, Charles E. Yeater Learning Center, 3201 West 16th Street, Sedalia, Missouri 65301 or faxed to 660-596-7279. The documentation may also be hand delivered by the student in a sealed company envelope with the professional's signature across the seal.

ACCOMMODATION DETERMINATION AND IMPLEMENTATION

Accommodations will be determined based upon the documentation of the disability; students reported needs, and the Disability Resource Center interview. It is important to have the documentation state how the disability affects academic performance. Students who believe that they would like additional or alternate accommodations may discuss this with the Disability Resource Center office at any time during their educational experience. The Disability Resource Center office will make every effort to meet the student's needs while maintaining compliance with SFCC Institutional, Instructional, and Administrative Policies.

After accommodations are established by the Disability Resource Center office, the student is required to sign an accommodation letter implementing their accommodations. As the student's class schedule changes, it is necessary for the student to report to the Disability Resource Center for new accommodations form for the current class schedule. Each respective SFCC instructor are notified electronically of the student's specific accommodations. The instructor and the Access office works closely to insure the appropriate accommodations are implemented. Students experiencing unresolved problems implementing the accommodations should contact the Disability Resource Center Access Office *immediately* for assistance.

ACCEPTABLE DOCUMENTATION

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 professions 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 professionals.
- **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.

EXAMPLES OF REASONABLE ACCOMMODATIONS

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 accommodations(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 accommodation are in no way all inclusive or exhaustive.

Note: If deemed appropriate the student may check out equipment from the Access office. Examples of available equipment include; UbiDuo, magnifiers, tape recorders, ergonomically correct keyboards, hearing magnifiers and equipment for students with visual impairments. The student is required to sign a Contractual Agreement accepting responsibility for the equipment and agreeing to return the equipment in check out condition or pay, in full, for replacement cost. This includes equipment that is stolen, lost, or damaged beyond repair.

IMPLEMENTATION OF ACCOMMODATIONS FOR REGULAR AND ON- LINE COURSES

For students who attend *on-ground* classes an extended time of 1½ or double time is allowed on exams depending on the students documentation. **Students are required to activate their accommodations by signing the Accommodation Acceptance Letter each semester and again if changes are made to the student's course schedule, or enrolled in 12, 8, 6, 5, or mini-semester classes.** SFCC instructors will receive an electronic announcement of suggested accommodations for each registered ADA student. The Access Office, faculty and staff will work closely to implement appropriate accommodations.

For *on-line classes* the Access office staff will notify on-line instructors of the student's suggested accommodations. For *on-line* exams, a student may receive extended time of (1 ½ or double time) for in class exams using math, essays or other determined by the Access office.

Note: It is the student's responsibility to immediately report to the instructor and the Disability Resource Center if any problems occur in the accommodation process. The Disability Resource Center is committed to working quickly to address any concerns in a timely manner.

Acquired Brain Injuries

Note-taking services – provided through the use of NCR carbonless notepaper, which are available through the Disability Resource Center. Students may approach another student in the course to take notes on the CNR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Alternative test location which provides an environment that reduces distraction.
- 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 SFCC instructor(s) regarding the specific challenges the Acquired Brain Injury may pose to the student.
- Other reasonable accommodations as determined on an individual basis.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

- Note-taking services – provided through the use of NCR carbonless notepaper, which is available through the Access office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Alternative test location which provides an environment that reduces distractions.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Allowance of assistive devices such as a tape recorder for class notes to be used in the classroom.
- Notifications to the SFCC instructor(s) regarding the specific challenges the ADD/ADHD may pose to the student
- Other reasonable accommodations as determined on an individual basis.

Chronic Illness

- Note-taking services – provided through the use of NCR carbonless notepaper, which is available through the Access office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.

- Accessibility of the campus and all its facilities, including classroom accommodations and parking passes if appropriate.
- Notifications to the SFCC instructor(s) regarding the specific challenges the chronic illness may pose to 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, which is available through the Access office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Alternative test location which provides an environment that reduces distractions.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Use of UbiDuo.
- Sign language interpreter providing services for classes, academic meetings, and other academic events.
- Notifications to the SFCC instructor(s) regarding the specific challenges deafness or hearing conditions may pose to the student.
- Other reasonable accommodations as determined on an individual basis.

Learning Disabilities

- Note-taking services – provided through the use of NCR carbonless notepaper, which is available through the Access office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Alternative test location which provides an environment that reduces distraction.
- Test reader or scribe
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Allowance of assistive devices such as a tape recorder, spell checker, laptop computer, or non-programmable calculator to be used in the classroom for accessing lecture material or for use on assignments and/or exams.
- Notifications to the SFCC instructor(s) regarding the specific challenges the learning disabilities may pose to the student.
- Other reasonable accommodations as determined on an individual basis.

Mobility Impairments

- Additional time on work done in class and on tests, unless speed is the essential element being tested. Extended time (1 ½ to double time) for exams and in class projects using math,

essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.

- Allowance of assistive devices such as a tape recorder, spell checker, laptop computer, or non-programmable calculator to be used in the classroom for accessing lecture material or for use on assignments and/or exams.
- Accessibility of the campus and all its facilities; including classroom accommodations and parking passes if appropriate.
- Most elevators and lifts on campus are locked and require a key. Contact the Access office for information and assistance to access lower level of Hopkins Building if necessary.
- Notifications to the SFCC instructor(s) regarding the specific challenges mobility impairment may pose to the student.
- Other reasonable accommodations as determined on an individual basis.

Psychological Disorders

- Note-taking services – provided through the use of NCR carbonless notepaper, which is available through the Access Office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Alternative test location which provides an environment that reduces distraction.
- Notifications to the SFCC instructor(s) regarding the specific challenges the psychological disorder may pose to the student.
- Other reasonable accommodations as determined on an individual basis.

Visual Impairment

- Note –taking services – provided through the use of NCR carbonless notepaper, which is available through the Access office. Students may approach another student in the course to take notes on the NCR paper 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. Extended time (1 ½ to double time) for exams and in class projects using math, essays or other determined by the Access office. Note: additional time not allowed for on-line classes that allow 24 hours to complete exams.
- Test reader or scribe.
- Allowance of assistive devices such as a tape recorder.
- Written material such as overheads or handouts may need to be read aloud or put into an accessible format (enlarged, put on a disk/compact disks, JAWS, etc.)
- Use of Closed Captioning or transcription.
- Notifications to the SFCC instructor(s) regarding the specific challenges the visual impairment may pose to the student.
- Other reasonable accommodation 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 Disability Resource Center. Students should submit sufficient documentation regarding their condition. Each student's situation is evaluated on an individual basis. For more information, please call the Access Office, located in Student Services at 660-530-5832.

If you do not have a *Disabled Person's Placard* from the Department of Motor Vehicles, State Fair Community College has campus tags available for use on the SFCC campuses. Contact the Disability Resource Center or call 550-530-5832 for details and the necessary paperwork to qualify for a campus use only accessible parking tag.

GRIEVANCE PROCEEDURE

SFCC's grievance and appellate process as described in Regulation 2160 is designed to provide students, employees and members of the public with a process to resolve potential issues.

For the complete regulation, visit <https://www.sfccmo.edu/about/policies-regulations>

Significant Differences between High School and College Disability Services	
Applicable Laws	
I.D.E.A. (secondary education)	A.D.A. (post-secondary education)
Section 504	Section 504
Rehabilitation Act	Rehabilitation Act
Required Documentation	
I.E.P. (Individual Education Plan) and 504 Plan	Varies depending on the disability, I.E.P and 504 are not sufficient, must include the testing on which the accommodations are based
School provides evaluation at no cost to student	Student must get evaluation at own expense
School conducts evaluations at prescribed intervals	Student generally not required to be re-tested after initial documentation approved
Student Role	
Student is identified and supported by parents/teachers	Student must self-identify to the ADA Counselor
Primary responsibility for accommodations belongs to the school	Primary responsibility for accommodation requests belongs to the student
Parental Role	
Parents have access to student records and participate in the accommodation process	Parents do not have access to disability-related records unless student provides written consent
Parents advocate for students	Students advocate for self
Teachers/Professors	
May modify curriculum and/or alter pace of assignments	Not required to modify curriculum
Use multi-sensory approach	Tend to rely on lecture; may or may not use multi-sensory approach
Weekly testing, mid-term, final, and graded assignments	Testing and assignment frequency vary
Attendance taken and reported	Attendance often not taken; student is responsible

	for attending class
Grades	
Grades may be modified based on curriculum	Grades reflect the quality of work submitted

Last updated May 12, 2020