

OFFICE OF DISABILITY SERVICES

Academic Resource Center

Accommodations, Accessibility, and Testing

STUDENT GUIDE ON POLICIES AND PROCEDURES

Accommodations, Accessibility, and Testing Student Handbook

© Crowder College
2005

601 Laclede • Neosho, Missouri 64850
Phone 417.455.5602 • Fax 417.455.5625

Table of Contents

CHAPTER ONE: THE LAW AND REGULATIONS.....	3
Mission and Philosophy	
Policy on Reasonable Accommodations/Accessibility	
Confidentiality and Documentation	
CHAPTER TWO: DOCUMENTATION.....	6
Eligibility and Documentation	
Attention Deficit Hyperactivity Disorders	
Psychiatric Disabilities	
Learning Disability	
Physical Disorders	
CHAPTER THREE: ACCOMMODATIONS AND ACCESSIBILITY.....	9
Accommodations and Services	
Accessibility/Telecommunication	
Services Not Provided	
CHAPTER FOUR: QUICK GUIDE TO DISABILITY SERVICES.....	11
Quick Guide to Disability Services	
Summary: High School to College	
CHAPTER FIVE: EMERGENCY EVACUATION AND SAFETY PROCEDURES.....	14
Campus Emergency Plan	
Student Evacuation Procedures	
CHAPTER SIX: RESOURCES.....	15
On-Campus Resources	
Off-Campus Resources	
Appendix A: Sample Letter of Notification (provisional services, additional documentation needed).....	19
Appendix B: Sample Letter of Notification (proper documentation submitted).....	20
Appendix C: Sample Form Instructional Accommodations Services Form.....	21
REFERENCES.....	22

Mission and Philosophy

Crowder College is committed to the goal of achieving equal educational opportunity, an accessible community where students are judged on their ability, and provide tools for full participation in the post-secondary environment for student with disabilities. Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Crowder College ensures that no “qualified individual with a disability” will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination on the basis of disability under any program or activity offered by the College.

Policy on Reasonable Accommodations

Federal Regulations:

Crowder College provides service to all students with disabilities as defined by federal regulations of ADA and the Rehabilitation Act of a “qualified person”. A qualified person with a disability is defined as an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs for the activities provided by a public entity.

(Public Law 101-336, Section 201)

The federal definition of a disability includes a person who:

- (i) has a physical or mental impairment which substantially limits one or more of such a person’s major life activities;
- (ii) has a record of such impairment, or
- (iii) is regarded as having such impairment.

(Public Law 101-336, Section 3)

College Regulations:

By law, the College is not allowed to ask if a prospective student has a disability prior to admission. Therefore documentation of a disability will not be needed until after admission to the College and when requesting entry-level test accommodations (i.e., COMPASS). **By law ...**

1. Crowder College will reasonably accommodate “otherwise qualified individuals” with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or undue financial or administrative burdens. The term reasonable accommodation is used in its general sense in this policy to apply to students.

2. A student must self-identify as an individual with a disability with the Office of Disability Services (ODS) located on the 2nd floor of Newton Hall (Neosho Campus, in the Academic Resource Center), or telephone number 417-455-5602. Subsequently, faculty members are encouraged to provide students the opportunity to self-identify by including a statement regarding accommodations for students with disabilities on their syllabus or current students are always encouraged to contact the ODS directly, as soon as possible, to request services or

accommodations. The ODS then will assess the impact of the disability on the student's academic program and record the required academic accommodations in a memo to the instructor. All diagnostic information is confidential; however, letters of notification on accommodations accessibility requirements are distributed to the students' instructor(s) upon self-identifying and at the student's request.

3. Individuals who have complaints alleging discrimination based upon a disability may file them with the College's Affirmative Action Officer (Dean of Students, located on the 2nd Floor, Newton Hall, Neosho Campus, or telephone number 417-455-5636) in accordance with College discrimination grievance procedures. Contact the Academic Resource Center (ARC) or the Dean of Students to obtain a complete copy of the College's Reasonable Accommodation policy. Students can also file a formal complaint with the U.S. Department of Education, Office for Civil Rights (OCR) by submitting in writing the following:

- Name, address, and phone number;
- The name and location of the school that the student believes discriminated against them;
- A detailed description of what happened and when it happened; and
- Basis of the complaint (e.g., that the student is a person with a disability or a member of another protected class based on race, disability, sex, age, national origin, or color).
- To find the OCR office closest to you, visit the following webpage: www.ed.gov/offices/OCR/ocregion.html or call 1(800) 421-3481.

By Law ...The Family Education Rights and Privacy Act (FERPA) or Buckley Amendment of 1974, provides for certain personnel of a given institution to have access to the educational records of enrolled students. Disability-related information, however, are considered medical in nature and is therefore exempt from this policy. Information regarding a student's disability must be maintained in separate, secure files with limited access, and is to be shared on a need-to-know basis.

Confidentiality of Documentation

By Law...The Office of Disability Services (ODS) is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews and case notes. Faculty members have the right to request information on a student need-to-know basis.

- The faculty member will be informed that certain conditions or situations may occur as a result of defined disability and what procedures must be followed to assist in an emergency situation.
- Faculty members are not prohibited from asking the student for additional information to better assist in maximizing learning.
- Faculty members do not have the right to access such information from the ODS. Students are guaranteed privacy and confidentiality as outlined in FERPA regulations.

- Some records related to student affairs contain private health information and are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA, Public Law 104-191). For more information on HIPAA and the protection of private health information, visit <http://www.dukehealth.org/Privacy/HIPAA>.
- Contact the Affirmative Action Officer (Dean of Student Services, telephone number 417-455-5636) or the Division of Student Services Office to obtain a complete copy of the College's Reasonable Accommodation policy.

Eligibility and Documentation

No “otherwise qualified” individual with a disability...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. **(29 U.S.C. § 794).**

1. Eligibility will be determined on the basis of the presence of a disability and a need for services and accommodations to support an equal educational opportunity.
2. Documentation. In order to establish that one is a student with a disability and has a need for accommodation, the student must provide adequate documentation from an appropriate source as to their status as a person with a disability and the functional limitations created by the disability that may be addressed through accommodations. In most cases, documentation will be needed from professionals such as psychologists, medical doctors, psychiatrists, licensed psychiatric social worker or neurologists. Documentation must be typed or word-processed and printed on the letterhead of either the practitioner or the agency. Handwritten notes on prescription pads or handwritten treatment records are not acceptable.
3. In most cases, diagnostic evaluation must have been completed within the past 3 years. Flexibility in accepting documentation, which exceeds a 3-year period, must be evaluated under the following conditions:
 - The previous assessment is applicable to the current or anticipated setting.
 - Documentation is adequate in scope or content, or addresses the individual’s current level of functioning and need for accommodation(s), reevaluation may not be warranted.
 - There are no observed changes in the individual’s performance or physical impairment since previous assessment was conducted.

A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

In general documentation of a disability should include:

- I. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis;
- II. A description of the diagnostic criteria used;
- III. A description of the current functional impact of the disability;
- IV. Treatments and medications, assistive devices currently prescribed or in use;
- V. A description of the expected progression or stability of the impact of the disability over time; and
- VI. The credentials of the diagnosing professional.

Attention Deficit Hyperactivity Disorders (ADD/ADHD)

Students applying for services and accommodations on the basis of ADD/ADHD must submit a comprehensive report of a psycho-educational assessment completed by a psychiatrist, licensed psychologist, or licensed medical doctor who has experience diagnosing and treating this condition and must address the following criteria:

- DSM-IV Diagnosis
- Narrative summary of assessment procedures
- Description of present symptoms, fluctuating conditions, and prognosis
- Medication needs and side effects
- Recommendations for reasonable accommodations.

Psychiatric Disabilities

Students applying for services and accommodations on the basis of psychiatric disabilities must submit documentation completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating this condition and must address the following criteria:

- DSM-IV Diagnosis
- Psychological test
- Medications, and
- Therapeutic interventions

Learning Disability

Students applying for services and accommodations on the basis of a learning disability must submit a comprehensive report of a psycho-educational assessment performed by a qualified professional, e.g., licensed psychologist, school psychologist, neurophysiologist, learning disabilities specialist. As the manifestations of a disability may vary over time and in different settings, in most cases the evaluation should have been conducted within the past three (3) years.

In accordance with guidelines developed by the Association on Higher Education and Disability (AHEAD), the psycho-educational assessment should contain:

- Aptitude
- Academic achievement
- Information processing
- Clinical summary

Physical Disorders

Physical disorders are typically grouped into five general categories according to the affected organ or body system: neurological, musculoskeletal, visual, auditory, and miscellaneous medical. Documenting physical disorders begins with a clear diagnosis, which demonstrates that the students meet the generally accepted criteria for the medical condition. This is particularly necessary in the case of “invisible” physical disabilities such as conditions with primary manifestation of pain and fatigue (as in fibromyalgia and multiple sclerosis, respectively). Documentation should include:

- Clinical diagnosis
- Confirmatory evidence from tests such as X-rays or neuroimaging
- Functional assessment (mobility, manual dexterity, information retrieval, communication, and Endurance).

Accommodations and Services

Accommodations are provided for people who are eligible to attend, enroll or benefit from the College's programs, services, and activities. This obligation includes both students and non-students. Accommodations are provided on an individual basis dependent on the need for services, student request for reasonable accommodations, and documentation of disability. Per the students' request and submission of appropriate documentation, the College may provide the following accommodations/support services and accommodations:

- Academic advisement, tutoring, note takers, tape recorders
- Counseling services and referral
- Accessible computer labs and Web pages
- Library assistance
- Faculty notification and follow-up
- Test taking accommodations, such as extended testing time; giving exams in alternate formats (giving a written exam orally, or changing the way answers are recorded); permitting use of a dictionary or spell checker (unless test is designed to measure spelling ability); providing quiet room for test taking in order to decrease auditory or visual distractions; repeating instructions.
- Use of auditory recording device
- Information and referral for additional services
- Proctored exams
- Magnifiers, visual field expanders, and glare reducing and contrast enhancing devices (for vision problems)
- Environment that optimize illumination and reduce noise level (for auditory problems)
- Classroom accessibility aids (screen magnifiers, voice-activated software, text in Braille or on tape)
- Course substitutions and waivers (In accordance with ADA, accommodations will not be made to course or degree requirements which are considered to be essential; or, would otherwise alter the fundamental nature and purpose of the course and/or program).
- Written materials in alternative formats such as large print, Braille, computer diskette, or audiotape readers
- Assistive listening devices
- Portable computer system for sign language interpreting and/or notetaking services to be checked out upon request

Accessibility/Telecommunication

Students must be afforded an equal opportunity to access the full range of services offered by the institution. Hence, all programs and services must be provided in a manner that affords the

student maximum integration with his/her non-disabled peers. In accordance with ADA regulations, Crowder College has adopted the Americans with Disability Act Accessibility Guidelines, to meet requests for architectural accessibility and building improvements. These modifications may include but are not limited to, ramps, curb cuts, automatic door openers, sidewalk repairs, and restroom renovations.

The institution will take steps to ensure that people with communication and visual disabilities have access to goods, services, and facilities. Effective communication devices under the ADA may include having necessary auxiliary communication aids and accessibility services/software available, and making auxiliary delivered information available to persons with hearing and speech impairment such as a TDD (Telecommunication Device for the Deaf).

Services Not Provided

Crowder College does not provide the following:

- Comprehensive diagnostic evaluation for determining disabilities
- Special classes for students with disabilities and development of Individual Educational Plans (IEP's)
- A reduced standard for academic performance
- Exemption from graduation requirements (some substitutions are allowed with Dean approval)
- Personal devices such as wheelchairs, hearing aids, glasses, personal aids, or adaptive computer software for personal home use
- Personal services such as assistance with eating, toileting or dressing
- Accommodations that would fundamentally alter the nature of a program

Quick Guide to Disability Services

A. Enrolled students will need to register with the disability support officer or whoever is responsible for arranging disability accommodations. Currently, this is located at the Academic Resource Center on the main campus, 2nd Floor, Newton Hall, 455-5602.

- Self-Identify. Upon enrollment or registration the student must contact the Office of Disability Services (ODS) regarding their need for academic accommodations. Although not required, students are encouraged to identify with their instructor as a person with a disability in order for them to associate the student with the request for accommodations that they have received. This can be done privately during faculty office hours or before or after class.
- Make an appointment to meet with the ODS staff.
- Provide documentation of your disability. Make certain it is recent (within past 3 years), and includes information related to the current functional impact of the disability. This is especially necessary for disabilities that are not clearly visible or that can change over time.
- Help decide what accommodations are appropriate (note-taker, books on tape, interpreter, assistive listening devices, etc.)

B. Meet with an Academic Advisor to decide what classes you need to take.

- Register as early as possible. This is especially true if you need books on tape or interpreters.
- When planning your schedule make certain you will be able to get to class on time in the mornings if you receive attendant services.
- Provide yourself with enough time to get from class to class through out the day.
- Plan for breaks if there are disability related issues that will need to be handled during your school day.
- Look at other scheduling issues: class sizes (large vs. small), length of class time, days of the week, times of the day, total number of credit hours (full-time vs. part-time) and the amount of reading involved.

C. Find your classes and make sure they are accessible to you.

- Go inside each classroom and see if it has the things you will need (special tables, wheelchair access, etc.)
- If there is a problem with any classroom go to the disability support office and report the problem.

D. Obtain accessible text and materials for class.

- If you know you are going to need your books and materials in an alternate format request this as early as possible with the disability support office. Many need to be ordered and this will help ensure that you will have your materials when you need them.
- Make sure you request the other services you may need for the class (note takers, interpreter, oral exams, etc.)

E. If problems arise:

- If you have trouble with a course, teacher, or accommodation you should go immediately to the disability support office to report it and to request assistance in getting the problem resolved.
- Learn about all the services that are on your campus that might be able to provide you with assistance (writing lab, computer lab, tutoring services, counseling center, etc.).

Summary: High School to College

The laws of IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 is very different. In high schools, for example, IEP (Individual Education Plans) are developed for students with Learning Disabilities. High school students with physical impairments or in wheelchairs may fall under a Subpart of Section 504 of the Rehabilitation Act. In college, however, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions. The misunderstanding comes from the practice of assuming that the "504 Plan" developed at a high school will be binding on a college or university, since different aspects of Section 504 applies to high schools and colleges.

High School:

Individuals with Disabilities Education Act (IDEA)
Section 504 of the Rehabilitation Act of 1973 (See Subpart D)
Americans with Disabilities Act
Civil Rights Restoration Act

Post-Secondary:

Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act
Civil Rights Restoration Act

Differences:

In high school the school has responsibilities which include the following:

- Identify students with disabilities
- Provide assessment of learning Disabilities
- Classify disabilities according to specified diagnostic categories
- Involve parents or guardians in placement decisions
- Provide certain non-academic services
- Place students in programs where they can benefit (in any way) by placement committee with parent participation and approval
- Structure a large part of the student's weekly schedule
- Modify educational programs
- Prepare Individualized Education Plans (IEP's)
- Provide a free and appropriate education
- Provide appropriate services by the school nurse or health service

The post-secondary level institutional role changes as follows:

- Protect a student's right to privacy and confidentiality
- Provide access to programs and services which are offered to persons without Disabilities
- Inform students of office location and procedures for requesting accommodations
- Accept and evaluate verifying documentation
- Determine that a mental or physical impairment causes a substantial limitation of a major life activity (see definition of disability) based on student-provided verifying documents

- Determine whether students are otherwise qualified for participation in the program or service, with or without accommodations, and if so, whether a reasonable accommodation is possible
- Make reasonable accommodations for students who meet the above qualifying criteria
- Provide reasonable access to program and service choices equal to those available to the general public
- Make reasonable adjustments in teaching methods which do not alter the essential content of a course or program
- Assure that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA
- Inform students of their rights responsibilities

Students have a responsibility to:

1. Self identify or disclose their disability to the designated office for disability services.
2. Provide verifying documentation to that designated office.
3. Obtain assessment and test results and provide them to that office.
4. Act as independent adults.
5. Arrange their weekly schedules.
6. Contact their instructors to activate and adopt accommodations for each class.
7. Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies.

Post-secondary institutions have a responsibility to provide the public, including students and their families with the following information:

1. Notification that any person with an appropriately documented disability has the right to request reasonable accommodations.
2. Guidance regarding the services for students with disabilities and where those Services can be found and accessed.
3. Facts about the student's rights and responsibilities as adults enrolled in a post-secondary educational institution including the student's right to grieve.

(This is a procedure used to resolve disagreements between a student and the institution related to accommodations and other services to students with disabilities).

Post secondary institutions are not required to:

- Reduce or waive any of the essential requirements of a course or program
- Conduct testing and assessment of learning, psychological or medical disabilities
- Provide personal attendants
- Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise Qualified for those services)
- Prepare "Individual Education Plans" (IEPs)

Remember Privacy Issues: Students in colleges and universities are considered adults, with privacy and confidentiality protections. College staff cannot talk with parents and guardians about a student's academic activities as were typical in K-12.

Campus Emergency Evacuation Plan

This section defines actions to be taken in emergencies to ensure emergency preparedness. Emergencies include fires, technological and human-made hazards, natural disasters, or other significantly disruptive events that threaten public safety or cause property damage.

Student Evacuation Procedures

In an emergency situation-either the sounding of a fire alarm, verbal warning, or radio station the following guidelines will assist students with mobility impairments, employees, and/or visitors with emergency evacuation. **DO THE FOLLOWING:**

- If on the ground floor exit through an accessible door
- If above or below the ground floor:
 1. If unable to exit the building due to fire or elevator power failure, seek an area of refuge or safety, preferably a room with an exterior window, a telephone, and a solid door.
 2. Telephone Campus Safety and Security at 417-455-5544 or 5744 and advise them of your physical disability, location in the building (floor, room number, and telephone number) if possible.
 3. If it is safe to do so, remain by the telephone. If the situation worsens, move to a safe location, call the Campus Safety and Security and provide updates on your situation and new location (if possible).
 4. If a telephone is not readily accessible, have the person(s) assisting you advise a responding Campus Safety and Security Officer of your location and physical disability.
 5. If you cannot access an area of refuge or safety, go immediately to an enclosed stairwell. Have someone advise the Campus Safety and Security of your location. If you do go to a stairwell, be sure not to block access to the stairwell or nearby exit doors.
 6. Person(s) with physical disabilities are permitted to stay in a building: During an emergency fire drill, false or accidental fire alarm, or if circumstances do not warrant it, such as non-life threatening situations.
 - If person(s) has a non-ambulatory disabilities.
 - If elevator assistance is essential for evacuation but is inoperable resulting from a fire, power failure, etc. and the person(s) are located either above or below the ground floor.

In the event of an extreme emergency, and the person(s) unable to exit the building safely, the fire department will be responsible for evacuating that person(s) from the building. The responding CSS Officer and the fire department personnel will determine whether the circumstances warrant an evacuation of non-ambulatory disabled persons. All other person(s) with disabilities need to evacuate the building in an emergency.

On-Campus Resources and Information

Division of Student Services
Newton Hall Building, 2nd Floor
601 Laclede Avenue
Neosho, Missouri 64850
417-455-5718
417-455-5731 fax

The Division of Student Services, which includes Financial Aid, Admissions, Student Support Services, Student Life and Housing, Career Services, Title III, Upward Bound and Athletics, assists in providing an array of services for all students at Crowder College. Student Services works with the ARC, ODS, Residence Life, Student Activities, Campus Public Safety, Counseling, Career Services, Food Services, and the Wellness Center to further provide a culturally enriching experience and to meet the needs of Crowder students.

Academic Resource Center
Newton Hall Building, 2nd Floor
417-455-5602
417-455-5625 fax

The Academic Resource Center (ARC) offers a wide range of assistance and resources to all Crowder students. It also serves as a valuable resource to faculty and staff at all Crowder campuses. The ARC offers tutoring services, make up testing, special accommodations testing, test proctoring, retention services, a public computer lab, specialized computer learning software, assistance with the assessment and placement portions of admissions, and the testing portion of the graduation process. The ARC also is the point of contact for the Office of Disability Services (ODS).

Office of Disability Services and Counseling
Newton Hall Building, 2nd Floor
417-455-5602
417-455-5625 fax

The Office of Disability Services (ODS) is committed to ensuring that students with disabilities have equal access and reasonable accommodations to goods, services, and facilities. In addition, ODS will ensure that students with disabilities are not excluded, denied services, segregated or otherwise treated differently than other people, and make information accessible to and useable by people with communication disabilities.

Enrollment Management Services
Newton Hall Building, Second Floor
Office/Financial Aid Office
417-455-5434

The Financial Aid Office is organized to assist students in meeting the costs of education.

The goal is to provide assistance to qualified students who would not be able to attend the College with out assistance. Visit the Financial Aid Office if you wish to research financial support resources such as Pell Grants, Scholarships, Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study Program, Stafford Loan Program and other financial options available.

Admissions Office

Newton Hall Building, 2nd Floor
417-455-5709

Visit the Admissions Office if you wish to enroll in Crowder courses, Dual Enrollment and Dual Credit classes and/or receive admission requirements or information on the following: Admissions Assessment and Placement tests requirements, International student admission, Tech Prep, Transport Training, Veterans enrollment, and they will help you on the enrolling process.

Career Services

Newton Hall Building, 2nd Floor
417-455-5618

Career Services is designed to maximize students' efforts in preparing for and seeking jobs and careers after graduation. Services are available to provide assistance for part-time employment on campus, cooperative education work programs, internships, and career assessment.

Student Life & Housing

Student Center
417-455-5644

The Student Life staff assists students with housing applications, accommodations and accessibility requirements. The staff members also maintain housing assignment records and other pertinent information that will aid in the students transition to the College such as providing cultural, recreational, and campus events and activities. Student Activities provides organizations and activities that are designed to enhance the development of all students socially, physically, spiritually, and intellectually.

Student Support Services

Accessible Computer Labs
Newton Hall Building, 2nd Floor
417-455-5568

Student Support Services also known as "SAIL" is a federally-funded grant programs committed to meeting the needs of targeted two-year degree-seeking students. The program's objectives are to improve the retention, graduation, and successful transfer of out student participants. Student Support Services provides a supportive environment where students will have their academic, career, and personal needs met. SAIL works with the ODS Office to provide students with accessible computer labs, tutoring, and other classroom

assistive aids such as tape recorders, distraction free testing environment, proctored exams, etc.

Additional Resources:

Business Office

Newton Hall and Student Center
417-455-5442

The Business Office can assist by devising payment plans for students who do not qualify for Federal Financial Aid and/or need additional assistance in paying school fees.

Learning Resource Center (Library)

Newton Hall, 1st Floor
417-455-5606

The Learning Resource Center (Library) provides collections and services for all full-time and part-time students, faculty, and staff in the education programs of Crowder College.

Campus Safety and Security

McDonald Hall, First Floor (North Entrance)
417-455-5544 or 5744

The Crowder College Office of Campus Safety and Security enforce campus traffic and parking regulations and issues of student conduct, and maintain crime records for the campus.

Off-Campus Resources & Additional Information

CASSVILLE, MISSOURI SITES

Crowder, Watley Center (Cassville, MO)
417-847-1706

JOPLIN, MISSOURI SITES

BTDS (Business Training & Development Services)
417-673-9301 or 417-673-9471
1-800-783-8053

WEBB CITY, MISSOURI SITES

Crowder, Webb City Center & RTEC
417-673-2345
417-673-0681

Crowder, Technology Preparation Program
417-673-8424

NEVADA, MISSOURI SITES
Crowder, Nevada Center (Nevada, MO)
417-455-5760
417-667-0518

Nevada Telecenter (ITV Classes)
417-448-1212

On-Campus Resources & Additional Information

NEOSHO, MISSOURI SITES
AEL (Adult Education Literacy Program), EOC, HEP, ABCD
417-451-5142 or 451-5143, ext. 4019

COMPASS Testing
417-455-5602

CCTECH (Crowder College Technology Program)
417-455-5596

Crowder College (Main Campus)
417-451-3223

ELI (English Language Institute)
417-455-5550

GED (General Education Diploma Testing)
417-451-5142

Sample Notification Letter

Memo

Crowder College

Academic Resource Center, Office of Disability Services

To: Instructors of Student Name (Soc. Sec. #)

From: Disability Services Coordinator

Date: Wednesday, October 03, 2001

Re: ADA Accommodations

Mr./Ms. _____ has submitted to the Office of Disability Services documentation regarding his disability, to support the need for academic accommodations while enrolled at Crowder College. Consistent with ADA, 504c regulations, the Individualized Educational Plan (IEP) is not sufficient documentation for higher education and additional documentation is for spring 2002. Per the students' request, the following information is being forwarded to inform you of the provisional (academic) support services that shall be provided to him/her by the College:

- In-class accommodations to include enlarged text on exams;
- Provide copy of ITV lecture notes in enlarged print (12-14 font size);
- Provide computer aid software to enlarge print for computer-based courses.

It is the student's responsibility, however, to make any additional requests for accommodations with the Office of Disability Services and to provide documentation supporting the need for requested accommodations. If you have any questions concerning reasonable accommodations for Mr./Ms. _____, please do not hesitate to call me at 455-5602. Thank you.

Attachment: Accommodation Services Form

Sample II Letter of Notification

Memo
Crowder College
Academic Resource Center, Office of Disability Services

To: Instructors of Mr./Ms. _____ (Soc. Sec. #)

From: Disability Services Coordinator

Date: Monday, August 27, 2001

Re: ADA Accommodations

Mr./Ms. _____ has submitted to the Office of Disability Services the proper documentation regarding his/her disability to support the need for academic accommodations while enrolled at Crowder College. Per the students' request, the following information is being forwarded to inform you of the academic support services that shall be provided to him /her by the College:

1. Instructor notification and follow-up;
2. Academic advisement, tutoring, and counseling services and/or referrals;
3. Extended test time up to 2x for major exams, additional 30 minutes for in class quiz.
4. Provide testing accommodations in a distraction free testing environment;
5. Use of a note taker, and/or assistive technology.

It is the student's responsibility, however, to make any additional requests for accommodations with the Office of Disability Services and to provide documentation supporting the need for requested accommodations. If you have any questions concerning reasonable accommodations for Mr./Ms. _____, please do not hesitate to call me at 455-5602. Thank you.

Attachment: Accommodation Services Form

Appendix C

Crowder College
Disability Accommodation Services

Instructor Notification

The following student has requested disability accommodation services and provided the necessary documentation. The items checked below represent minimum accommodations needed for your class. Alterations in instructional and/or testing methods will be your responsibility. The special needs team will work with the student if additional personnel and/or equipment is indicated. If extended time or a separate testing room is needed, Keri Bilke (ext. 5602) is available to assist you.

The list below is neither exclusive nor exhaustive. Open communication between you and the student will be the best way of gauging the effectiveness of accommodation efforts and any warranted modifications. If you have any questions regarding this accommodation plan, please feel free to the Office of Disability Services at 417-455-5602. Student:

Accommodations

instructional

- lip reading consideration
- absence allowance
- spelling accommodation
- recording allowance

other

testing

- extended time
- out of class
- reduced distraction
- calculator
- reader
- writer

support

- interpreter
- note taker
- reader
- lab assistant

environment

- preferential seating
- special seat
- wheelchair space
- accessible site

other

equipment

- tape recorder
- adapted computer
- adjustable table
- calculator
- listening device
- close captioning

additional comments:

References

American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC: Author.

Bakst, Daren, Student Privacy on Campus. Council on Law in Higher Education. 1999.

Family Policy Compliance Office, <http://www.ed.gov/offices/OM/fpcol/>.

Gordon, Michael & Keiser, Shelby (1998). Accommodations in Higher Education Under the Americans With Disabilities Act (ADA): A no-nonsense guide for clinicians, educators, administrators, and lawyers.

Jarrow, Jane. (1997). "Focus on Documentation." DAIS News, 1(12), 5.

Missouri Association on Higher Education and Disability. www.ahead.org.

St. Andrews Presbyterian College. Disability and Academic Support Services. www.sapc.edu; info@sapc.edu.

College of Missouri. Student Affairs: Office of Disability Services. Norman Missouri.

Zirkel, Perry. (1995, September). When is a student disabled under 504 and ADA? Disability Compliance For Higher Education, 1(2), 3.