

Access Office
Disability Support Services
Policy and Procedures

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Mineral Area College is a two-year public community college committed to providing reasonable accommodations and services to students with disabilities. The Access Office collaborates with students, faculty, and staff to provide equal access to educational opportunities, programs, and activities offered through the college.

Students are encouraged to speak with the Access Office about eligibility for accommodations. Accommodations allow students to demonstrate their abilities and knowledge in their academic endeavors. All disability related information used to determine accommodations and appropriate services will remain private.

Student Eligibility

The Access Office provides services to eligible students with diagnosed disabilities. Eligible students can have disabilities in the areas of health, visual, hearing, physical, psychiatric, and learning. Students enrolling at the college who seek services and accommodations for a disability must be willing to self-identify as a student with a disability.

The documentation required by the college will vary according to the nature of the disability. The appropriate documentation should be supplied to the Access Office and should be current. The combination of documentation and the actual interview with the student must show a substantial limitation of one or more major life activities. The information will also assist in determining appropriate accommodations.

If a student has questions regarding required documentation, please contact the Access Office at (573) 518-2152.

Steps to Get Started

To assist in appropriate accommodations being in place before a semester begins, the following steps should be followed by students:

1. Contact the Access Office to discuss potential eligibility and to learn about the process for getting disability services started.
2. Schedule an appointment to make an accommodation request and complete the Application for Services.
3. Provide the Access Office with the requested and appropriate documentation.
4. Meet with the Access Coordinator after documentation is reviewed to discuss eligibility for accommodations or if further information will be needed.

After eligibility for accommodations and services is determined, students will need to meet with the Access Coordinator each semester with their completed course schedule to continue receiving accommodations. Accommodations are not automatically provided each semester.

If accommodations are needed for the Accuplacer test, the student will need to schedule an appointment with the Access Coordinator to provide documentation of disability and discuss potential eligibility for accommodations on the test.

Privacy of Information

When students identify themselves as having a disability, they will be asked to provide documentation of the disability. The requested documentation may include the results of medical, psychological, or diagnostic tests that may contain very sensitive information. Collecting this information is important to the college in attempting to understand the nature and extent of a disability to assist in determining accommodations.

Documentation obtained by the Access Office regarding a student's disability is considered private and is maintained in separate, secure files, and is to be shared on a very limited basis within the college community. It may be shared only when there is a compelling reason for disclosure of specific information or with the student's permission.

General Documentation Guidelines

The following are general guidelines for documentation at Mineral Area College. Please see the document in the policy section of this manual for established documentation criteria and further information.

- A diagnostic statement identifying disability, date of the most current diagnostic evaluation, and date of the original diagnosis.
- A description of the diagnostic criteria and/or diagnostic tests used, along with specific test results.
- A description of the current functional impact of the disability in the educational environment.
- Treatments, medications, assistive devices/services currently prescribed or in use.

- A description of the expected progression or stability of the impact of the disability over time.
- Recommendations for effective academic accommodations to equalize the student's educational opportunities at the postsecondary level.

Self-disclosure

It is the student's responsibility to self-disclose as a student with a disability, to provide current and appropriate documentation of his/her disability, and to request classroom accommodations through the Access Office.

Many students received special education services under IDEA guidelines or Section 504 plans in high school. These services were facilitated by parents and teachers, but are now the responsibility of the student. It's important to keep in mind that not all accommodations received in high school are acceptable at college. Accommodations provided at the high school level are to ensure success, rather than access.

Any qualified student with a disability who requests accommodations should meet with the Coordinator at least 6 - 8 weeks prior to the student's first week of classes. This allows time to ensure the student has provided all the appropriate documentation related to his or her disability and time to set up needed accommodations in advance.

It is important to note that if a student chooses not to disclose his/her disability to the Access Office, the student is not covered under Section 504 or the ADA and they cannot receive accommodations or support services.

Release of Information

Students will be asked to sign a **Release of Information** form, giving the Access Office permission to release necessary information about the accommodations on the **Faculty Notification** form. A student is only required to reveal the specific disability to the Access Coordinator.

Student Responsibilities

The Access Office encourages student self-advocacy. It is recommended a student speak with his or her instructor in private during the first week of classes to discuss accommodations on the faculty notification form.

If a student takes a test in the Access Office, it is the responsibility of the student to provide the instructor an **Out-of-Class Testing** form for each test. Tests will be administered exactly as the instructor has indicated on the **Out-of-Class Testing** form.

All tests in the Access Office need to be scheduled prior to the test date and at least two days in advance of the actual test date. Students can pick up an **Out-of-Class Testing** form when they schedule their tests. It is preferable to schedule the testing session on the actual test day of the class. If this is not possible due to being unable to obtain a specific testing accommodation, the test will be scheduled on a different day.

Accommodations and Services

Continuing services are not automatically provided each semester. Students with disabilities will need to notify the Access Office of their new course schedules. Requests for sign language interpreters, alternate book formats, and other such services must be made well in advance of the beginning of the new semester to allow the Access Coordinator time to arrange for the best services.

Students need to submit their requests for services 6 to 8 weeks in advance to ensure that appropriate accommodations will be in place for the start of the next semester. Some services may be contractual and timely requests are necessary to avoid delays in service delivery.

Appeals

If a student with a disability is not satisfied with the accommodations or services that he or she receives from Mineral Area College, the student should contact the Access Coordinator immediately. If a student believes that he or she has been discriminated against because of their disability in any Mineral Area College program, the student may appeal by following the college's Civil Rights Grievance Procedures. A copy of the procedures can be found in the Appendix section of this manual.

Policy

Legal Implications

The following is legislation that applies to higher education and is used in implementing the delivery of services and accommodations to students with disabilities.

The Rehabilitation Act of 1973

The act addresses nondiscrimination in federal agencies and the most relevant pieces to postsecondary education are Section 503 and Section 504.

Section 503

Section 503 mandates nondiscrimination on the basis of a disability in employment in entities that receive Federal financial assistance. This section is a mandate to actively encourage application and consideration for employment of disabled candidates.

Section 504

Section 504 is a program access statute. It requires that no otherwise qualified person with a disability be denied access to or the benefits of, or be subjected to discrimination by any program or activity provided by an institution or entity receiving Federal financial assistance.

Subpart E of Section 504 deals specifically with institutions of higher education. Subpart E requires that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices. It does not require special programming. Academic adjustments and reasonable modifications allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 is comprehensive civil rights legislation created to help integrate persons with disabilities into every segment of society. The definition of disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities can include

and are not limited to mobility, vision, hearing, learning, performing manual tasks, walking, seeing, speaking, breathing, thinking, sitting, standing, interacting with others, concentrating, lifting, working, and running.

Title I of the ADA prohibits discrimination in employment practices for qualified applicants with a disability. Title II requires equal access to services and programs offered by public entities.

The college is not required to provide individuals with disabilities with personal or individually prescribed devices, such as wheelchairs, prescription eyeglasses, hearing aids, or to provide the services of a personal attendant to assist with eating, toileting, or dressing. The college is not required to provide any personal service, such as the above, for students with disabilities unless the same type of service is provided to others without disabilities.

Americans with Disabilities Amendment Act of 2008

The ADA Amendments Act of 2008 clarified and reiterated who is covered by the law's civil rights protections. The act was signed in September 2008 and went into effect in January 2009. The amended language revises the definition of disability to more broadly encompass disabilities that substantially limit a major life activity. The act also states that mitigating measures (assistive devices, auxiliary aids, and medication) have no bearing in determining whether a disability qualifies under the law. The changes also clarify the coverage of conditions that are episodic or in remission that substantially limit a major life activity when active.

ADA Standards for Accessible Design (ADAAG) – 2010

The Department of Justice published revised regulations for Titles II and III of the Americans with Disabilities Act of 1990 "ADA" in the Federal Register on September 15, 2010. These regulations adopted revised, enforceable accessibility standards. Standards set minimum scoping and technical requirements for newly designed and constructed or altered State and local government facilities, public accommodations, and commercial facilities to be readily accessible to and usable by individuals with disabilities. The 2010 Standards also establish a revised reference point for Title II entities that choose to make structural changes to existing facilities to meet their program accessibility requirements.

Policy on Compliance with the Americans with Disabilities Act

The Board of Trustees is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

The College will provide reasonable and appropriate accommodations to enable participation in campus programs, services and activities. Individuals with disabilities must self-identify and are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated through the Access Office in AS117. (573-518-2152)

The Board of Trustees of Mineral Area College is committed to the continuous evaluation of all programs and activities of the institution to ensure compliance with all state and federal legislation. The Administration will involve the community and individuals with disabilities in the continuous improvement process.

The Dean of Students shall act as ADA Coordinator for the college to oversee compliance in the area of student accommodations. The Human Resources Director shall act as the ADA Coordinator in overseeing compliance in the area of employment practices.

ADA Coordinators

Dean of Students
AS 119
573-518-2262

Human Resources Director
FA 104
573-518-2378

The college prohibits retaliation or reprisals against any individual because she/he has filed a complaint or report, participated in an investigation, or otherwise opposed unlawful discrimination.

The Administration will take other steps deemed necessary to assure compliance with the Americans with Disabilities Act, unless these pose an undue burden or would result in fundamental alteration of programs of the institution.

Service/Emotional Support Animal Policy and Procedures

Mineral Area College's policies comply with the Americans with Disabilities Act, and the U.S. Department of Housing and Urban Development (HUD).

A. Service Animals

Mineral Area College has adopted the following definition of a service animal from the U.S. Department of Justice. "A service animal is defined as a dog or miniature horse individually trained to do work or perform specific tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders, pulling a wheelchair for a person, or fetching dropped items for a person with limited mobility." Animals that meet this definition are considered a service animal regardless of whether or not they have been certified by a training program. The college may not insist of proof of certification before permitting the service animal to accompany the person with a disability. Service animals must be permitted to accompany a person with a disability to college activities and programs. A service animal is generally permitted to be on college property in any place where the animal's handler is permitted to be. In certain limited situations, a service animal may be prohibited for safety and health reasons. If it is not readily apparent that an animal is trained to help, the college may ask whether the animal is required because of disability and what work or task the animal has been trained to perform.

B. Emotional Support Animals

Emotional support animals are recommended by licensed therapists to promote the well-being of their clients and are not covered by the ADA. Emotional support animals are covered under the Fair Housing Act. Emotional support animals are not service animals. The student will be asked to provide documentation showing a link between the **student's disability** and the need for the animal to the Access Office for approval as an accommodation. Emotional support animals must be contained in the handler's residence. In certain limited situations, an emotional support animal may be prohibited for safety and health reasons.

C. Handler Requirements

- The handler shall be in full control of the service animal or an emotional support animal at all times.
- The service animal or emotional support animal must be on a leash at all times unless the handler is unable to use a leash or if the animal must perform a task without the use of a leash. The service animal or emotional support animal must be under voice control.
- The service animal or emotional support animal must be housebroken. Food and care of the animal is the responsibility of the handler.
- Service dogs and emotional support animals shall wear a vaccination tag and miniature horses must have current and appropriate vaccinations for that type of animal. The college reserves the right to ask for proof of current vaccination.

D. Service/Emotional Support Animal Accommodation Requests

Students are strongly encouraged to reach out to the Access Office to ensure their experience in bringing the animal to campus goes smoothly. Advance notice of a service or emotional support animal for College Park may allow more flexibility in meeting a student's needs. The Access Office can be contacted by phone at 573-518-2152 or e-mail at bvallett@mineralarea.edu.

E. Appeals and Grievances

Each situation will be considered on an individual basis. Appeals and grievances may be made using college grievance procedures. Information about and copies of all applicable college procedures may be obtained by contacting the college compliance officer, Dean of Students:

Mineral Area College
 5270 Flat River Road
 Office AS119
 Park Hills, Missouri 63601
 573-518-2262 jsheets@mineralarea.edu

If the service or emotional support animal's behavior fundamentally alters the college's programs, activities and services, poses a direct threat to the health or safety of others, or displays threatening behavior toward others, the college may ask that the animal be removed.

Disability Documentation Guidelines

Students enrolling at Mineral Area College who are seeking services for a disability must submit appropriate documentation and meet with the Access Coordinator in order to receive services. The documentation required will vary according to the type of disability and accommodations requested by the student. The Access Office reserves the right to request additional documentation prior to determining eligibility for services.

Documentation should include:

- A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic criteria and/or diagnostic test(s) used, along with specific test results.
- A description of the current functional impact of the disability in the educational environment.
- Treatments, medications, assistive devices/services currently prescribed or in use.
- A description of the expected progression or stability of the disability over time.
- Recommendations for effective academic accommodations to equalize the student's educational opportunities at the postsecondary level.
- The credentials, address, phone and fax number of the diagnosing professional.

Examples of Acceptable Documentation:

Learning Disability

Complete adult intelligence and achievement test results administered by a qualified psychological examiner is recommended

Health Disability

Statement of diagnosis from a medical doctor

Head Injury

Psychological testing, neuropsychological testing, or rehabilitation reports, which usually document a head injury

Attention Deficit Disorder, Psychiatric Disabilities, and Alcohol/Chemical Dependency

Documentation by a medical doctor, psychiatrist, or licensed professional counselors

Hard of Hearing/Deafness

Documented by audiogram administered by an audiologist

Low Vision/Blindness

The result of visual acuity tests documenting visual impairment or blindness

Student files are kept up to five years after a student has attended Mineral Area College and then they are destroyed.

Rights and Responsibilities

Faculty Rights and Responsibilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an “otherwise qualified individual with a disability”. In the academic setting, this statement means if this person didn’t have a disability, he or she would still qualify to be here. Instructors are not required or expected to lower teaching standards. Having earned the right to be in college, students with disabilities have also earned the right to succeed or fail on their own merits.

Students with disabilities seek auxiliary aids or supports as reasonable accommodations for their documented disabilities. This is a cooperative process between the instructors, Access Office, and students with disabilities. The accommodations are an attempt to level the playing field for the student with a disability and not to give them an advantage over other students. As previously mentioned, it is important for instructors to make a general announcement at the beginning of each semester regarding willingness to discuss student needs in private. In addition, instructors should include a statement in the syllabus saying that students needing support services and accommodations due to a disability should contact the Access Office.

The Access Office strongly encourages student self-advocacy. Please remember this could be the first time that a student has ever personally contacted an instructor. In high school (under IDEA guidelines), counselors and parents facilitated all arrangements. So, there will be a certain amount of adjustment with college that will need to take place. Open attitudes and genuine understanding can positively impact a student’s experience and serve as reinforcement for future behavior.

Students who register with the Access Office will most likely approach you with an **Instructor Notification** form prior to the beginning of the semester or soon after classes begin. This is a perfect opportunity to discuss accommodations as indicated on the form. When the student initiates this conversation, please help to make sure that the conversation takes place in a confidential environment - not in the classroom or hallway.

Technically, students who have not registered with the Access Office are not eligible to receive accommodations for a disability. Faculty should provide only the auxiliary aids or supports and/or reasonable accommodations as indicated on the **Instructor Notification** form. These selected accommodations are based on the student’s specific documented disability. **Instructor Notifications** may be amended during

the semester as needed. After meeting with the student, faculty may have additional suggestions for a particular class situation. These suggestions are both needed and appreciated. Please be sure to consult with the Access Coordinator before implementing additional accommodations. Keep in mind that the college can only legally support those accommodations approved by the Access Office.

Instructor Notification Form

After reviewing the **Instructor Notification** form, some of the suggested accommodations may not apply or be practical in your classroom situation. Please be aware that the forms received by the faculty are general forms sent to all of a particular student's instructors. If you have concerns, please contact the Access Coordinator immediately. It is important to keep your copy of the Faculty Notification form for the semester and destroy it after the student is no longer in your class. The form is an acknowledgement of the student's needs and a "good faith" agreement to provide the support services requested.

If students do not make use of requested accommodations, the instructor should contact or send written notification to the Access Director. It is important to document the refusal. We cannot force students to take advantage of the accommodations; we can only offer them. Some students may choose not to disclose their disabilities to the Access Office or their instructors at the start of a semester. These students may be trying to avoid the stigma of being labeled as "disabled". Many students try to make it on their own during the first semester or two, before pursuing services.

Note: Students are only provided services from the time they are determined eligible for accommodations through the Access Office. These services and accommodations are not retroactive. Instructors will not be expected to retest students or to change grades on assignments already turned in by the student. Students have the right to refuse accommodations entirely, which does occur from time to time. The college is under no obligation to provide accommodations unless students self-identify and request accommodations.

Accommodation Examples

Volunteer Note-taker Accommodations

The Access Office encourages students with disabilities who need a note-taker to work with instructors to locate a volunteer note-taker. Students are also free to locate their own volunteer note-takers. The request for a volunteer note-taker can be made in the class without identifying the student needing the accommodation and then meeting with both volunteer note-taker/student at the end of the class period. If there are difficulties in identifying a student who can serve as a volunteer note-taker, please contact the Access Director. Copies of instructor notes and power point lecture notes may serve as appropriate accommodations in this area.

Alternate Format Books

Students will need to purchase the book and provide a copy of the receipt. Additional information will be needed such as the title, author, edition, and ISBN. The book in alternate format will then be requested from the publisher. Once the book is received, it can then be transferred over to the student.

Taping Lectures

Some students will need to tape record class lectures and discussions. Under the U.S. Department of Health, Education and Welfare regulations for Section 504 of the Rehabilitation Act of 1973, taping of lectures by students with disabilities must be permitted if other students are allowed to take notes.

Students who have visual disabilities or specific reading disabilities may need to also have their text books in audio or in an electronic text format to use with text to speech software. The faculty member is not responsible for arranging this support service. The Access Coordinator contacts an outside agency, which can provide many of the text books. Some texts may need to be converted over into a different format by the Access Office. The instructor or campus book store may be contacted to acquire text book information for obtaining these alternate formats.

Testing Accommodations

If the student with a disability needs special test accommodations of extended testing time or testing in a less distractive environment, the student will test in private rooms located in the Access Office. The student has the responsibility of providing the instructor with an **Out-of-Class Testing Accommodation** form as a reminder to forward the upcoming test to the Access Office. The instructor can hand deliver the test, e-mail the test, or drop the test off in the Access Office mail

box with any instructions. The test should be in the Access Office at least one day prior to the test. The completed test will be returned to the instructor via their mail box. Off-Campus sites will have a different process for scheduling out-of-class testing and each coordinator serves as a contact for this information.

If the student with a disability requires test accommodations such as a reader or writer, the Access Office coordinates and administers exams in these situations. Test-taking procedures are closely monitored to assure integrity. Students with disabilities are held to the same academic honesty at Mineral Area College as their peers. Students will not be allowed to solicit or receive opinions from the reader/writer/proctor.

Privacy of Information

Since the privacy of the student's disability information is a concern, the instructor may want to shred any information provided on a student's disability and accommodations. If there is some documentation in which an instructor would prefer to be kept indefinitely in a student's file after the semester ends, it may be returned to the Access Office. A student's file is kept for five years, before being destroyed.

Access Director's Responsibilities

The priority of the Access Coordinator is to assist the college and instructors in maintaining compliance with disability legislation by providing services to students with disabilities. Responsibilities of the Access Coordinator lie in assisting the college in ensuring physical access for students with disabilities, promoting student self-advocacy, facilitating accommodations, increasing disability awareness, and providing educational disability resources for students, faculty, and staff.

When students decide to self-disclose a disability to the Access Coordinator and ask for accommodations, the first step is to validate the existence of the disability by reviewing documentation. The Access Coordinator reviews recent and relevant documentation that can include a diagnostic summary, how the specific disability affects academic performance, and recommended accommodations suggested by a qualified professional. If a student has a learning disability, the documentation should also include appropriate psycho-educational testing information. These private records are maintained in the students' files in the Access Office. They are not provided to other faculty or staff members without permission from the student.

After reviewing the documentation, the Access Coordinator determines which accommodations suggested by the documentation, student, and instructor can be implemented in the college environment. Many accommodations provided at the high school level under IDEA regulations are no longer applicable in post-secondary institutions covered by Section 504/ADA guidelines and these differences in accommodations are discussed with students.

After the student has met with the Access Coordinator and determined accommodations for courses, a **Faculty Notification** form will be prepared for the student to give to the instructor. When testing accommodations include a reader or scribe for a test, the Access Coordinator coordinates and/or provides these services. Tests are administered as outlined on the **Out-of-Class Testing** (see appendix) form completed by the instructor along with accommodations that were listed on the **Faculty Notification** form. The Access Coordinator is also responsible for facilitating services requested (sign language interpreters with the Staff Interpreter, alternate formats for books) and arranging environmental accommodations (chairs and tables, wheelchair accessible classrooms, accessible parking, and technology support) with the cooperation of General Services/IT staff.

The Access Office provides other services, such as academic advising, personal advising, assistive technology training, and self-advocacy training. The Coordinator also serves as an agency liaison with the Division of Vocational Rehabilitation, Veterans Administration, and Rehabilitation Services for the Blind.

Student Responsibilities

The Access Office at Mineral Area College provides services for students who have documented disabilities. In order to receive these services a student must:

- Make an appointment with the Access Coordinator by contacting the Access Office located on the 1st floor of the Arts & Sciences Building, Room 117 at (573) 518-2152 on the Park Hills main campus.
- Submit documentation of the disability to Access Office for eligibility. Students are responsible for providing documentation and the costs involved in obtaining documentation.
- Meet with the Access Office Coordinator to complete and discuss an **Acceptance of Accommodation** form as well as a **Faculty Notification** form each semester for which services are requested—services are not automatically

provided each semester. Final approval of services cannot be made until the student has enrolled for classes. Requests for interpreter services and texts in alternate formats must be made well in advance of the beginning of the new semester. Students need to submit their requests for these services 6 to 8 weeks in advance to ensure that appropriate accommodations will be in place for the start of the next semester. A failure to do so might limit our ability to meet a student's needs.

- Deliver **Faculty Notification** form to instructor(s) before the semester starts or within the first two weeks of the semester and request a private meeting with your instructor to discuss accommodations, as appropriate. It is the student's responsibility to discuss the accommodations requested in the **Faculty Notification** form (volunteer note-takers, interpreters, etc.) with instructors. Please see the Access Coordinator for assistance on how to discuss/request accommodations.
- Assist in arranging appropriate accommodations as discussed with the Access Coordinator and as noted on the **Faculty Notification/Acceptance of Accommodation** forms.
- Maintain contact with the Access Office. Be sure to inform the Access Coordinator immediately of any changes in schedules, new accommodation needs, academic difficulties, concerns, etc. Changes in services will be considered at any time after you are approved for Access services. If you drop or add a course, please inform the Access Coordinator immediately.

Testing

Students need to remember to obtain and complete the **Out-of-Class Testing Accommodation** form at least two business days prior to the test and provide it to the faculty member. At that time, students will need to schedule a time/day to take the test in the Access Office. It's important for students to remember to schedule their test where they can get the appropriate accommodation. For example, a test will need to be scheduled at a time to allow for extended time.

Temporary Conditions

The college recognizes that temporary conditions such as fractures, severe sprains, or recoveries from operations may have a serious impact on the student's ability to function in his or her usual manner. These conditions may create a need for temporary services. Limited services from the Access Office may be available to assist these students with their needs.

Faculty and staff can refer students with temporary conditions to the office where the Access Director will work individually with the student to determine if an appropriate intervention or temporary service is needed. This could include test accommodations, physical access resources, a different classroom and/or lab needs. Students are responsible for keeping faculty members informed of changes in their conditions, which will affect their educational performance in courses.

The following is recommended for documenting temporary conditions:

1. A clear statement of diagnosis, including pertinent history.
2. Documentation must be current.
3. A description of present symptoms, fluctuating symptoms, expected duration of condition, and prognosis.

Transitioning from High School to College

Differences Between High School and College

| ACADEMIC ENVIRONMENT | |
|--|--|
| HIGH SCHOOL | COLLEGE |
| Special Education teacher is liaison and buffer between students, teachers, administrators, and parents. | Student responsible for self-advocacy. |
| The decision to receive accommodations is made by both educators and parents. | Student can choose not to seek services and accommodations. |
| | Student must self-identify disability and request services from college. |
| | Student required to provide recent documentation of disability. |
| | Documentation must clearly support requested accommodations. |
| Student need not seek out help. | Student must independently seek help using effective communication skills. |
| Help is readily available. | Services must be requested well in advance (i.e., you cannot wait until the day of test to ask for accommodations). |
| Student served separately from other students. | Student not served separately from other students. |
| ACCOMMODATIONS | |
| HIGH SCHOOL | COLLEGE |
| Test questions are clarified or explained. | Test questions are read verbatim with no explanations. |
| Students are given extra time to complete assignments. | Students take fewer classes to allow for the extra time needed to complete assignments. Time extensions are usually not given, but will be considered. |
| Assignments may be shortened or modified. | All students do the same work. |

| ACADEMIC ENVIRONMENT | |
|---|--|
| Accommodations are given for all subjects even if the student's disability may only be in one area. | Accommodations must be supported by the documentation and interview with the student. |
| PARENTS | |
| HIGH SCHOOL | COLLEGE |
| Parents are responsible to make sure you are being accommodated appropriately by the school. | Your parents are no longer responsible to make sure you are being accommodated. It is now your responsibility both to initiate and to make the appropriate office aware if you are not being accommodated. |
| Parents have access to information the school has about your disability and services provided to you. | College must have your permission for parents to obtain any information about your services. |
| CONFIDENTIALITY | |
| HIGH SCHOOL | COLLEGE |
| Your disability will be discussed with your parents, teachers, and members of your IEP team or 504 plan. It may also be discussed with the person who diagnosed your disability and specified accommodations. | Your disability is covered by FERPA, the student right to privacy act. It may not be discussed even with your parents without your permission. Only implementation of assigned accommodations will be shared with faculty. |
| FEEDBACK ON YOUR ACADEMIC PROCESS | |
| Teachers give you frequent feedback. | You must ask the instructor for feedback. |
| Teachers check your completed homework. | Professors may not always check your homework, but they will assume you can perform the same tasks on tests. |
| Adapted from the Missouri Higher Education Opportunities for Students with Disabilities, a publication of the Missouri Association on Higher Education and Disabilities and the University of Kansas, Services for Students with Disabilities Office. | |

Appendix

Civil Rights Grievance Procedures
(Title VI and VII, Title IX, Age Discrimination Act, Section 504, and Americans with Disabilities Act)

Mineral Area College is committed to the concept of equal opportunity in the hiring of new employees, the training, promotion, and retention of those employed, in wage and salary determinations, seniority, and retirement practices.

Students, employees, and the public have the right to file a formal complaint alleging noncompliance with regulations outlined in Title VI and VII of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Retaliation of any kind against anyone making an allegation of discrimination, against anyone involved in the investigation, or against anyone involved in the decision regarding corrective and/or disciplinary action is prohibited, and shall result in disciplinary action against the retaliator. False charges will be treated as serious offenses and may result in disciplinary action.

LEVEL ONE – **Immediate Supervisor / Dean / Access Office**
(Informal and Optional – May be bypassed by the grievant.)

Employees with a grievance of discrimination on the basis of gender, race, national origin or disability may first discuss their concern with their immediate supervisor, the Dean of Academic Division, the Dean of Career and Technical Education, the Dean of Students, or the Access Office with the objective of resolving the matter informally.

Students with a complaint of discrimination on the basis of gender, race, national origin or disability may discuss the area of concern with the instructor or employee involved, the Dean of Student Personnel Division, or the Access Office.

Other individuals from the **public** may discuss a grievance with the coordinator of the event or the Access Office.

LEVEL TWO – Title VI and VII, Title IX and Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act Coordinator

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, they may formalize it by filing a written complaint on a Compliance Violation Form, which may be obtained from the Title VI and VII, Title IX, Age Discrimination Act of 1975, Section 504, and Americans with Disabilities Act Coordinator. The Dean of Students shall act as Coordinator for student issues. The Human Resources Director shall act as Coordinator for employee issues.

Dean of Students
AS 103
(573) 518-2262

Human Resources Director
FA104
(573) 518-2378

The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance(s) or from the date the grievant(s) could reasonably become aware of such occurrence. The grievant(s) may request that a meeting concerning the complaint be held with the Title VI and VII, Title IX, Age Discrimination Act of 1975, Section 504 and Americans with Disabilities Coordinator. A minor student may be accompanied at the meeting by a parent or guardian. The Title VI and VII, Title IX, Age Discrimination Act of 1975, Section 504 and Americans with Disabilities Act Coordinator shall investigate the complaint and attempt to solve it. A written report from the Compliance Office regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

LEVEL THREE – President of the College

If the complaint is not resolved at level two, the grievant may proceed to level three by presenting a written appeal to the President of the College within ten (10) working days after the grievant(s) received the report from the Title VI and VII, Title IX, Age Discrimination Act of 1975, Section 504 and Americans with Disabilities Coordinator. The grievant(s) may request a meeting with the President or his/her designee within ten (10) working days after receiving the written appeal.

LEVEL FOUR – Board of Trustees

If the complaint is not resolved at level three, the grievant may proceed to level four by presenting a written appeal to the President of the Board of Trustees within ten (10) working days after the grievant receive the report from the President of the College. The grievant may request a meeting with the Board of Trustees at their next regularly scheduled meeting. The Board may hear the appeal or affirm the decision of the president without a meeting with the grievant(s). The grievant(s) will be notified in writing of the Board's decision within ten (10) working days after the Board of Trustees action.

This procedure in no way denies the grievant(s) the right to file formal complaints with the Missouri Civil Rights Commission, the U.S. Office for Civil Rights, the Equal Employment Opportunity Commission, the U.S. Department of Justice, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

**Application for MAC Access Office
Disability Support Services**

NAME: HOME PHONE:

STUDENT ID: CELL PHONE:

STREET ADDRESS:

CITY/STATE/ZIP:

E-MAIL ADDRESS:

BIRTH DATE:

BACKGROUND INFORMATION:

HIGH SCHOOL ATTENDED:

GRADUATION DATE:

WHAT DEGREE INTERESTED IN?

WHEN WILL SERVICES NEED TO BEGIN?

FALL SPRING SUMMER YEAR BEGIN:

HOW ARE YOU PAYING FOR COLLEGE?

SELF/PARENTS

VETERANS BENEFITS

VOCATIONAL REHABILITATION

A+

REHABILITATION SERVICES FOR THE BLIND

OTHER:

PELL GRANT

CHECK ALL THAT APPLY:

ACCOMMODATIONS ARE BASED ON SUPPORTED DOCUMENTATION OF THE FOLLOWING:

ACQUIRED BRAIN INJURY

DEAF

HARD OF HEARING

AUTISM SPECTRUM DISORDER

BLIND

LEARNING DISABILITY

NEUROLOGICAL DISABILITY

LOW VISION

INTELLECTUAL DISABILITY

PSYCHIATRIC DISABILITY

ADD/ADHD

ORTHOPEDIC DISABILITY

OTHER DISABILITY

WHAT ACCOMMODATIONS ARE YOU REQUESTING?

STUDENT SIGNATURE:

DATE:

**INFORMATION REGARDING DISABILITY IS KEPT PRIVATE.
ONLY INFORMATION NECESSARY TO ASSURE THE EFFECTIVE IMPLEMENTATION OF
ASSIGNED ACCOMMODATIONS WILL BE SHARED WITH FACULTY.**

FORM AVAILABLE IN ALTERNATE FORMAT UPON REQUEST.

MINERAL AREA COLLEGE
Access Office
Room 117

Faculty Notification of Necessary
Student Accommodations

DATE: November 1, 2021

TO:

FROM: Brenda Vallett, Director, Access Office, AS117, EXT. 2152

Name:

Student ID #:

The above student with a documented disability is enrolled in _____.

Based on this student's documented disability, the following is a list of accommodations that are appropriate. It is the student's responsibility to talk with you about the following information:

-

Notes to Faculty:

If the student has the accommodation of out-of-class testing, it is the student's responsibility to complete the out-of-class testing form and bring it to the faculty member. This should be done at least 2 days prior to the test. Please remember to bring this form along with the test to the Access Office prior to the scheduled test time (preferably at least 1 day in advance). After completion of the test, it will be returned to the faculty member's mail box.

If the student is attending online classes, he or she will not provide an out-of-class testing form. This form will serve as notice of accommodations.

The student has signed a release of information form allowing instructors and the Access Office to communicate regarding accommodations and academic progress. This information is confidential and should not be shared with any person other than the student. In order to prevent breach of any privacy, please dispose of this notification after the student has completed your course.

Please call, e-mail, or stop by the office, if you have any questions or concerns. Thank you for your assistance in providing appropriate accommodations to students at Mineral Area College.

The Disability Policy and Procedures handbook is available as a resource on the Access Office web page and in print from the Access Office.

If you need this document in alternate format, please contact the Access Office.

MAC Access Office
Release of Information

Name:

Date of Birth:

Student ID#:

Phone Number:

I authorize the Access Office of Mineral Area College to:

Print Instructor Notification memos, which have been approved by the Access Office.

Discuss my accommodation needs in relation to my disability and academic progress as they relate to college programs with the following:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty and Staff Exceptions: | <input type="checkbox"/> Veteran's Administration (VA) |
| <input type="checkbox"/> Vocational Rehabilitation (VR) | <input type="checkbox"/> Division of Family Services |
| <input type="checkbox"/> Rehabilitation Services for the Blind (RSB) | <input type="checkbox"/> Rolla Regional Center |
| <input type="checkbox"/> Family Members | <input type="checkbox"/> L.I.F.E. Center |
| Specify: | <input type="checkbox"/> Workforce Development |
| <input type="checkbox"/> Excel Staff | <input type="checkbox"/> Other: |

I understand that all information provided on this form will be kept private. Only information necessary to assure the effective implementation of assigned accommodations will be shared with faculty during my enrollment at Mineral Area College.

Student Signature

Date

If this form is needed in an alternate format, please notify the Access Office.

**MAC Access Office
Disability Support Services
Room 117**

Out-of-Class Testing Accommodation Request

It is the student's responsibility to obtain this form from the Access Office two business days prior to the test and provide it to the faculty member. Students will need to set up a time/day to take the test in the Access Office.

SECTION 1 - TO BE COMPLETED BY STUDENT

Today's Date:
Student Name:
Faculty Name:
Course:
Test Date:
Time to Start Test:

Check Only Approved Accommodations:

- Reader (please provide extra copy of test)
- Writer
- Extend Time (time and one-half or double-time - unless exception approved)
- Enlarged Test
- Interpreter (please provide extra copy of test)
- Other Accommodation:

Student Signature

SECTION 2 – TO BE COMPLETED BY FACULTY

How much time are students allowed for the test in class?

Please provide any specific directions and items to be used during the test (i.e., open book; notes; calculator; formula card; etc.):

How can you be reached during the scheduled test?

Faculty Note:

Faculty members should deliver the test at least one day in advance of the test day and the test will be returned to their locked mail box. Tests can be dropped off with the Access Office, e-mailed, or put in Brenda Vallett's mail box - 121. **The Access Office may need to adjust the test date and time due to the need for a proctor to monitor test taking of the student.** If you have any questions and/or concerns, please contact the Access Office at extension 2152 or through e-mail at bvallett@mineralarea.edu.

Faculty Signature

If form is needed in an alternate format, please contact the Access Office.