



SPRING HILL

C O L L E G E

**Student Handbook: Disability Services
Policy, Procedures & Resources for Students
with Disabilities**

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Disability Services (DS)
Lucey Administration Building – 1st floor
Center for Academic Support and Advising
(251) 380-3470 (V)
accommodations@shc.edu

Table of Contents

The mission of Disability Services	4
Role of Disability Services	4
Eligibility for Services	4
Disability Laws in Postsecondary Education.....	5
The Rehabilitation Act.....	5
The Americans with Disabilities Act (ADA).....	5
Definition of a Disability	5
Physical Impairment	6
Mental Impairment.....	6
Major Life Activity	6
Admittance to Spring Hill College	6
Confidentiality	7
Educational Access for Students with Disabilities	8
Faculty Rights and Responsibilities.....	8
Student Rights and Responsibilities.....	10
Communication.....	10
Disability Services (DS) Rights and Responsibilities.....	11
Documentation	12
How Accommodations are Determined.....	12
Documentation from a Qualified Professional	12
Attention-Deficit/Hyperactivity Disorder.....	13
Deaf or Hard of Hearing	14
Learning Disability.....	16
Physical (Medical) Disabilities	18
Psychological Disabilities.....	19
Types of Accommodations	20
Reasonable Academic Accommodations.....	23
Procedures for Enrolling in Disability Services at Spring Hill College	24

Steps for Receiving Accommodations.....	25
Services for International Students with Disabilities	25
Audited Classes	25
Personal Services such as Personal Care Attendants (PCA).....	25
Testing Policies and Procedures	26
Foreign Language Course Substitution Policy	28
Housing Accommodations.....	28
Temporary Accommodations.....	29
Grievance and Appeal Procedures	30
Accommodation Disagreement Procedures	30
Grievances with Other SHC Departments or Services	30
Financial Assistance.....	32
Frequently Asked Questions	33
National Resources	36
Helpful Websites.....	36

The mission of Disability Services

The mission of the disability services is to identify and meet the accommodation needs of the SHC community by cultivating an inclusive environment for all. The office promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic outcomes and personal goals.

Role of Disability Services

Disability Services provides intake assessment of students' needs on campus and facilitates academic and other accommodations for students with disabilities attending Spring Hill College (SHC). DS acts as a liaison between students and faculty, as well as with community agencies. Disability Services also provides faculty and staff training to understand better the needs and the advantages of a team approach to serving students with disabilities within the SHC Community.

Any student with a learning, physical, psychological, or other disability that significantly impacts their academic pursuits is potentially eligible to receive services from DS. The office interacts with students with disabilities to determine and facilitate auxiliary aids and services individually.

Eligibility for Services

A student is eligible for accommodations if the student:

- is qualified for the program(s)
- is a person with a disability
- has identified themselves to the institution through DS, and
- has presented appropriate documentation regarding the disability to the institution as required by DS (see documentation requirements) and requires accommodation(s).

Note: Accommodations are effective after the student submits appropriate documentation by DS documentation policies, completes the DS self-identification form and the faculty letter request form.

Disability Laws in Postsecondary Education

If you have a disability, you are entitled to equal access to college programs. Two laws protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation for people with disabilities on the national level. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination based on disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

No otherwise qualified person with a disability in the United States . . . shall, solely based on disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate their efforts to comply with the requirements of Section 504 (ADA/Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination based on disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. The established office at Spring Hill College (SHC) is the Disability Services (DS).

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection for disabled persons to the Rehabilitation Act of 1973. The ADA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities.

Colleges and universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities Title II and III, and miscellaneous items are covered under Title V.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as the Spring Hill College) are covered under Section 504. The ADA does not supplant Section 504, but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, colleges and universities must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Definition of a Disability

Section 504 defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, OR
- who is regarded as having the disability

Physical Impairment

Any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more of the following body systems:

Cardiovascular
Digestive
Genitourinary
Hemic and Lymphatic
Musculoskeletal

Neurological
Reproductive
Respiratory (including speech organs)
Special Sense Organs
Skin and Endocrine

Mental Impairment

A mental impairment is defined as any psychological disorder such as a neurological, or psychological disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major Life Activity

A major life activity is defined as any function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Admittance to Spring Hill College

Qualified disabled applicants will not be denied admission solely based on disability. It is unnecessary and not recommended that students disclose their disability in the application process.

Once admitted to the College, students with disabilities requiring accommodation(s) **must** contact DS to request the specific accommodation(s) desired and provide the necessary documentation.

Spring Hill College does not discriminate based on race, color, national origin, gender, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding non-discrimination policies:

EEO/Title IX Officer: Mr. Kevin Abel, 4000 Dauphin Street, (251) 380-3026, kabel@shc.edu; Deputy Coordinators – Dr. Christine Collins, 4000 Dauphin Street, (251) 380-2267, ccollins@shc.edu; ADA Coordinator: Dr. Steven Almquist, 4000 Dauphin Street, (251) 380-4191, salmquist@shc.edu.

Confidentiality

Disability-related documentation is any documentation provided to substantiate the student's disability status and need for accommodations (e.g., psychological, psychoeducational, neuropsychological, or medical evaluations; letters; or other information from physicians or medical records). Disability-related information is kept confidential, and is not released to anyone outside the accommodations process or the direct chain of command, with the following exceptions: the student gives DS a signed release to share disability-related information with the person(s) named on the release; as DS is required and/or permitted by the law and/or court order; the student is a direct threat to themselves or others; or a student makes a disability-related allegation, claim, grievance, appeal or disclosure to College attorneys for legal advice to or representation of the College.

Note: Students with disabilities have the right to review their files. This can be arranged by scheduling an appointment with a DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will create a student file. Upon registration, students will be encouraged to maintain a copy of the documentation. Original copies of documentation should be obtained from the originator of the documentation. DS will retain a copy of all information within a student's file for **five (5) years**. The file may be destroyed once the student is considered inactive for five years. When a student with a disability requests accommodation, the student should understand that some disability-related information may be provided on a need-to-know basis to College personnel to ensure that the student will receive appropriate accommodations. In most instances, College personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process with DS. Otherwise, College personnel does not have access to a student's disability information.

Educational Access for Students with Disabilities

Faculty Rights and Responsibilities

Please Note: For those students with documented disabilities, faculty do NOT have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAVE THE RIGHT TO:

Documentation

Request verification of a student's eligibility for any requested accommodations. Such proof will be in a letter written by DS and delivered by the student. *DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations for students with disabilities. Faculty will not view this documentation.*

Accommodations

Expect the student to initiate accommodation requests. If the student is taking their examinations with DS, expect DS to administer tests in a secure and monitored environment.

FACULTY HAVE THE RESPONSIBILITY TO:

Accommodations

Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students. Students with disabilities should meet the course expectations with appropriate accommodations.

DS strongly recommends that the syllabus address the essential functions and course expectation information.

Provide accommodations only to students who are registered with DS. It is NOT your responsibility to provide accommodations to students who are not registered with DS.

Use a syllabus statement and class announcements to invite students to disclose their needs to Disability Services.

Act immediately upon getting a student's request for accommodations by contacting DS (if unsure about a request) or submitting emails sent for student testing accommodations.

Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the equipment used has captioning capabilities, that videos displayed will be made with auditory description in some way, or that written transcripts will be provided, etc.).

Consider incorporating principles of *Universal Design for Learning* in your teaching.

Confidentiality

Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation Letters from DS, or emails regarding student disability-related information in a protected location.

Communication

Communicate your testing procedures with the student and DS by submitting the Testing Form when requested.

Consult with students with disabilities and DS in providing appropriate accommodations.

Student Rights and Responsibilities

STUDENTS HAVE THE RIGHT TO:

Confidentiality

Expect all disability-related information to be treated confidentially.

Accommodations

Receive appropriate accommodations promptly from faculty and DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and other concerns. **Please remember that DS is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

Provide DS with appropriate documentation of the disability.

Confidentiality

Go to the faculty member's office hours or make an appointment with the faculty member to facilitate privacy when requesting accommodations.

Accommodations

Initiate requests for specific accommodations promptly, preferably earlier in the semester.

NOTE: Accommodations are not retroactive.

Follow procedures with faculty and DS to get the appropriate accommodation. A Testing Form must be submitted for every examination with DS.

Notify faculty/DS immediately when an accommodation is not provided completely or correctly.

Notify faculty/DS immediately when a decision has been made not to use an accommodation or the accommodation is no longer needed.

Provide for own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants, transportation, or requiring homework assistance is a student's responsibility and not the responsibility of DS.

Communication

Act as own advocate.

Work with counselors on developing advocacy skills and communicating their specific needs and accommodations to faculty.

Disability Services (DS) Rights and Responsibilities

DS HAVE THE RIGHT TO:

Documentation

Receive the appropriate documentation from the student before the accommodations are initiated.

Accommodations

Expect students and faculty to work cooperatively with DS to facilitate academic accommodations.

Deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the College.

Deny academic accommodations/services if appropriate documentation has not been provided.

DS HAVE THE RESPONSIBILITY TO:

Documentation

Collect, evaluate, securely store disability documentation and determine eligibility for services promptly.

Confidentiality

Treat and protect all disability-related information as confidential medical information. Meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

Administer examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Provide appropriate accommodations in collaboration with faculty and student.

Communication

Communicate procedures clearly to the student and faculty.

Advocacy

Assist the student with disabilities in understanding their strengths and functional limitations. Provide students with self-advocacy training.

Documentation

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the documentation provided, and the academic environment, while at the same time examining the substantial limitations associated with the disability and how it affects the student's major life activities. DS will meet with the student, review documentation with the student, consult with other professionals (i.e., faculty) as needed, and collaboratively work with students to determine appropriate accommodations.

Documentation from a Qualified Professional

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. This is not the case with colleges and universities. **Note: An Individualize Education Plan (IEP) should include an evaluation (evaluation criteria for specific disabilities is included in this section).** The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. The Disability Services office will ask you to bring in documentation regarding your disability. This documentation must be no more than three (3) years old.

The cost of the documentation is the responsibility of the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, Disability Services has the discretion to require additional and updated documentation. **DS reserves the right to deny services or accommodations pending receipt of documentation.**

Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity Disorder (often shortened to attention deficit disorder or AD/HD) may make it difficult for a person with this disability to sit calmly and give a task their full attention. The available services are designed to aid and encourage college students with AD/HD to succeed on a college/university campus.

DOCUMENTATION GUIDELINES:

Students with Attention-Deficit/Hyperactivity Disorder **must provide** documentation that meets the following criteria:

- Documentation must be **comprehensive and current** (within three (3) years before the student requests accommodation(s)).
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified (e.g., licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional).
- The documentation **must** identify an unequivocal diagnosis of a specific disability.
- The documentation **must** discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodation(s).
- The documentation should **recommend accommodation(s)** to compensate for identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Note-taking
- Extended time for in-class assignments and examinations
- Examinations in a distraction-reduced environment
- Tape recorded lectures
- Individualized Registration Counseling

Deaf or Hard of Hearing

An individual with hearing loss frequently communicates using strategies that rely on residual auditory ability that may be enhanced by a hearing aid, cochlear implant, and/or an assistive- listening device. These strategies are often supplemented through lip-reading or other visual means.

Persons who are deaf may have different communication preferences and rely on residual hearing, lip reading, captioning, or perhaps an English-based or American Sign Language.

Available services are designed to provide communication access for deaf and hard of hearing students attending the College.

DOCUMENTATION GUIDELINES:

Documentation of a hearing loss is the basis for providing accommodations.

The documentation for a hearing loss is typically an audiological evaluation. An audiogram *must* be included in the documentation. An audiological assessment will indicate the presence of a hearing loss and its scope.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Individualized Registration Counseling
- Real-time captioning
- Sign language interpreting (ASL, PSE, and signed English)
- Note-taking
- Assistive listening devices (ALDs)

DEAF AND HARD OF HEARING STUDENT RESPONSIBILITIES

Communication Facilitator (CF) services involve significant financial expenditures for the College. Students receiving this service must adhere to the following procedures:

Students with hearing impairments must submit a written request for a CF on the Semester Accommodation Request Form before beginning the semester.

If a student cannot attend class, 24-hour notice to DS is required unless the absence is due to illness or an emergency.

Students should immediately notify DS in writing if a CF is unsatisfactory (i.e., unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.).

If a student needs to request a CF for additional College functions (other than regular class times), an Interpreter Request Form must be filled out and returned to DS **at least 24 hours in advance**.

NO SHOW POLICY

If CF services have been requested and the student knows that the student will be unable to attend class, the student should provide DS with **at least 24 hours advance notice** so that the CF can be informed. In

some situations, students may not be able to provide 24 hours' notice. However, any advance notice is appropriate.

Failure to provide any advance notice is considered a "No Show." To give advance notice, a student may:

Contact DS at (251) 380-3470 (V) and speak either in person or leave a message (voice only), or email DS at accommodations@shc.edu.

Failure to provide notice will result in the following actions:

First "no show": Formal Warning

Second "no show": 2nd Formal Warning.

Third and subsequent "no show": Services will automatically be temporarily placed on hold; a letter or email will be sent to the student informing the student of the policy and appropriate procedures and to inquire if they wish to continue receiving interpreting or captioning services. Services will remain on hold until the student makes an appointment and meets with a Counselor in DS to discuss the situation and inform the Counselor of their wish to continue receiving services.

EXCEPTION TO THE "NO SHOW" POLICY:

Suppose three (3) or more "no shows" occur within the same two-week period. In that case, services will automatically be placed on hold **with no warning**, and an e-mail will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain on hold until the student makes an appointment with a DS Counselor to discuss the situation and inform the Counselor of their wish to continue receiving services.

Learning Disability

A learning disability (LD) may make it difficult for a person to receive information from their senses, process the data, and communicate what the student knows. An LD frequently causes difficulty in reading, writing, and/or mathematics. The services offered by DS are designed to aid and encourage college students with LDs to achieve success on a college/university campus.

DOCUMENTATION GUIDELINES:

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing as outlined in #5 and all standardized scores, and indicates the severity and longevity of the learning disability to determine academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation:

- Diagnosis (as diagnosed by the DSM-IV-TR)
- Level of severity: Mild, Moderate, Severe
- Date of Diagnosis
- Date of Last Contact with Student
- One of each of the following should be included in the documentation Diagnostic Interview (including history)

Aptitude – Suggested tests include:

- Wechsler Adult Intelligence Scale-IV
- Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence
- Stanford-Binet Intelligence Scale (4th ed.)
- Achievement –Suggested tests include:
- Scholastic Abilities Test for Adults
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
- Wechsler Individual Achievement Test
- Information Processing (if applicable)
- Comprehensive Range Achievement Test (WRAT)

The documentation should also contain the following information:

1. A summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate the difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).
2. Describe the symptoms that meet the DSM-IV-TR diagnostic criteria with the approximate date of onset.
3. Describe the student's functional limitations in an educational setting.
4. Indicate your RECOMMENDATIONS regarding necessary and appropriate auxiliary aids or

services, academic adjustments, or other accommodations to equalize the student's educational opportunities at SHC.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Individualized Registration Counseling
- Tape recorded lectures
- Note-taking
- Extended time on all in-class assignments and examinations
- Examinations in a distraction-reduced environment
- Consideration for spelling or spell-checker
- Reader
- Scribe

Physical (Medical) Disabilities

Physical and systemic (medical) disabilities include a wide variety of disabilities that have definitive physical causes and significantly impact the physical functioning of the student with the disability, resulting in a substantial limitation of one or more major life activities. Students with **temporary conditions** (i.e., a broken arm, a broken leg, etc.) may also be eligible for services through DS. Services are designed to facilitate access, promote self-advocacy, and allow students with physical and systemic disabilities to succeed at SHC.

DOCUMENTATION GUIDELINES:

Students with physical or systemic disabilities and temporary conditions **should provide** documentation that meets the following criteria:

- The documentation must be **comprehensive and current** (within three (3) years before the student requests accommodation(s)).
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified (e.g., physician).
- The documentation **must** identify an unequivocal diagnosis of a specific disability.
- The documentation **must** discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodation(s).
- The documentation should **recommend accommodation(s)** to compensate for the identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

Other Physical Disabilities

Students with a wide variety of other physical disabilities, including **temporary conditions**, may be eligible to receive services and/or accommodation(s) as long as the physical disability has a definitive physical cause and significantly impacts one or more major life activities that affect the student's academic performance.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Individualized Registration Counseling
- Extended time on in-class assignments and examinations
- Examinations in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- No scantron
- Notetaker

Psychological Disabilities

A psychological disability is a mental impairment that substantially limits one or more major life activities. Students with psychological disabilities often struggle with medication issues, anxiety, and other symptoms associated with their diagnosis.

The services are designed to assist and support students with psychological disabilities to achieve their academic goals. Services include disability management counseling, academic accommodations, information/referrals, academic crisis intervention, and advocacy.

DOCUMENTATION GUIDELINES:

- The documentation must be comprehensive and discuss current problems associated with the diagnosis. The documentation of psychological disabilities provided to DS must be within **six (6) months to one (1) year old** prior to the student's request for accommodation(s).
- Mental Health Professionals conducting assessments, rendering diagnoses of specific psychological disabilities, and making recommendations for appropriate accommodation(s) must be licensed by the state in which they practice (i.e., psychiatrist, psychologist, social worker, medical doctor, privileged licensed professional counselors).
- The documentation **must** identify a diagnosis of a psychological disorder according to the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition, (DSM-TR).
- The documentation **must discuss** functional limitations caused by the disability in an academic environment in which the student is requesting accommodation(s).
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing side effects.
- Updated documentation may be requested as needed.

ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Individualized Registration Counseling
- Extended time on in-class assignments and examinations
- Examinations in a quiet, distraction-reduced environment
- Consideration for absences
- Frequent breaks
- No scantron
- Notetaker

Types of Accommodations

Disclaimer: Accommodations are specifically individualized to each qualifying student's disability as determined by the Disability Services office. No accommodations can fundamentally alter the essential requirements of any course.

The accommodations/services available to students are based on the individual student's disability-related needs. Accommodations/services include, but are not limited to, the following:

Alternative Format (AF)

AF changes the material's format to allow the student access to the material, such as enlarged print, etc.

Communication Facilitators (CF)

All captions and interpreters that provide services at SHC are referred to as Communication Facilitators.

- Sign Language Interpreters – If interpreting services are needed for any college-related events (i.e., faculty member meetings, study sessions, tutoring sessions, etc.) other than the regular class schedule, contact Disability Services and submit an Interpreter Request Form at least 24 hours in advance.
- Captionist – Captionists are trained text-to-speech providers who type all verbal information from classes on a laptop computer. All verbal communication between the faculty member and the student, including lectures and class discussions, is captioned and will appear on the laptop computer screen. Students who use captioning services may have a copy of the class transcript e-mailed to them. These transcripts cannot be sold, lent, or given to any other student. Any violation of the above is grounds for termination of services at the discretion of the Director of Disability Services.

If upon the basis of the disability documentation, students are entitled to captioning services, this accommodation does not and should not replace or substitute for class attendance. Captionists will not be responsible for providing transcripts to you for missed class periods unless your accommodation is "Consideration for Absences." This should be discussed with the captionist at the beginning of the semester and is subject to review for approval by the Director of Disability Services.

Consideration for Absences

This accommodation may be given to students who have a disability that may cause them to miss class occasionally. All the essential components of the course must be met regardless of the accommodation. This accommodation is only applicable if the class is missed due to a disability-related problem. If students miss class, they are responsible for contacting their faculty member and Disability Services office immediately and making up any missed work as soon as possible. Class attendance is essential, and while a student may have consideration for absences, too many missed classes will make it challenging to complete course requirements.

Consideration for Spelling

This is an accommodation that allows students not to be penalized for spelling. All essential components of the course must be met regardless of the accommodation. A spell checker may be used in the place of consideration for spelling.

Distraction-reduced Environment

This is an environment where distractions are minimized while the student is taking their examination (i.e., not with the rest of the class).

Extended Time

In-class Assignments and Examinations – Extended time on in-class assignments and examinations, in most cases, will be equal to time-and-a-half of the usual time allotted for the project or examination. Students must work out arrangements for extended time on in-class assignments and examinations with their faculty members at least three (3) business days in advance. If the faculty member cannot provide the accommodation, please contact DS.

Out-of-class Assignments – Extended time on out-of assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see a DS staff member when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each particular assignment may be given to the student to provide to their faculty member.

Individualized Registration Counseling

Students with disabilities registered with DS are eligible for Individualized Registration Counseling. This accommodation allows students to select their classes considering medication schedules, other health concerns, or learning styles. It is the student's responsibility to utilize this option.

No Scantrons

This accommodation allows the student to write their answers directly on the exam.

Note Taker

A note-taker is a person, typically a student in the class, who takes notes and provides them to a student with a disability.

Private Room

A private room provides a testing environment where the student is the only person in the room except for an exam proctor. Documentation is needed to determine private room eligibility.

Readers

A reader is a person who is available to read in-class assignments and exams for students.

Scribes

A person who is available to write for students on in-class assignments and exams is a scribe.

Seizure letters

Emails are sent to ALL faculty each semester with a checklist of reminders, and information on what to do if the student has a seizure accompanies that information. This is to ensure that even those students who have not self-identified can be assisted.

Service Animals

ADA defines service animals as any dog, in some instances miniature horses that are individually trained to perform tasks or do work for the benefit of a person with a disability. SHC may ask if the animal is a service animal and what duties the animal performs.

Under these definitions, service animals include:

- a guide dog (or "seeing eye" dog) who helps someone who is visually impaired navigate public transportation and city streets
- a hearing dog who alerts someone who is hearing impaired to important sounds, like doorbells and alarms, or
- a seizure alert dog who warns someone with epilepsy of the onset of a seizure.
- Psychiatric service dogs are also included (in 2011, Alabama expanded its service dog law beyond physical disabilities). These animals assist those with mental disabilities by, for example, interrupting self-harming behavior, scanning spaces for intruders, responding to anxiety attacks with calming pressure, or providing medication reminders.

For residential life purposes:

Under the federal Fair Housing Act, housing facilities must allow service dogs and emotional support animals, if necessary, for a person with a disability to have an equal opportunity to use and enjoy the dwelling. To fall under this provision, the individual must have a disability and have a disability-related need for the animal. In other words, the animal must work, perform tasks or services, or alleviate the emotional effects of the disability to qualify. Please review the Residential Life policy on pet care and maintenance.

Tape-recorded textbooks and other alternative formats

DS is not responsible for acquiring taped or electronic textbooks for students with vision, learning, and physical disabilities. However, DS will assist students with obtaining these materials if the publisher requires verification. Verification includes but is not limited to submitting textbook purchase receipt of the textbook.

Reasonable Academic Accommodations

CLASSROOM ACCOMMODATIONS

Adaptive Furniture
Assistive Listening Devices
Captionist
Consideration for Absences

Note-taker
Sign Language Interpreter
Use of Computer or Adaptive Technology

TESTING ACCOMMODATIONS

Consideration for Spelling
Distraction Reduced Environment
Enlarged Tests
Extended Time
No Scantrons

Reader
Scribe

Procedures for Enrolling in Disability Services at Spring Hill College

Documentation: After completing the SHC enrollment process, students can complete the self-identification form either in the office or online. Note: An Individualized Education Plan (IEP) should include an evaluation (see documentation guidelines for further details). If a student is still awaiting documentation from a professional, they should notify the staff when submitting the form in person. Students will be contacted within 1 to 2 business days to schedule an appointment with a DS staff. At this time, students will discuss disability-related needs and complete a Semester Accommodations Request Form. The staff will also review all policies and procedures for the office.

Students may request academic accommodation(s), but the College is not required to provide the specific accommodation requested if another accommodation is reasonable and effective. A student must submit "Documentation of Disability" before the initial application for services. Documentation must specifically support the need for any accommodations requested. No accommodations will be given without appropriate documentation. If another evaluation is obtained after the initial intake or the disability has changed, specifically worsened, limitations have increased students may receive additional accommodations. Further, documentation must be presented to DS. All accommodations are decided on a case-by-case basis and are subject to change if disability-based needs change. Disability Services is not responsible for reevaluation expenses.

Accommodations are NOT retroactive.

Accommodation Implementation: Students are responsible for deciding how they will use accommodations.

Students must submit a Semester Accommodations Request Form every semester to receive services through Disability Services. Students will receive accommodation letters based on the agreed-upon accommodation outlined in the intake meeting with a DS Counselor. Accommodation letters are sent to all students and their faculty via their SHC student email addresses. Students are responsible for communicating further with their faculty members regarding their accommodations.

Retention: All students must fill out a Semester Accommodations Request Form every semester to remain in the DS program. It is always best to request accommodations for each subsequent semester at the beginning of the semester.

No Accommodation Letters will be given out the last week of classes or final exam week unless it is requested by the faculty member. Special circumstances will be taken into consideration. The faculty member must legally give the student a reasonable accommodation only if the faculty member receives the letter in a reasonable amount of time before the test. This is typically three (3) weeks prior to the exam date.

Testing Procedures: Students must request examinations through DS at least one (1) week before the examination date through email to accommodations@shc.edu. Students are also required to submit a form for each exam/quiz. If students elect to submit a paper form, they must have all applicable fields completed, including the faculty information, before submitting the request to DS. Students are required to notify the office regarding any changes to the testing date.

Note: Specialized testing services (e.g., reader, captionist, interpreter, etc.) should be indicated on the testing request form. The one (1) week notice ensures that all accommodation needs can be met and all exams have been received.

Confidentiality: Students do not need to disclose the nature of their disability to their faculty members to access accommodations.

Steps for Receiving Accommodations

At the beginning of each subsequent semester, students must request accommodations for that semester. This can be done by filling out a **Faculty Letter Request Form**.

Students will receive accommodation letters based on documentation and communication with the office. The letter will be emailed to the student's SHC email address and faculty members.

It is always best to request accommodations for each subsequent semester at the end of the current semester the student is in. **No Accommodation Letters will be given out the last week of classes or final exam week unless faculty members ask.** The faculty member should be given advance notice of at least one (1) week before the regular exam date to administer reasonable accommodations. For finals, two (2) weeks' notice should be provided to the faculty member and DS.

Receiving accommodations should not be regarded as giving the student special privileges but rather as minimizing the impact of the disability to the greatest extent possible. It is important to remember that the faculty member expects the same academic performance from disabled students as the other students. The ADA and Section 504 did not intend for institutions to pass students due to their disability. Students with disabilities must adhere to the same codes of conduct required by the College for all students.

Services for International Students with Disabilities

International students are entitled to the same protection from nondiscrimination based on disability as are U.S. citizens. Section 504 states the prohibition of discrimination covers any otherwise qualified person with a disability in the United States. Section 504 does not state the student has to be a citizen of the United States. However, students do not qualify for services because English is their second language.

Audited Classes

A student may audit a course with the written permission of their academic advisor and the faculty member's approval. Registration to audit a course is completed through the Registrar's Office. No credit will be given. Current tuition fees are applicable. Classes may not be changed to audit status after the add/drop period.

Personal Services such as Personal Care Attendants (PCA)

The legislation indicates universities/colleges are not responsible for providing PCAs, readers for personal use or study or other devices, transportation, or services unrelated to the student's education.

Testing Policies and Procedures

Students taking tests in the DS will not give or receive answers to tests or test materials. Students **must** communicate to their faculty members regarding the need for testing accommodations before receiving accommodations. If a student wishes to test within DS, the following information applies:

1. Students must submit their testing accommodations form at least one (1) week before the examination date to DS. Once the student has submitted the completed form, DS will contact the faculty member to gather the exam.
2. Students must show up to DS on time on the scheduled examination day. If student(s) is more than fifteen (15) minutes late, your faculty member will need to be contacted for permission to administer the test.
3. Students must leave all materials not required for their examination in the DS office. This includes personal items such as purses, cellular phones, mp3 players, etc.
4. Students will take exams on the same day and time as the scheduled day and time of the given exam. Exceptions may occur as stated below:
 - When the student has a class immediately before and after their test.
 - When DS is not open or cannot accommodate a given time.
 - If the faculty member allows an exam to be presented at an alternative time or day. (The student may contact their faculty member to discuss their circumstances, such as illness or unforeseen tragedy.) This would not be a mandate from DS and would be entirely up to the faculty member's discretion.
5. Students will not discuss test questions with others if taken early or after the scheduled testing time.
6. Students will not discuss test format or materials with others if taken at an alternative time.
7. Students will not use any materials or devices not approved as accommodation or approved by their faculty member/DS.

Testing Room Procedures for Students

Before entering the Distraction Reduced Room, please do the following:

1. Turn off cell phones and place them in your backpack.
2. Take bathroom and/or water breaks **before** beginning testing, unless previously discussed.
3. Discuss any medication/food breaks that should be considered.
4. Make sure that you have all necessary testing supplies, including paper, pen/pencil, calculator,

Blue Book, scantrons, and any other needed materials. DS will check Blue Books and calculators.

5. Be very quiet when entering the Testing Center.
6. Work quietly.
7. Give completed examination to the proctor.
8. Remember: If you leave the room for any reason, you risk your test being over.
9. Students are recorded using a video recording system. In addition, students testing in CANVAS may be required to utilize a lockdown browser. For clarity regarding the lockdown browser, please speak with your faculty member.

Extended-Time Allotments for Examinations – extended time allotments are determined on a case-by-case basis.

MWF Classes

50-minute class

The extended time is 25 additional minutes.

Total time for the exam: 1 hour 15 minutes or 75 minutes

Double time is 50 additional minutes.

Total time for the exam: 1 hour 40 minutes or 100 minutes

TR Classes

75-minute class

The extended time is 37.5 additional minutes.

Total time for the exam: 1 hour 52 minutes or 112 minutes

Double time is 75 additional minutes.

Total time for the exam: 2 hours 30 minutes or 150 minutes

Note: All time allotments may change according to how much time the faculty member indicates the class will receive. Students should review each semester's final exam schedule for accuracy.

All students are held accountable under the policies and procedures of the office. If a student is

observed violating this policy, the test will be taken up, and the incident will be reported to the faculty member. Please refer to the Academic Dishonesty policy in the Student Handbook and Bulletin for more information. All students accused of violating any of these policies will be reported to their faculty members and Academic Affairs for possible academic dishonesty.

Foreign Language Course Substitution Policy

Foreign Language (FL) course substitution may be pursued if the FL course is not an essential part of the student's program. A student seeking a substitution for a college-level FL course through DS must adhere to the steps detailed as follows:

1. Documentation of disability meeting the criteria set forth by SHC and showing evidence that the disability interferes with the student's learning ability in this FL domain.
2. Documentation should be submitted with adequate processing time (3 weeks to 1 month).
3. Students should prepare to complete the course substitution/waiver form located on Badgerweb.
4. If a course substitution is approved, the student will work with DS and/or the academic advisor to select a course substitute from an approved list of classes.
5. The course substitution form will be filled out, signed by the student, academic advisor, department chair, DS, and Registrar's office.
6. If the substitution is denied, the form indicating the reason for denial will be placed in the student's file, and a copy will be made available to the student.

Housing Accommodations

SHC provides reasonable accommodations to students with documented disabilities in compliance with The Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act.

Accommodations are determined on a case-by-case basis. All requests for disability housing accommodations must go through DS, who will collaborate with Residential Life. Students must complete a housing accommodation request form and submit documentation to DS.

Supporting documentation must be recent to determine a major life activity's current and substantial impact. In addition, the documentation must establish a direct link between the housing accommodation request and the impairment. Lastly, the documentation must also meet the guidelines set forth by the College.

All requests for accommodations should be submitted to the DS at least two (2) months before moving into campus housing. Applications for housing accommodations will only be considered once an individual has submitted the housing deposit and other applicable housing requirements. Requests for housing accommodations submitted late or during the semester in which the accommodations are needed will be accepted and considered, but SHC cannot guarantee meeting the late applicants' needs without reasonable notice referred above. The accommodations requested must be reasonable in accordance with ADA standards.

Temporary Accommodations

If a student does not have the proper documentation or needs their documentation updated, the DS may provide temporary accommodations on a case by case basis. DS reserves the right to approve or deny services when sufficient justification has not been provided. Temporary accommodations are an option, not a requirement. Temporary accommodations are generally granted for one semester only. This typically occurs when a diagnosis is on file or where there is overwhelming evidence that a student is suspected of having a disability but needs time to gather medical evidence. Students receiving temporary accommodations must follow the same procedures for requesting accommodations as other students.

Grievance and Appeal Procedures

Accommodation Disagreement Procedures

Any student who disagrees with the academic accommodations being presented should speak to the Director of CASA. Express your concerns and be prepared to offer alternative solutions. Remember that SHC has to provide appropriate academic accommodations. Still, if the institution can provide you with an auxiliary aid that is equally as effective as the requested one and less expensive, the College is not required to give the more expensive one.

Example: The institution does not have to buy the biggest and best computer and printer if a system is already available, which would be just as effective. If, after the intervention from Disability Services, there is no satisfaction on the part of the student regarding the proposed accommodation or the provision of accommodation, the student may file a formal grievance. The procedures can be found in the Center for Academic Support and Advising Services or the SHC website.

Grievances with Other SHC Departments or Services

Spring Hill College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973 amended (29 U.S.C. 794). Section 504 states, in part, that “no otherwise qualified handicapped individual...shall solely because of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance...”. The Provost has the authority to designate a Compliance Officer responsible for reviewing all formal grievances. Dr. Steven Almquist, Interim Associate Provost, is the ADA coordinator for Spring Hill College.

It is the practice of the Disability Services that issues concerning accommodations of students with disabilities in academic and other programs and activities be resolved between the student requesting the accommodation and the SHC employee representing the department within which the educational program or service is located. If the student feels that all efforts to resolve the issue have proven unsuccessful, the student may file a formal grievance. The SHC’s Policy on Persons with Disabilities includes the process for filing a formal grievance.

Students with disabilities are responsible for contacting Disability Services if reasonable accommodations are not implemented effectively and timely. Disability Services will work with SHC personnel and the students to resolve disagreements regarding recommended accommodations.

Conflict resolution should be attempted at the lowest level possible. Faculty members and students with disabilities should first consult with the Director of CASA when accommodation-related concerns arise.

Faculty members who question the legitimacy of an accommodation recommended by DS should continue to afford the accommodation to the student while the appeals procedures are implemented.

*All complaints alleging violation of the ADA or Section 504 must be made in writing to the ADA Coordinator within thirty (30) working days of the alleged breach or claim of failure to provide

reasonable accommodation(s). The written complaint must specify the time, place, and nature of the act claimed to be in violation and may be supplemented by supporting documents and/or affidavits from persons having firsthand knowledge of the facts. A student complaint must be filed within thirty (30) school days of the beginning of the first term enrolled, following that in which the alleged violation occurred.

*The ADA/504 Compliance Officer will investigate all pertinent facts and circumstances supporting the alleged violation within twenty (20) working days of receipt of the complaint, including review and verification of all documentation and testimony by involved and knowledgeable parties.

*The investigating department may attempt resolution of a complaint through mutual agreement of the affected parties during the investigation. Should such resolution be achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the charging party and the appropriate administrator of the party or department charged within ten (10) working days for review and signatures.

*Where resolution through mutual agreement is not achieved, written findings from the investigation regarding probable cause, along with a recommendation for resolving the complaint, shall be forwarded simultaneously to the charging party, the responsible administrator, the charged department, and the Director of CASA immediately upon completion of the investigation.

*The responsible administrator shall take final action on the recommendation within ten (10) working days after receiving the recommendation. The college's ADA Coordinator will provide the consultation.

*Either party may appeal the findings of the investigating department to the President (or the President's designee) by filing a request for a review of a complaint alleging discrimination based on disability or failure to provide reasonable accommodation within ten (10) calendar days of receipt of the finding.

*Within seven (7) calendar days of receipt of the initial findings, the President may decide on the complaint or choose to employ the hearing panel to review the appeal. If the hearing panel is used, there is a three to five-member hearing panel (already appointed) to review the case. The hearing panel will conduct a hearing, consider the evidence (and testimony if necessary) to justify the appeal, and render its decision within twenty-one (21) working days of the appointment. The President may accept, reject, or modify the review panel's decision.

*Upon final resolution of a complaint, copies of records will be forwarded to and maintained by DS. All documents relating to complaints of failure to provide reasonable accommodations are evaluative, and all medical information contained in complaint records shall be deemed confidential. (If the hearing panel is brought in to review a case, it is at this point that the documentation can be disclosed to the panel.)

*A complainant with a disability who believes their grievance has not been handled appropriately should bring this to the attention of the ADA Coordinator.

*If the issue cannot be resolved at the College level, you may contact the Office of Civil Rights or the

Department of Justice. File complaints under Section 504 of the Rehabilitation Act with the Office of Civil Rights of the U.S. Department of Education (OCR) or those under Titles II or III of the ADA with the Department of Justice. If unsure, file with the Department of Justice, who will refer the complaint to the appropriate agency.

*The Spring Hill College grievance procedures must be followed before contacting any outside agency.

Financial Assistance

Disability Services does not give tuition scholarships or financial aid based on disability. You should contact the Office of Financial Aid for financial assistance. However, if the office finds scholarships for individuals, they will post the information in disability resources.

Frequently Asked Questions

1. Where is Disability Services located?

Disability Services is located in the Lucey Administration building - CASA.

2. What are accommodations, and how do I receive them?

Accommodations are modifications or changes to limit the impact of a person's disability. To receive accommodations, you must request them and provide documentation of your disability and how it impacts you in the academic environment.

3. If I am not a Vocational Rehabilitation client, can you help me?

Yes.

4. Does DS test for Learning Disabilities and Attention Deficit Disorders?

No. We maintain a list of resources for this service that may be obtained from the Disability Services office.

5. I have AD/HD. What services are available to me at DS?

All the services provided by DS are determined on an individual basis. Consideration is given to your needs based on the documentation regarding your disability.

6. If I register for accommodations, who will have access to my documentation?

DS staff will access your documentation, but your disability records are confidential.

7. What services are available for students with psychological disabilities?

Services include academic accommodations and information/referral. Students can be further supported by the on-campus Counseling Services and a licensed professional counselor.

8. If I have consideration for absences, does that mean I don't have to attend class?

No. Class attendance is essential and may be considered an essential component of the course or program. This accommodation only applies if a class is missed for disability-related reasons. If you miss class, you are responsible for contacting your faculty member immediately and making up any missed work as soon as possible.

9. Does DS provide tutoring?

ALL SHC students have access to free tutoring via the Center for Academic Excellence (CAE).

10. Who is responsible for getting the documentation I need to apply for services?

You are responsible for getting the appropriate documentation to a DS staff member. A DS staff member may assist you in facilitating this process. However, you must follow up with your provider. All related costs incurred are your responsibility.

11. I have a medical condition. Is that considered a disability?

If you have a medical condition, you may be eligible for accommodations if the condition results in a functional limitation in major life activity.

12. Will my transcript indicate that I received accommodations?

No. Your disability records are confidential and are not part of your SHC transcript.

13. If my doctor makes accommodation recommendations, will I receive those accommodations?

While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor makes these recommendations to aid in accommodation determination.

14. Do I have to complete a Faculty Letter Request Form every semester?

Yes. You must complete a Faculty Letter Request Form every semester to receive accommodations. It is recommended that the form be completed as soon as possible.

15. Are accommodations retroactive?

No. Accommodations are not retroactive. Accommodations for otherwise qualified students with disabilities do not occur until you have completed the registration process with DS. Please give your Faculty member at least one (1) week of business notice before using an accommodation. DS cannot require the Faculty member or anyone else to change grades for assignments/examinations given before notification of accommodations.

16. How do I request an interpreter or captionists for my classes?

Complete the faculty letter request form (if returning student) requesting services for your classes at least two (2) weeks before the beginning of the semester. If the student is new to the campus, the student will need to complete the DS process for requesting services.

17. How do I request an interpreter or captionist for out-of-class meetings such as tutoring, review sessions, or meeting with faculty members?

Complete an Interpreter Request Form and return it to Disability Services.

18. Why does my interpreter/captionist leave when I am late for class?

Interpreters and captionist are required to wait 10 minutes after the beginning of class. If you do not arrive before the interpreter or captionist leaves, you will receive a “no show” for that class.

National Resources

United States Access Board

1331 F Street, NW, Suite 1000
Washington, DC 20004 - 1111
800.872.2253 (V)
800.993.2822 (TTY)

Equal Employment Opportunity Commission

131 M Street, NE
Washington, DC 20507
800.669.4000 (V)
800.669.6820 (TTY)

Job Accommodation Network (JAN)

West Virginia University
P.O. Box 6080
Morgantown, West Virginia 26506-6080
800.526.7234 (V)
877.781.9403 (TTY)

Office on the ADA

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section – NYA
Washington, DC 20530
800.514.0301 (V)
800.514.0383 (TTY)

Department of Transportation

1200 New Jersey Ave, SE
Washington, DC 20590
855.368.4200 (V)
800.877.8339 (TTY)

Federal Communications Commission (FCC)

445 12th Street, SW
Washington, DC 20554
888.225.5322 (V)
888.835.5322 (TTY)

Office of Civil Rights of the U.S. Department of Education (OCR)

Atlanta Office
Office for Civil Rights
Department of Education
61 Forsyth St. S.W., Suite 19T10
Atlanta, GA 30303-8927
404.974.9406 (V)
800.877.8339 (TTY)

The ADA Project

2323 S. Shepherd, Suite 1000
Houston, TX 77019
800.949.4232

Helpful Websites

National Association for the Deaf
Association on Higher Education and Disability
International Dyslexia Association
National Mental Health Association
Learning Ally (formerly Recording for the Blind
and Dyslexic)
Children & Adults with AD/HD

www.nad.org

www.ahead.org

www.interdys.org

www.nmha.org

www.learningally.org

www.chadd.org