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Student Accessibility Resources
Policy, Procedures, & Resources for Students with Documented Disabilities
Updated Fall 2025

Student Accessibility Resources
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TABLE OF CONTENTS

The Mission of Student Accessibility Resources.....	4
The Role of Student Accessibility Resources.....	4
Section 1: Disabilities & The Law.....	5
ADA Amendments Act of 2008.....	5
Federal Rehabilitation Act, Section 504.....	6
Americans with Disabilities Act.....	7
Family Educational Rights Act (FERPA).....	8
Reasonable Accommodations in Campus Life & Learning.....	9
Confidentiality.....	9
Section 2: Student Rights & Responsibilities.....	10
Student Rights and Responsibilities.....	10
Section 3: Grievance Process.....	11
Expedited Administrative Review.....	11
Formal College Grievance Policy.....	11
Formal Federal Agency Grievance Procedures.....	11
Section 4: Requirements for Receiving Accommodations.....	12
Admission to the College.....	12
Academic Accommodations.....	12
Housing Accommodations.....	13
Section 5: Documentation.....	15
Documentation Requirements.....	15
Documentation Guidelines for:	
Hearing Disability.....	16
Vision Disability.....	18
Psychiatric Disability.....	20
Physical/Medical Disability.....	22
Learning Disability.....	24
Head Injury/Traumatic Brain Injury.....	27

Attention Deficit Hyperactivity Disorder.....	29
Section 6: Accommodations of Students with Disabilities.....	31
Procedure for Enrollment/Registration.....	31
Procedure for Activating Accommodations Each Subsequent Semester.....	32
Testing Accommodation Request Policy/Procedure.....	32
Note-Taking Service Policy/Procedure.....	33
Alternative Media Service Policy.....	34
Procedures for Utilizing Scribes.....	35
Procedures for Utilizing Readers.....	35
Procedures for Utilizing Digital/Tape Recorders.....	35
Procedures for Utilizing Preferential Seating.....	35
Procedures for Requesting Housing Accommodations.....	36
Procedures for Requesting Emotional Support/Service Animals.....	37
Procedures for Dietary Accommodations.....	38
Section 7: Temporary Accommodations.....	38
Section 8: Suspension of Services Policy.....	38

The Mission of Student Accessibility Resources

In support of Spring Hill College's mission and the foundational principle of *cura personalis* the Student Accessibility Resources (SAR) Office strives to provide all students with access to a high-quality living and learning experience by advocating for the full participation of students with disabilities. SAR provides individualized support services to encourage a collaborative, empowering experience for our students.

Role of Student Accessibility Resources

Student Accessibility Resource (SAR) is a program in the Division of Academic Affairs. SAR serves as the college's administrative arm of the ADA Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973 to help ensure that eligible students with disabilities are provided the same access to higher education programs that other students receive. Accommodations are intended to provide students with disabilities an equal opportunity to achieve the same results that other students have the opportunity to achieve. The ADAAA and Section 504 guarantee equal access, though they do not guarantee success.

SAR works with students and campus partners to help make SHC an accessible living and learning environment. SAR offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, ADHD, psychiatric disorders, and medical disabilities. Some of the services provided by SAR include:

- Testing Accommodations
- Readers/Scribes
- Recorders/EchoPens
- Note taking Services
- Other accommodations as appropriate based on documentation

Section 1: DISABILITIES AND THE LAW

Students with disabilities have a legal right to access all educational programs. Section 504 of the 1973 The Federal Rehabilitation Act and the 1990 American with Disabilities Act (ADA) require that Spring Hill College make reasonable modifications of policies and practices and provide certain individualized services to otherwise qualified students with disabilities.

ADA Amendments Act of 2008

(Public Law 110-325-September 25, 2008)

On September 25, 2008, Congress passed the ADA Amendments Act (ADAAA), which amends both the Americans with Disabilities Act and the Rehabilitation Act (Section 504) in a manner that will significantly expand disability protections for students, employees and public at large diagnosed with an impairment. While the basic definition of having a physical or mental impairment that substantially limits a major life activity remains unchanged, what constitutes a major life activity has been significantly expanded.

Section 2(a) of the Americans with Disabilities Act of 1990 is amended to read (in part) as follows:

- 1) Physical or mental disabilities in no way diminish a person's right to fully participate in all aspects of society, yet many people with physical or mental disabilities have been precluded from doing so because of discrimination; others who have a record of a disability or are regarded as having a disability also have been subjected to discrimination

Definition of Disability – “As used in this Act”

- 1) Disability means, with respect to an individual
 - a) a physical or mental impairment that substantially limits one or more major life activities of such individual;
 - b) a record of such impairment; or
 - c) being regarded as having such an impairment as described in paragraph (3).
- 2) Major life activities
 - a) In general for purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, working.
 - b) For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- 3) Regarding as having such an impairment - For purposes of paragraph (1) (C):
 - a) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or

mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

- b) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- 4) Rules of construction regarding the definition of disability - The definition of `disability' in paragraph (1) shall be construed in accordance with the following:
 - a) The definition of disability in this Act shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.
 - b) The term `substantially limits' shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.
 - c) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.
 - d) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
 - e) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as--
 - i) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
 - ii) use of assistive technology;
 - iii) reasonable accommodations or auxiliary aids or services; or
 - iv) learned behavioral or adaptive neurological modifications.
 - f) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.
 - g) As used in this subparagraph--
 - i) the term `ordinary eyeglasses or contact lenses' means lenses that are intended to fully correct visual acuity or eliminate refractive error; and
 - ii) the term `low-vision devices' means devices that magnify, enhance, or otherwise augment a visual image.

Federal Rehabilitation Act, Section 504

The Federal Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment of Federal contractors.

Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance such as institutions of higher learning. The intent of Section 504 is to ensure that persons with disabilities have access to the benefits of all federally supported programs and activities and are not limited due to disability.

Section 504 of the Rehabilitation Act reads in part:

“No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A person is “disabled” within the meaning of Section 504 if they:

1. Have a mental or physical impairment which substantially limits one or more of such persons major life activities
2. Have a record of such impairment
3. Is regarded as having an impairment

Under the law, students are not required to identify themselves as having a disability, nor are they required to make use of the accommodations which they might be entitled to. Students who desire these accommodations must register with Student Accessibility Resources (SAR).

Americans with Disabilities Act

The American with Disabilities Act was signed into law on July 26, 1990. The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Title II of the ADA covers all activities of state and local governments regardless of the government entity’s size or receipt of Federal funding. Title II requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access to inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

(July 2003—A guide to Disability Rights Laws; US Department of Justice; Civil Rights Division; Disability Rights Section)

Family Educational Rights Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), also known as the Buckley Amendment, is a Federal law that protects the privacy of student education records. This law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents of students under the age of 18 certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to:

- To inspect and review the student's education records;
- To protection against disclosures of personally identifiable information contained in the student's education records, (students must authorize or give consent first) except to the extent that FERPA authorizes disclosure without consent;
- To request changes to education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; and
- To file with the U.S. Department of Education a complaint concerning alleged failures by the university to comply with the requirements of FERPA. The student should first file a complaint with the head of the university unit that maintains the records in question. If, after exhausting all internal remedies available within the university, the student still thinks his/her rights have been violated, the appropriate address for sending a written complaint is listed below:
- To ensure that third parties do not re-disclose personally identifiable information (except in a few circumstances)
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, electronic media or newspaper article) is left to the discretion of each school.

*Family Policy Compliance Office, U.S. Department of Education,
400 Maryland Avenue, SW, Washington, D.C. 20202-5920*

Reasonable Accommodations in Campus Life & Learning

Spring Hill College is committed to non-discrimination against students with disabilities. To facilitate equal living and learning opportunities and equal access to facilities, the College will comply with all provisions of the Americans with Disabilities Act and will provide, upon request, reasonable accommodations or modifications to policies, practices, or procedures as long as doing so does not fundamentally alter programs or impose undue burden on the institution. Arranging accommodations should be a collaborative effort between students, faculty, and Student Accessibility Resources (SAR). Although students may request specific accommodations, the College may choose to provide other, different accommodations of equal effectiveness.

This policy on reasonable accommodations covers all SHC students. Persons with disabilities must be given equal opportunity to participate in College programs. This does not mean that a disabled student is guaranteed equal results, only that he or she has equal access to educational programs.

Confidentiality

Student Accessibility Resources (SAR) recognizes and honors the importance of the confidentiality of documents containing disability—related information. Section 504 of the 1973 Federal Rehabilitation Act guarantees this confidentiality, but recognizes that there are situations where releasing partial information to appropriate individuals is in the best interest of the student. Information may be released at the discretion of the Student Support & Accessibility Coordinator or designated staff member when there is a compelling reason that doing so is necessary to best accommodate the needs of an individual student.

Section 2: STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities

Students with documented disabilities at SHC have the right to:

- expect equal access to higher education as may be experienced by students without disabilities.
- expect to be offered appropriate academic and/or living adjustments and auxiliary aids as supported by their documentation, which do not represent a fundamental alteration of the essential educational components of the academic programs and/or the fundamental alteration of essential functions/rights of the Residence Halls/Campus Community.
- expect confidential treatment of all disability related records, which will not be shared without student consent and will only be used to determine appropriate services and adjustments. All disability related records are kept in separate files in the Student Accessibility Resources (SAR) Office and are not part of the student's college record.

Students with documented disabilities at SHC are responsible for:

- meeting qualifications and maintaining academic, technical, and institutional standards for courses, programs, services, activities, and facilities
- initiating all requests for services and academic adjustments in a timely manner.
- providing disability documentation, which meets the SAR guidelines for adequacy of such documentation. Typically, Individualized Education Plans (IEPs), 504 Plans from secondary schools, or notes on physician prescription pads do not provide thorough information for the documentation of disability. However, such materials will be accepted as supplemental information.
- completing the *Semester Accommodations Request Form* at the beginning of each new semester to activate accommodations.
- attending classes as scheduled, regardless of receiving Note Taking services. ~~Notes~~ Note Taking services are supplemental and do not excuse the student from attending class.
- following the procedures as stated by SAR for academic, testing, residential and dietary accommodations.
- initiating academic discussion with their instructors regarding any needed clarification of academic accommodations and/or testing accommodations (if provided testing accommodations).
- following appropriate procedures as directed by the SAR office for residence, dietary, emotional support animal and/or service animal accommodations in accordance with the Office of Residence Life initiating discussion with their Resident Advisor and/or Residence Life staff regarding any needed clarification of residential accommodations and/or approved animal policies.

Section 3: GRIEVANCE PROCESS

Any student having a complaint related to the determination of and or provision of disability related services and accommodations through Student Accessibility Resources at Spring Hill College is entitled to prompt and equitable resolution of their complaint. There are three options for doing so:

- Expedited Administrative Review
- Formal College Student Grievance Policy
- Formal Federal Agency Grievance Procedures

Expedited Administrative Review

A student may report their complaint, either in person or in writing, to the Executive Director of CASA. The complaint should include: the nature of the complaint; date(s) of alleged incident(s); information about attempts to resolve the complaint with the SAR staff member most directly empowered to make adjustments, and results of those attempts, and; a signed "release of confidential information" for any information or documentation in the student's file. Release forms may be obtained from the Dean of Students.

The Executive Director of CASA shall determine if the complaint warrants an administrative review. If he/she decides that a review is not warranted, the Executive Director will contact the involved student and staff, informing them of a decision and the reasons thereof.

If the Executive Director believes a complaint requires a more comprehensive review, she/he shall convene a panel of three (3) to four (4) members to review the complaint. The panel may include but is not limited to: the Medical Director of Student Health Services or designee, the Director of Counseling Services or designee, and a faculty member-at-large uninvolved in the situation. Additional members representing a specific, credentialed professional expertise pertinent to the situation may additionally be included. The student can also designate a non-voting faculty or staff advocate to the panel.

The panel will convene and review the complaint in a timely manner, and a summary of the panel's findings will be forwarded to the Executive Director of CASA, who will contact the involved student and staff, informing them of a decision.

Formal College Grievance Policy

A student may submit a complaint through the College Student Grievance Policy. This policy can be found on page 55 of the Student Handbook that can be found on the web at:

<https://www.shc.edu/policy-disclosure-directory/student-feedback/>

Formal Federal Agency Grievance Procedures

Students with grievances or complaints against the College based on violations of Section 504 or the ADA, also have the right to file a complaint with a designated federal agency.

U.S. Department of Education, 1100 Pennsylvania Ave. N.W., Room 316, P.O. Box 14620, Washington, DC 20044-4620, or telephone (202) 208-2545

Section 4: REQUIREMENTS FOR RECEIVING ACCOMMODATIONS

Admission to the College

Students with documented disabilities are required to undergo the same process for admissions and to meet the same requirements as other applicants. Federal law prohibits admission personnel from asking a student whether a student has a disability. However, it is in the best interest of the student to self-disclose the disability to Student Accessibility Resources (SAR) at the beginning of the admissions process. Early identification will allow the student and the SAR office to work together to evaluate the need for and availability of appropriate accommodations.

A student with a disability must be otherwise qualified in order to be admitted to the university and into a specific major. That is, the student must be able—with accommodations—to compensate for the disability in order to meet the requisite academic standards of the institution. SAR staff will make every attempt to make clear to the student the essential components of each program and to advise the student on how specific strengths and weaknesses will likely affect completion of the program.

If students do not identify themselves as disabled until after registration, some accommodations may not be immediately available. The sooner a student self-discloses, the more quickly appropriate services can be arranged. SAR does not provide retroactive accommodations.

Academic Accommodations

Students requesting academic accommodations are responsible for verifying their disability through Student Accessibility Resources (SAR) to be eligible for services. The student must provide appropriate documentation from a licensed or certified professional with expertise in the specific disability. A disability is defined as any condition that substantially limits one or more major life activities.

The following are examples of the types of disabilities that might require services:

- Vision
- Hearing
- Psychological
- Physical/Medical
- Learning Disability
- Traumatic Brain Injury
- Attention Deficit Hyperactivity Disorder

Accommodations may include but are not limited to:

- Testing Accommodations
- Note taking services
- Alternative text
- Use of Digital Tape Recorder
- Preferential seating
- Scribes/Readers

Housing Accommodations

SHC recognizes the importance of providing reasonable accommodations in its housing policies, and accommodation procedures where necessary, for individuals with disabilities to use and enjoy College spaces, including housing. The Student Accessibility Resources (SAR) Office works in partnership with The Office of Residence Life to ensure equal access to all students within College housing.

Individuals with disabilities may request reasonable accommodation, including the allowance of an assistance or service animal in College housing. However, no animal may be kept in College housing at any time prior to the individual receiving approval as a reasonable accommodation.

Students requesting housing accommodations are responsible for verifying their disability through Student Accessibility Resources (SAR) to be eligible for services. The student must provide appropriate documentation from a licensed or certified professional with expertise in the specific disability. A disability is defined as any condition that substantially limits one or more major life activities.

Spring Hill College will accept and consider requests for reasonable accommodations at any time. The individual making the request for accommodation should complete the registration process with Student Accessibility Resources (SAR) as soon as practically possible before moving into College housing. However, if the request for accommodation is made fewer than 60 days before the individual intends to move into college housing, Spring Hill College cannot guarantee that it will be able to meet the individual's accommodation needs during the first semester or term of occupancy.

If the need for the accommodation arises when an individual is already residing in College housing, the individual should contact Student Accessibility Resources and complete registration as soon as practically possible. Spring Hill College cannot guarantee that it will be able to meet the accommodation needs during the semester or term in which the request is received.

Student Accessibility Resources (SAR) will work with SHC Housing & Residence Life Officials when considering Housing Accommodation requests to determine if implementing the requested accommodations is considered reasonable. An accommodation request can be considered unreasonable if:

1. It imposes an undue financial and/or administrative burden
2. It fundamentally alters College housing policies
3. It poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including college property
4. It is otherwise unreasonable to the operation of the college

Student Accessibility Resources (SAR) Office may contact the medical professional who provides the disability documentation to obtain additional information or discuss alternative accommodations. SAR may also consult with practitioners in the Counseling Center to discuss proposed accommodations on a limited basis. SAR and Residence Life consider all

accommodation requests on an individualized, case-by-case basis. However, as students navigate this process, they should note the following:

1. Accommodation recommendations approved by SAR are based on the disability-related need (for example, housing on the ground floor, housing with a low student-bathroom ratio, a wheelchair accessible room/bathroom). Accommodations do not require Residential Life to place a student in a specific residence hall if multiple buildings meet the stated need.
2. While SAR reviews and implements all requests on a case-by-case basis, SHC residential facilities typically do not include rooms with a private bathroom.
3. SHC residential facilities include a very limited number of single-occupancy bedrooms – students still share a unit with roommates in other bedrooms. Access to a single bedroom will only be approved as an accommodation in cases where it is clearly documented that a student cannot live on campus without this accommodation.
4. SAR does not share the student’s diagnosis or other details of the student’s disability documentation with Residence Life, unless specifically requested by the student or required to implement the approved accommodation.
5. Residential housing is not a distraction-reduced environment. Accordingly, students are not granted housing accommodations for learning or attention disabilities. Students who need distraction-reduced study environments should consider submitting a [Student Accessibility Resource Application](#) in order to receive academic accommodations.

Students with environmental allergens will be permitted to purchase and bring allergen-proof fabric covers for bedding, a dehumidifier and/or HEPA filter air purifier. Generally, housing accommodations are not granted for environmental allergens. Students with allergies are encouraged to visit the American Academy of Allergy, Asthma & Immunology website for specific tips & support at: www.aaaai.org/

Section 5: DOCUMENTATION

Documentation Requirements

To be eligible for services, the student must provide appropriate documentation from a licensed or certified professional with expertise in the specific disability. Students should be sure that:

1. The professional's diagnosis, evaluation, recommendations and other information is typed on the professional's letterhead, which includes the name, title, dates of treatment, signature, license number and/or certification number.
2. The professional providing the documentation has the necessary qualifications to diagnose and treat the specific disability.
3. The diagnosis of the disability is clearly stated, explained, and specific.
4. Documentation is no more than three to five years old. Some exceptions may apply for students with physical disabilities.
5. Documentation prepared by professionals provides a diagnosis of the medical/mental health condition, explains any functional limitations the condition will impose for a person in an academic, residential, and/or dietary setting and provides recommendations for reasonable accommodations.
 - a. **IEP's, 504 Plans, and Doctor's prescription notepads are not acceptable but can be used for supplemental information only.**

Students are responsible for providing documentation that supports requests for academic, residential, and/or dietary adjustments. It is important that the documentation clearly establishes that the student has a disability as defined by federal regulations and that the documentation clearly supports the individual's request for accommodations. The following documentation guidelines are provided in the interest of ensuring that documentation clearly shows a significant impact on a major life activity and supports the individual's request for accommodations.

NOTE: SAR will require additional or new documentation if the original documentation presented is outdated, vague, or incomplete.



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Documentation Guidelines for Hearing Disability

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. Audiologists, speech and hearing specialists, or other licensed medical practitioners, who are qualified to diagnose and treat hearing disorders, can provide the documentation.

Assessment Documentation

Documentation of hearing impairments should be a comprehensive audiological evaluation. The report should include results of an audiogram, which shows the type of hearing loss (i.e., conductive, otosclerosis, congenital, sensory-neural), and the degree of hearing loss. The report

must reflect the current functional limitations of the impairment. Documentation for hearing impairments may require periodic updates, especially if changes occur in the student's functioning. Typed documentation should be provided on the official letterhead of the doctor, institution, and/or agency making the diagnosis, and should include:

- A medical diagnosis
- The nature of the individual's hearing loss (e.g., the approximate date of onset and a brief history)
- A description of the type and severity of the individual's current hearing loss along with an audiogram
- An explanation of any currently prescribed or recommended treatment or care currently in progress (e.g. hearing aids, cochlear implant, speech therapy)
- A description of the manner and level of severity with which the disability and any related treatment currently impacts the student's general functioning
- A description of the manner and level of severity with which the disability has a current and substantial impact on academic functioning (e.g., note-taking, test-taking, one-to-one communication, etc.)
- Recommendations for any specific reasonable accommodations that are needed to address the current and substantial impact of the disability on the student's academic functioning
- A rationale for each accommodation requested. A link must be established between the requested accommodation and the functional limitations of the individual pertinent to the educational setting.

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Vision Disability

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

A licensed Doctor of Optometry or a licensed medical doctor with certification in Ophthalmology will be viewed as qualified to substantiate disabilities of vision. Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity, as well as tracking and fusion difficulties. These include, but are not limited to, eye movement disorders, inefficiency in using both eyes together, misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders, and motor integration.

Assessment Documentation

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation must be current. In most cases, this means a diagnosis has been made and/or treatment has been prescribed within the past three years. Because the provision of all reasonable accommodations and services are based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation. Recommended documentation should be typed on official letterhead and must include:

- A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores
- Present symptoms that meet the criteria for diagnosis
- Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, including functional limitation, the use of corrective lenses, and ongoing visual therapy, if appropriate
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Psychiatric Disability

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

Psychiatric disabilities are a generic term referring to a variety of conditions involving psychological, emotional, cognitive, and/or behavioral disorders and symptoms. Professionals conducting assessments, rendering diagnoses of psychiatric disabilities, and making recommendations for accommodations must be qualified to do so. It is essential that professional qualifications include (1) comprehensive training and relevant expertise in differential diagnosis of psychiatric disorders and (2) appropriate licensure/certification. The diagnostician should be an impartial individual who is not a family member or friend, and does not have a personal relationship of any kind with the student. Qualified professionals may include licensed Psychologists/Neuropsychologists, Psychiatrists/Neuro-psychiatrists, Psychiatric nurse practitioners, or other relevantly trained medical doctors.

Assessment Documentation

Due to the changing nature of psychiatric disabilities, it is essential that the student provide recent and appropriate documentation from a qualified professional. Since reasonable accommodations are based upon the current impact of the disability, the documentation must address the individual's current level of functioning and the need for accommodations. The documentation must be a comprehensive diagnostic/clinical evaluation typed on official letterhead and must include:

- The diagnostician's name, title, license/certification credentials, area of specialization, phone/fax number, address, signature, and date(s) of treatment
- A diagnostic interview to include historical information (e.g., medical, developmental, educational, and psychosocial)
- A description of current functional limitations in different settings with understanding that a psychological disorder usually presents itself across a variety of settings other than just the academic domain, and that its expression is often influenced by context-specific variables (e.g., school-based performance)
- A clear statement of the individual's diagnosis (e.g., DSM-V classification), with a description of diagnostic tests, methods, and/or criteria used
- A description of expected progression or stability of the impact of the condition over time
- Information regarding the kind of treatment and duration/consistency of therapy
- Data that explains why alternative diagnoses or explanations have been ruled out
- Recommendations and rationale for reasonable accommodations

Note: Not all conditions listed in DSM-V are disabilities or even impairments for the purposes of Section 504/ADA. Therefore, a diagnosis does not in and of itself meet the definition of a disability necessitating reasonable accommodations under these laws.

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Physical/Medical Disability

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

Physical disabilities include medical disabilities such as chronic health disorders and mobility impairments. Any physical disability or systemic illness is considered to have a medical basis and thus requires documentation by a licensed medical professional. These individuals may include physicians, surgeons, dentists, neurologists, or other relevantly trained medical specialists with experience and expertise in the area for which accommodations are being requested.

Assessment Documentation

Documentation must indicate that a specific disability exists and that the identified disability substantially limits a major life activity. Because of the changing manifestations of many

physical disabilities, it is essential that documentation is recent and appropriate. All diagnostic evaluation reports submitted must be comprehensive and typed on official letterhead, and must include:

- The diagnostician's name, title, license/certification credentials, phone/fax number, address, signature, and date(s) of treatment
- A clear statement of the medical diagnosis of the physical disability or systemic illness
- A description of the current impact of the diagnosed physical/medical disorder on a major life activity, which addresses the individual's current level of functioning and the need for accommodations
- A description of the expected progression or stability of the impact of the disability over time
- All treatments, medications, including dosage and side effects, and assistive devices/services currently prescribed or in use
- A summary of assessment procedures and diagnostic test data, including test scores that substantiate a significant impairment in the area of functioning for which accommodations are being requested. Psycho-educational or neuropsychological assessments are often necessary to support the need for accommodations based on the potential for physical/medical disorders to interfere with cognitive performance.
- Recommendations for reasonable accommodations that might be appropriate in the postsecondary setting
- A clear link that has been established between the requested accommodations and the substantiated functional limitations that are pertinent to the academic/functional demands of the academic setting in which the accommodations are being requested

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Learning Disability

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

Professionals conducting assessments, rendering diagnoses of specific learning disabilities (LD), and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience with adolescent and adult LD populations are essential. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. The following professionals would generally be considered qualified:

- Clinical or educational psychologists
- Neuropsychologists
- Medical doctors with demonstrated training and experience in the assessment of learning disabilities in adolescents and adults

Assessment Documentation

Documentation must be comprehensive and recent within the last 5 years. Although the learning disability is ongoing, the severity and manifestations of the condition may change over time. The provision of reasonable accommodations and services is based upon SDRC's assessment of the current impact of the individual's disability on his or her academic performance. Documentation should be provided on the official letterhead of the doctor, institution, and/or agency making the diagnosis. Documentation should be a typed comprehensive neuropsychological or psycho-educational evaluation that includes:

- The clinician's name, title, license/certification credentials, phone/fax number, address, signature, and date(s) of treatment
- A description of presenting problems and relevant medical, developmental, and psychosocial history
- An academic history, including areas of uneven academic achievement and results of prior standardized tests
- A clear and specific diagnostic statement and explanation of functional limitations due to the learning disability using DSM-IV-TR criteria. Non-specific diagnoses, such as individual "learning styles", "learning differences", "academic problems", "slow reader", and "test difficulty" or "test anxiety", do not constitute a learning disability.
- A discussion of pre-existing or coexisting disorders, including behavioral, medical, neurological, and/or personality disorders, along with any history of medication use, that may affect the individual's learning
- Test scores from standardized instruments as well as grade and age equivalents
- An interpretive summary based on comprehensive evaluation. Psychometric assessment must consist of a comprehensive, individualized, standardized, and norm-appropriate assessment battery. Any resulting diagnosis must be based upon a pattern of performance across the battery. Any factors influencing the validity of the testing must be described. Selection of instruments should be based upon their sustainability, considering reliability and validity for use with the adult population. Minimally, the domains to be addressed in the evaluation must include the following:
 - **Aptitude/Cognitive Ability:** A valid intellectual assessment with all subtests and standard scores. Brief forms of such assessments (e.g., KBIT 2, WASI) are not acceptable for initial documentation, but in some cases, may be suitable for a documentation update.
 - **Academic Achievement:** A comprehensive academic achievement battery. The battery must assess basic and higher order skills of reading (sight vocabulary, decoding, sentence and text comprehension), writing (spelling, grammar, ideation), verbal expression, and math (calculation and reasoning), as well as fluency (timed performance) in these academic areas.
 - **Areas of Cognitive and Information Processing:** Based upon the nature of the referral, the applicant's clinical presentation, and prior test results, evaluators should investigate realms of cognitive/information processing. These domains include, but are not limited to:
 - Memory (e.g., visual and verbal acquisition, retrieval, retention, and recognition)

- Processing speed and cognitive fluency (e.g., timed psychomotor or graphomotor tasks, decision and naming fluency)
- Attention (e.g., visual and auditory spans of attention, scanning tasks, and vigilance assessment, including continuous performance tasks)
- Sensory-perceptual functioning (e.g., high-level visual, auditory, and tactile tasks)
- Executive functioning (e.g., planning, organization, prioritization, sequencing, self-monitoring)
- Motor functioning (e.g., tests of dexterity and handedness)
- Visual acuity and possible need for prescription eye glasses
- Recommendations for reasonable accommodations and explanations that link accommodations to specific academic tasks, and support such recommendations with a rationale based upon specific test results

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Head Injury/Traumatic Brain Injury

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

Head injury and traumatic brain injury are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners might include: medical physicians, licensed clinical or rehabilitation psychologists, neurologists, neuropsychologists, and psychiatrists.

Assessment Documentation

Documentation must be typed and current within the last 5 years. Although some individuals have long standing or permanent diagnoses, because of the changing manifestations of traumatic brain injuries, it is essential for those individuals to provide recent and appropriate

documentation from a qualified evaluator. Documentation should be provided on the official letterhead of the doctor, institution, and/or agency making the diagnosis. Documentation should be comprehensive and should include:

- The diagnostician's name, title, license/certification credentials, phone/fax number, address, signature, and date(s) of treatment
- A clear diagnostic statement of the head injury or traumatic brain injury
- A description of current functional limitations. In clear, direct language, the report must identify the functional impact or limitations of the disability on learning or other major life activity. It should demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the conditions and how it impacts academic performance.
- A summary of cognitive and achievement measures and evaluation results used to make the diagnosis, including standardized scores
- A summary of present residual symptoms which meet the criteria for diagnosis
- Medical information relating to the student's needs
- The impact of medication on the student's ability to meet the demands of the postsecondary environment
- Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnosis. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

Contact SAR for additional information: accessibility@shc.edu



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Documentation Guidelines for Attention Deficit Hyperactivity Disorder

How Accommodations are Determined

Accommodations are determined by considering the student's self-identification form, the disability 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. SAR 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 academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. The legislation states that to receive services in a post-secondary setting, a person with a disability must first disclose their disability to the institution, submit proper documentation that meets the guidelines of the College, and complete a registration appointment with the SAR staff.

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, SAR has the discretion to require additional and updated documentation. SAR reserves the right to deny services or accommodations pending receipt of appropriate documentation.

Assessment Providers

Because of the complex nature of ADHD, students must have their disability verified by a diagnostician with expertise in the diagnosis of ADHD. The diagnostician must have comprehensive training in differential diagnosis of ADHD and pertinent psychiatric disorders, and have direct experience with adult learners. Recommended practitioners might include:

- Licensed/certified psychologist
- Member of a medical specialty (e.g. psychiatrist, neuropsychiatrist, neurologist or relevantly trained medical doctor) who has expertise in evaluating the impact of ADHD on an individual's educational performance

Assessment Documentation

Students seeking accommodations for ADHD must provide a typed comprehensive assessment battery, which indicates a specific diagnosis and how it substantially limits some major life activity, including learning. Current documentation (within the last 5 years) is important because reasonable accommodations and services are based on the assessment of the current impact of the disability on academic performance. If the documentation is not adequate in content or does not address the individual's current level of functioning and need for accommodation(s), additional documentation may be requested. Documentation should be provided on the official letterhead of the doctor, institution, and/or agency making the diagnosis and must include:

- Clinician's name, title, license/certification credentials, phone/fax number, address, signature and date(s) of treatment
- Clinical interview to include relevant historical information (medical, developmental, educational, and psychosocial)
- Statement of presenting problems as well as a history of student's presenting attentional symptoms
- Evidence of current impact that significantly impairs functioning in two or more life activities, in particular, the academic setting
- Assessment data that supports or refutes a diagnosis of ADHD (i.e., rule out alternative diagnoses or explanations)
- Interpretative summary of all instruments and procedures used to assess for ADHD. Relevant testing information must be provided that demonstrates the current impact of ADHD on the individual's academic functioning. It is not acceptable to diagnose on the basis of a single test, checklist/rating scales, a clinical interview, or response to medication alone.
- A specific statement explaining that the student is diagnosed as having ADHD with sub-type and accompanying DSM-V criteria is required. Individuals who exhibit general problems with organization, test anxiety, memory, and concentration alone do not fit the diagnostic criteria for ADHD.
- Medications and possible side effects
- Recommendations for reasonable accommodations

Contact SAR for additional information: accessibility@shc.edu

Section 6: ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

Procedure for Enrollment/Registration

In order to enroll to receive services with SAR, students must be currently enrolled at SHC.

1. Complete the SAR Accessibility Application
 - a. The application can be found on shc.edu by selecting the “Academics” tab, then under the “Academic Information & Resources” heading select the “Student Accessibility Resources” tab, then scroll down to the “Apply for Services” box and select the “Learn More” button.
2. Submit appropriate and relevant documentation
 - a. Students should be sure that:
 - i. The professional’s diagnosis, evaluation, recommendations and other information should be typed on the professional’s letterhead, which include the name, title, dates of treatment, signature, license number and/or certification number.
 - ii. The professional providing the documentation must have the necessary qualifications to diagnose and treat the student for the specific disability.
 - iii. The diagnosis of the disability must be clearly stated, explained, and specific.
 - iv. Documentation must be no more than three to five years old. Some exceptions may apply for students with physical disabilities.
 - b. Documentation prepared by professionals must provide a diagnosis of the medical/mental health condition, explain any functional limitations the condition will impose for the student in an academic setting and provide recommendations for reasonable accommodations.
 - c. Please NOTE: IEP’s, 504 Plans, and Doctor’s prescription notepads are not acceptable but can be used for supplemental information only.
 - d. A student is responsible for providing documentation that supports their request for academic, residential, and/or dietary adjustments. It is important that the documentation clearly establishes that the student has a disability as defined by federal regulations and that the documentation clearly supports the individual’s request for accommodations.
 - e. SAR will require additional or new documentation if the original documentation presented is outdated, vague, or incomplete.
3. Schedule an intake appointment with SAR staff
 - a. Appointments can be made via a calendar link:
<https://calendar.app.google/EoVu36wfjp6aFXVY7>
 - b. Students taking online courses can schedule an appointment via Google Meet via the calendar link.

Procedure for Activating Accommodations for Each Subsequent Semester

Students registered with SAR to receive approved accommodations of any kind (i.e. housing, academic, etc.) must “activate” their accommodations each academic semester. Failure to do so may result in a disruption of services.

1. Complete a Semester Accommodations Request Form at the beginning of each semester. This form can be found on shc.edu by selecting the “Academics” tab, then under the “Academic Information & Resources” heading select the “Student Accessibility Resources” tab, then scroll down to the “Forms” box and select the “Learn More” button. If the form is completed prior to the start of the semester, students and appropriate Campus Partners (i.e. professor, Residence Life staff, etc.) will receive letters prior to the first day of class stating that the approved accommodations are active for that semester. If the form is completed after the semester begins, the office has at least 7 days to process and distribute letters to students/Campus Partners.
2. Meet with the appropriate Campus Partner to discuss the accommodations that have been granted for the semester by the Student Accessibility Resources (SAR) Office. *Campus Partners are not obligated to provide accommodations retroactively.*

Testing Accommodation Request Policy/Procedure

1. Testing Accommodations are coordinated by the Student Accessibility Resources (SAR) Office.
2. Students **must** complete all other SAR registration requirements prior to a testing accommodation request being fulfilled.
3. Discuss testing accommodations arrangements with the professor. If the professor is able to provide testing accommodations, it is not necessary to notify SAR any further.
4. If the student would like to use the SAR facilities for testing accommodations, the student should submit a Testing Accommodations Form https://cm.maxient.com/reportingform.php?SpringHillCollege&layout_id=8 at least ***1 week prior*** to the test date they would like to use their accommodations. SAR staff will communicate further as it relates to the location, day and time of the exam/test/quiz.
 - a. Submissions of the form will not receive an immediate response. Students should assume that it will take ***2 business days*** to get a confirmed appointment time.
5. Students are required to test as scheduled on the in class test date, unless prior approval of alternate testing date is granted by the instructor. Rescheduled dates must be approved by the instructor.
6. To ensure accommodations can be met, final exams should be scheduled at least ***2 weeks before the last day of class.***
7. Students are expected to arrive at least ***5 minutes*** prior to their testing appointment time. Students who arrive late will not be given additional time for their exam. The professor

will be notified of the time the student arrived for the test, and the student may have to make arrangements with the professor to reschedule the test.

8. Students who arrive more than 10 minutes late to their exam will have to reschedule their testing appointment. The professor will be notified.
9. Students are expected to adhere to academic honesty standards while taking their exams/quiz/test. Students are permitted to bring only the materials listed on the Testing Accommodations form into the testing room with them unless otherwise noted. If a student is suspected of academic dishonesty by a staff member, the professor will be notified immediately.
10. If for any reason it is necessary to reschedule a testing appointment, students should contact accessibility@shc.edu at least **3 business days** prior to their originally scheduled appointment to make arrangements.
11. In the event of an emergency the day of the test appointment, the student will need to contact accessibility@shc.edu and their professor to reschedule their appointment.

Note-Taking Service Policy/Procedure

1. Note taking services are provided to students who are registered with SAR and have been approved for this accommodation.
2. Students requesting note taking services must be enrolled in the course for which the notes are being requested.
3. Requests for note taking services must be submitted every semester after students assess the need for each class.
4. Students are expected to attend class regularly. Notes are supplemental and do not take place of attendance. Students are expected to take notes to the best of their ability.
5. Students must respond to all SAR email correspondence regarding note taking service requests. Failure to respond can delay services.
6. Notes are for the assigned student use only. They are not to be duplicated and distributed to others.
7. Students should NOT ask the note taker for additional services such as tutoring.
8. Students should notify SAR immediately if students have
 - a. recruited their own note taker
 - b. determined that note taking services are not needed for a particular course or if a student has withdrawn from a course for which notes were requested. Failure to notify SAR can result in suspension of your note taking services pending a meeting with SAR staff
 - c. not received notes in a reasonable amount of time
9. To request a note-taker students must:
 - a. Complete enrollment process with SAR
 - b. Once accommodation has been approved, students should attend class, review the syllabus and meet with instructors to determine if note taking services are needed for each course. In certain cases notes may not be necessary when:
 - i. the class is online
 - ii. notes are available online through e-learning

- iii. notes are provided by the instructors
- c. If note taking is required, the student must notify SAR via email accessibility@shc.edu.
- d. SAR will locate note takers for classes indicated on the request form. The amount of time to process each request will vary depending on the date of receipt of the request form and timeliness of student's response to SAR email correspondence. In some cases, this process can take up to 2 weeks.
- e. Students must notify SAR at accessibility@shc.edu immediately if they recruit their own note taker.
- f. SAR will notify students when note takers have been assigned/located.
- g. If SAR cannot locate a note taker, a reasonable alternative accommodation will be provided such as:
 - i. Digital Audio Recorder and/or edited accommodation to record all class lectures

IMPORTANT: Note taking services are designed to supplement student learning. Having note takers does not relieve the student from the responsibility of attending class, actively participating, and taking notes to the best of their ability.

Alternative Media Service Policy

Steps to requesting Alternative Format accommodations:

1. Alternative Format accommodations are provided to students who are registered with SAR and have been approved for this accommodation.
2. Students requesting "alt-text" must be enrolled in the course for which the material is being requested. It is recommended that requests be made at least **4-6 weeks** prior to the class start date to ensure material is available at the beginning of the semester.
3. If the instructor has not submitted their textbook selection two weeks prior to the beginning of the semester, reach out to your professor. If the instructor has any questions they may reach out to SAR via email at accessibility@shc.edu
4. Late requests will be honored with the understanding that SAR will attempt to complete the work in a timely manner. Turn-around times for alternative format requests are determined on a case by case basis.
5. In order to receive alternate text materials from SAR, the student must present the **original receipts** for each of the instructional materials being requested (SAR will retain the receipt). Legally we are only providing an accessible copy of material you already own.

Steps to receiving alternative text:

1. Students are required to look for an accessible format when purchasing required course textbooks prior to submitting a request to SAR via email at accessibility@shc.edu. If a student is unable to locate an accessible format from the publisher or resources provided (see below) SAR will process the request. SAR will not convert a textbook that can be purchased in an alternative format. NOTE: Accommodations that require third-party

support may delay when the material is available (i.e., electronic textbooks or audio books) with the typical turnaround time being **4-6 weeks**.

- a. Provide information about requested textbook: ISBN, Title, Author & Edition.
 - b. Copy of course syllabi
2. If an alternative format is not available SAR can scan and convert your material to an accessible format. This process may involve removing the binding of the book. The book will not be rebound after scanning is completed. Students must supply the SAR with the hard copy of the material and a copy of the course syllabus.
 3. Students will be contacted by SAR once material is available (turnaround time is 4-6 weeks).

Student Resources:

- www.gutenberg.org/wiki/main_page
- www.bookshare.org
- www.learningally.org
- www.archive.org
- www.coursesmart.com/
- www.amazon.com

If audiobooks are not available, SAR can request or provide the book in PDF format and students can use these free text-to-speech websites to read aloud the text, and save as a MP3.

- www.yakitome.com
- www.text2speech.org
- www.ispeech.org
- www.naturalreaders.com

Procedures for Utilizing Scribes

Scribes are available for testing/exams that are scheduled to be taken in the SAR testing rooms. They write down verbatim what is dictated to them.

Procedures for Utilizing Readers

Spring Hill College primarily makes use of electronic readers available through software. Computers in the testing suite are equipped with electronic reading software. Students will be taught to use this software. If, in the event of malfunction or other circumstance, human readers are available for testing/exams. They will read questions/answers provided to them, verbatim, from the provided document and will repeat as necessary.

Procedures for Utilizing Digital/Tape Recorders

Use of digital/tape recorders is available for approved students who need to record lectures for review at a later time.

Procedures for Utilizing Preferential Seating

Preferential seating is available for approved students. It is the student's responsibility to speak with their professor to reserve preferred seating.

Procedures for Requesting Housing Accommodations

Students must first complete a Housing Application through SHC Housing & Residence Life. Students requesting housing accommodations are responsible for verifying their disability through SAR to be eligible for services.

The student must fully register with SAR, including the submission of the Residential Accommodation Form: https://cm.maxient.com/reportingform.php?SpringHillCollege&layout_id=5, and provide appropriate documentation from a licensed or certified professional with expertise in the specific disability. SAR will work with SHC Housing & Residence Life Officials when considering Housing Accommodation requests to determine if implementing the requested accommodations is considered reasonable.

The SAR Office may contact the medical professional who provides the disability documentation to obtain additional information or discuss alternative accommodations. SAR may also consult with practitioners in the Counseling Center to discuss proposed accommodations on a limited basis. SAR and Residence Life consider all accommodation requests on an individualized, case-by-case basis. However, as students navigate this process, they should note the following:

1. Accommodation recommendations approved by SAR are based on the disability-related need (for example, housing on the ground floor, housing with a low student-bathroom ratio, a wheelchair accessible room/bathroom). Accommodations do not require Residential Life to place a student in a specific residence hall if multiple buildings meet the stated need.
2. While SAR reviews and implements all requests on a case-by-case basis, SHC residential facilities typically do not include rooms with a private bathroom.
3. SHC residential facilities include a very limited number of single-occupancy bedrooms – students still share a unit with roommates in other bedrooms. Access to a single bedroom will only be approved as an accommodation in cases where it is clearly documented that a student cannot live on campus without this accommodation.
4. SAR does not share the student's diagnosis or other details of the student's disability documentation with Residence Life, unless specifically requested by the student or when required to implement the approved accommodation.
5. Please Note: Residential housing is not a distraction-reduced environment. Accordingly, students are not granted housing accommodations for learning or attention disabilities. Students who need distraction-reduced study environments should consider submitting a [Student Accessibility Resource Application](#) in order to receive academic accommodations.

Procedures for Requesting Emotional Support Animals/Service Animals

Requests for Emotional Support or Service Animals are considered Housing Accommodations and are subject to the same procedures. However, upon approval, students living on campus with approved animals must follow the guidelines laid out by SHC Housing & Residence Life staff. Failure to follow these guidelines can result in disciplinary action up to and including removal of the animal from campus.

In addition to the stated Housing Accommodations procedures, students requesting Emotional Support/Service Animals must provide the following:

1. Students must have a current Housing Agreement and submit the Residential Accommodation Form: https://cm.maxient.com/reportingform.php?SpringHillCollege&layout_id=5, and provide appropriate documentation from a licensed or certified professional with expertise in the specific disability.
2. Animal Records (that include owner information, photo of pet, species, breed, weight of animal, color, name of animal, age, gender, evidence of spay/neuter, proof of vaccinations/good health, etc.).
3. Signed copy of the Assistance Animal/Emotional Support Assistance Animal - Statement of Responsibility.

Once the Residential Accommodation Form, ESA Statement of Responsibility, medical documents, and animal records are reviewed, SAR will meet with the student to review necessary SAR registration paperwork which will need to be signed by the student. SAR will then notify Residence Life staff of the accommodation approval.

Residence Life staff will contact roommates (if applicable) and determine if there are any conflicting medical conditions that would be impacted by the presence of an animal. Residence Life staff may schedule a meeting with the student to go over specific rules/guidelines. SAR will notify the student via email once they are approved to bring the animal to campus.

Students should expect an average of a 30 days review period for animal requests to allow adequate coordination between SAR and Residence Life and proper notification of roommates.

Animals should not be brought to campus until a final approval is received. Students could be subject to fines for unapproved animals per SHC Residence Life policies and procedures.

PLEASE NOTE:

- Students are required to submit a Residential Accommodation Form each academic semester in order to notify the college that the animal is returning to campus.
- Students will also be required to submit new vet records proving receipt of regular preventative veterinary care each academic year.

Procedures for Requesting Dietary Accommodations

The student must fully register with SAR by submitting a [Student Accessibility Resource Application](#) with the dietary provision request checked and provide appropriate documentation from a licensed or certified professional with expertise in the specific dietary restrictions requested.

Section 7: TEMPORARY ACCOMMODATIONS

Temporary impairments or medical conditions are generally not regarded as disabilities. SHC, however, does recognize that temporary conditions may cause difficulties for the student in the academic/living setting. In these instances, a student may reach out to SAR via email at accessibility@shc.edu to request temporary services. However, there is no guarantee that services will be provided.

The following are some suggestions that might be beneficial for students with temporary impairments or medical conditions:

1. Students who are utilizing mobility aids such as electric scooters, wheelchairs, canes, crutches etc. are advised to research the most accessible route for their needs to get to and from class.
2. Students with temporary physical impairments may obtain a temporary campus handicapped parking placard from the Public Safety Department.
3. Students experiencing difficulty writing due to a temporary impairment should:
 - a. Ask a fellow classmate to take notes or obtain a copy of their notes
 - b. Speak to the instructor and/or Teaching Assistant who may be able to provide suggestions regarding note-taking and testing
 - c. Request permission from instructor to use a tape/digital recorder
 - d. If writing is significantly impaired, consider a speech to text software program
4. Students who need information regarding course changes or adjustments should contact their academic advisors or course instructors.

Section 8: SUSPENSION OF SERVICES POLICY

SAR staff works together with the student to determine services needed and how to best meet those needs. The SAR office works to ensure that accommodations are both timely and appropriate. The relationship between the SAR office and the student is a cooperative one. Each entity is expected to adhere to the terms of agreement.

Students are expected to demonstrate responsible use of SAR services while the SAR office is expected to provide those services efficiently and effectively. When either of the two fails to do what they are expected to do, rules of engagement and the consequences of not acting appropriately come into play. For the student, this means that services may be suspended or terminated for failure to comply with written service provision guidelines.