

INTRODUCTION

In recognizing the unique value of each human being, the Carroll College Mission Statement is in accord with the spirit of both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (as amended in 2008). Accessibility Services, in cooperation with faculty and other Carroll College personnel, works to assure equal access for students with disabilities to the full range of college experiences and opportunities offered to all students. Through advocacy and accommodation, we work to remove disability-related obstacles to your satisfaction and success at Carroll College.

To that end, we have designed this handbook to help you become familiar with and use Accessibility Services to support you with your identified disability. Since you have identified yourself to us as a student with a disability, you should become knowledgeable about the policies and services that are designed to assist you.

This handbook will help you understand Carroll College expectations for you and understand **your** role, the role of Accessibility Services, and the role of faculty and staff in accessing and implementing the disability support services at Carroll.

Please read this handbook thoroughly and keep it as a reference. It is your responsibility to understand the policies and procedures included. You will benefit most if you understand that **you** are in charge of your educational experience. Nonetheless, the Accessibility Services director and other college personnel are eager to provide guidance, help, and encouragement when you need it. Please do not hesitate to contact us.

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THE LAW AND ITS IMPACT ON YOUR COLLEGE EDUCATION

(Information adapted from the American Council on Education's pamphlet: *Section 504: The Law & Its Impact on Post Secondary Education*)

Two laws, the Americans with Disabilities Act (ADA), as amended in 2008, and Section 504 of the Rehabilitation Act of 1973, provide protection to individuals with disabilities. You should become familiar with the following information. Make sure you have a clear understanding of what your rights are and are not, so that you can plan your education accordingly. At your request, the Director of Disability Services will help you become more familiar with the ADA and Section 504.

What is the law?

Section 504 of the Rehabilitation Act of 1973 states that:

"No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Who is protected under the law?

A "disabled person" is defined as an individual who has or is:

- (1) a physical or mental impairment which substantially limits one or more major life activities of such individual;
- (2) a record of such an impairment; or
- (3) regarded as having such an impairment.

A "qualified handicapped person" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- Specific Learning Disability
- Mental or Psychiatric Health Impairment
- Drug or Alcohol addiction, (Section 504 covers former users and those in recovery programs, not those currently using drugs or alcohol)
- Autism Spectrum Disorder (ASD)
- Speech/Language Impairment
- Blindness or Visual Impairment
- Deafness or Hearing Impairment
- Neurological or Orthopedic Impairment
- Intellectual Disability
- Physical Health Impairments
- Traumatic Brain Injury

- Epilepsy or Seizure Disorders

What is the impact of the law on postsecondary education?

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request modifications, accommodations, or auxiliary aids which will enable them to participate in and benefit from all college educational programs and activities. Postsecondary institutions must make such changes as to provide meaningful access to the college's programs, services, and activities.

Under the provisions of Section 504, universities and colleges may NOT

- limit the number of students with disabilities admitted;
- make preadmission inquiries as to whether or not an applicant is disabled;
- use admissions tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made for them;
- exclude a qualified student with a disability from any course of study;
- limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of handicap;
- counsel a student with a disability toward a more restrictive career;
- measure student achievement using modes that adversely discriminate against a student with a disability; or
- establish rules and policies that may adversely affect students with disabilities.

What does Carroll College do to comply with the law and support students with disabilities?

Carroll College provides students who have documented disabilities with accommodations and support services that provide students with equal access to all school sponsored programs and educational opportunities, as defined by the Carroll College Disability Policy at the end of this handbook. Carroll College has the flexibility to select the specific aid or service we provide, as long as it is effective. Such aids or services will be selected in consultation with the student who will use them.

Carroll College will make accommodations, as appropriate, for students with disabilities. Common accommodations granted to students with disabilities include the following:

- Testing (i.e. Extra time, Reduced-Distracted Environment (RDE), Test Reader, Private Room, Scribe)
- Academic (i.e. Preferential Seating, Audio/E-Book Alternative, Talk-to-Text Technology, Note-Taker)
- Housing (i.e. ESA, Single Room, easy access to kitchen)
- Dietary (i.e. Food Allergies, Gluten Intolerance, Vegan)
- Physical Mobility Challenges – short and long term (i.e. special parking pass)

Carroll College does not provide aids, devices, or services of a personal nature, such as personal assistants, wheelchairs, or specially certified tutors.

DOCUMENTATION OF YOUR DISABILITY

If you require special services from Carroll College, you must provide the director of Accessibility Services with documentation of your disability. Your documentation must be on file in order to receive an accommodations approval letter. Documentation verifying your disability may come from your medical provider, high school, or previous college.

You should know your disability and understand how it affects you. While you are not required to share this information with your professors, it will help if faculty can communicate with you about how your disability impacts your learning and class participation. Keep a copy of your documentation for yourself and be familiar with what it says about you. Note especially that it may recommend accommodations appropriate for you. If you have questions about the results of your testing, ask your diagnostician to clarify his or her findings. This will help when you discuss your needs with the director of Accessibility Services.

Before or early in your first semester Complete the Accommodations Application, and make an appointment with the director of Accessibility Services. At this appointment, you will discuss your disability, how it presents unique challenges to you in college, and your medical documentation. This discussion will provide information that will lead to securing appropriate accommodations. Late requests for accommodations may be granted, but the accommodation process might be unavoidably delayed when requests are not made in a timely manner.

Guidelines for Learning Disability Documentation

In order to qualify for accommodations and services granted to students with disabilities, testing or assessment information will need to meet the criteria set by Carroll College. Please adhere to the following guidelines.

1. **Qualified Professional:** Documentation must be provided by a professional diagnostician (e.g., clinical psychologist, MD, licensed educational specialist, etc.) and include the diagnostician's credentials on official letterhead, signed and dated.
2. **Current Cognitive Measures:** Testing or assessment should include current measures. It is preferable that your most recent testing was completed within the past three years prior to enrollment, unless the assessment was completed after the age of 18 and the documentation clearly reflects current functioning.
3. **Scope of Report:** The report should include the assessment instruments used to determine the disability, the severity of the disability, and how this disability affects your learning. The documentation should include the following:
 - **A Cognitive or Information Processing Test**, such as the Wechsler Adult Intelligence Scale or the Woodcock Johnson Cognitive Battery, including the scores and subtest scores and a summary report that describes the specific processing deficit(s).
 - **Achievement Test** scores, with reading, writing, spelling and mathematics subtest scores.
 - **Specific Processing Deficit(s)** indicated and the effects explained.

- **ADD/ADHD:** If learning disabilities are coexistent with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD), be sure to provide documentation to support your needs in that area as well. See guidelines, below.
- **Recommendations for Academic Accommodation,** along with the justification for each. Be sure that all of the accommodations you have been using are included, or be sure that you understand why they are not included. Please note that recommendations from your diagnostician are not binding; accommodations for your work at Carroll College will be determined by the Academic Resource Center director, in collaboration with others, as needed.

Guidelines for Mental Health/Psychiatric Disability Documentation

In order to qualify for accommodations and services granted to students with disabilities, testing or assessment information regarding ADHD/ADD or psychiatric disabilities will need to meet the criteria set by Carroll College. If learning disabilities are coexistent with the primary disability, documentation to support the resulting needs must also be provided. Please adhere to the following guidelines:

1. **Qualified Professional:** Documentation must be provided by a professional diagnostician (clinical psychologist, neuropsychologist, psychiatrist, or relevantly trained medical doctor) and include the diagnostician's credentials, with information about his or her license or certification, on official letterhead, dated and signed.
2. **Current Documentation:** Documentation should be current (preferably, the most recent testing was completed not more than 3 years prior to enrollment) and comprehensive. The date and nature of the last evaluation must be included.
3. **Scope of Report:** Specific information regarding the instruments and assessment procedures used in the most recent assessment must be included. Standard scores or percentiles should be included. Checklists or surveys can supplement the diagnostic profile.
 - **A Developmental History** should be included regarding how the disability has been evident across the lifespan and how it manifests itself in academic situations.
 - **A Diagnostic Report** should use direct language in the diagnosis of ADHD, and avoid using terms such as "suggests," "is indicative of," or "attention problems." The DSM diagnostic criteria must be included and discussed.
 - **Impact on Academic Functioning** should be provided in the form of a diagnostic summary and include an indication of whether the student was evaluated while on medication and if there was a positive response to prescribed medication; verification that alternative explanations of the behaviors have been ruled out; the substantial limitations that are evident; and the degree to which these limitations are evident in the academic setting.
 - **Recommendations for Academic Accommodations** needed within the academic setting should be included, along with an explanation as to why each accommodation is needed. Such explanations should be correlated with specific functional limitations noted within the diagnostic report. Please note that recommendations by a diagnostician are not binding for the college.

Please note that these guidelines are based on the Consortium on ADHD Documentation with the AHEAD organization and have been adopted by the Educational Testing Service.

Other medical or psychiatric disorders will require the same type of comprehensive documentation.

Guidelines for Injury/Surgery Involving Short or Long-Term Mobility Constraint Disability Documentation

- 1. Qualified Professional:** Documentation must be provided by a professional diagnostician (trained medical doctor) and include the diagnostician's credentials, with information about his or her license or certification, on official letterhead, dated and signed.
- 2. Current Documentation:** Documentation should be current (preferably, the most recent medical summary) and comprehensive. The date and nature of the last evaluation must be included.
- 3. Scope of Report:** Specific information regarding the injury must be included. Documentation should also include
 - **A Treatment Plan** should be included regarding how the student is to care for his/her healing process, and recommendations for mobility.
 - **Impact on Academic Functioning** should be provided in the form of a diagnostic summary and include an indication of whether the student is taking medication, impacts on academic attendance, assignment completion, and exams; and the degree to which these limitations will be evident in the academic setting.
 - **Recommendations for Academic Accommodations** needed within the academic setting should be included, along with an explanation as to why each accommodation is needed. Such explanations should be correlated with specific functional or mobility limitations noted within the diagnostic report. Please note that recommendations by a diagnostician are not binding for the college.

PERMISSION TO DISCLOSE INFORMATION ABOUT YOUR DISABILITY

Sometimes administrators, faculty members, or other college officials need to consult with the director of Accessibility Services to clarify their understanding of your disability, gain insight into your needs, or receive a progress report. It is important for you to understand that your disability information may be discussed with administrators, professors, housing, members of the CARE Team, or other college officials who have a legitimate interest in your education and thus are in a "need-to-know" position. Your information will never be shared with non-Carroll employees.

You are encouraged to discuss your individual needs and challenges with your instructors each semester when you provide your accommodation approval letter to them. Occasionally, a student will ask the director of Accessibility Services to meet with his/her instructor for a particular course with the student to assist with the discussion. This support is always available if needed.

MAKING REQUESTS FOR ACCOMMODATIONS

- ❖ Complete the online *Accessibility Services Request*.
 - Go to MyCarroll
 - Click the *Students* tab
 - Click on *Accessibility Services Request*
 - Follow directions to submit application
 - Upload medical or educational documentation related to disability

- ❖ Schedule to meet with Kelly Zimmerman (using Handshake) to discuss your specific needs.

If you believe that you have a disability that impacts your ability to enjoy a full and complete college experience, please complete the online *Accessibility Services Request*. A link for this application can be found on both the external website, and the MyCarroll intranet site. You will be asked if you are ready to upload your medical or educational documentation into the application itself. If you do not have it, you may email or hand-deliver the documentation to the director of Accessibility Services prior to your scheduled meeting. Once documentation of your disability has been submitted, you will need to schedule a meeting with the director of Accessibility Services to review your documentation, discuss your disability, and determine appropriate and reasonable accommodations that will provide equal access to your academic experience. Factors considered in determining the appropriate accommodations are 1) the nature of your disability and 2) the requirements of the courses you are taking or of the programs in which you are participating.

Once approved for accommodations, you will receive a letter with your approved accommodations in your email inbox. This letter should then be forwarded to all of your professors each semester. You are then encouraged to touch base with your professor as soon as possible to introduce yourself, verify that your accommodation approval letter was received, and clarify any questions or concerns that he/she might have. Your approval letter will be kept on file throughout your tenure at the college as your official verification of approval.

Accommodations are granted for the duration of your studies at Carroll College. If a full semester lapses during which you do not take advantage of the accommodations that you initially requested, it will be necessary for you to visit Accessibility Services again and possibly renegotiate your accommodations. This is not for the sake of re-establishing your eligibility, but for the sake of clarifying what accommodations you actually need.

You will be expected to communicate routinely, or as needed, with each of your professors, in order to discuss your needs and help facilitate the accommodations process. You are a key role-player in that process, and your initiative is vitally important. If a professor would like to make a program-, course- or assignment-specific modification to the accommodations you have been granted, he or she must consult with director of Accessibility Services.

The accommodations most often granted at Carroll College are the following:

- Reduced-Distraction Environment in the Testing Center (RDE for Testing)
- Extended Time for Exams
- Use of Computer (for essay exams or in-class writing assignments)
- Alternate Format Textbooks

This list is not exhaustive, as other accommodations will be designed, as needed.

In the sections that follow, you may read the policies regarding certain common accommodations. Please become familiar with these policies.

Accommodation Policy for Alternate Format Textbooks

College coursework requires substantial reading on a daily basis. For students with certain disabilities, reading can be an extremely slow and difficult process. Some students find that reading their textbooks along with listening to an audio format of the textbook speeds up the reading process and improves comprehension.

You will need to provide Accessibility Services with documentation of your disability, clearly indicating that you need alternate format textbooks granted as an accommodation. You are free to use such textbooks in any case, but formally requesting the accommodation will come closer to ensuring that you will have such textbooks at your disposal.

As a general rule, you should NOT use an alternate format textbook in lieu of the hard-copy text; rather, the one should supplement the other. Consult with the director and with your professors about what will be most appropriate for you in a specific course.

Notify Accessibility Services if you need help securing alternate format textbooks. Give the director a few weeks ahead of time, if possible, and provide the director with a list of your textbooks and provide the author, title, publisher, and ISBN number.

Alternate format textbooks may come from a variety of sources (e.g., Learning Ally, the publishers, and various online booksellers) and in a variety of formats (e.g., pdf files, audio files, and CDs). Online text-to-speech software for reading pdf files and almost any other kind of electronically stored or online print materials are common and often free. Your own laptop may have such software on it already. If you need help learning how to use such software, Accessibility Services will be happy to assist you.

If you find your alternate format textbooks online, there is often a fee involved.

Accommodation Policy for Note Taking

Accessibility Services does employ note-takers, when appropriate, in order to provide lecture and discussion notes to students with documented disabilities. Note-takers are paid and are referred by the professor of the course.

Note-takers are expected to provide copies of their notes within 24 hours of the class meeting. We prefer that you and the note taker work out a method of exchange yourselves. If, however, you wish to remain anonymous, you may discuss this during your meeting with the director, and Accessibility Services or your professor can serve as an intermediary between you and the note-taker, when necessary.

You are required to continue taking your own notes in class and use the note-taker's notes as a comparison copy to supplement and improve your own notes.

If questions arise during the semester regarding the quality of notes given to you, you should communicate with the note-taker first. If doing so does not resolve the problem, then consult with the director, who will then consult with the note taker and with the professor, as needed.

Note taking services may be temporarily suspended if the faculty member reports persistent, unexcused absences from the class. It must be understood that the note-taking service is not granted as an alternative to class attendance.

Accommodation Policy for Testing

Test accommodations are provided, when appropriate, for students with documented disabilities. After completing an application, students must submit documentation verifying their need for this accommodation. The director, through communication with you and the faculty member, will assure that testing accommodations are implemented in accordance with your accommodation letter. Alternate testing may take place in the Carroll College Testing Center or in a private space. In either case, the director will ensure that your accommodation is properly and fully implemented.

If you need to take your exam in the Testing Center, you will use the online Exam Scheduler. This system provides automatic notification of your scheduling request to Testing Center staff, your professor, and you.

It is your responsibility to make sure that

- you have reserved time for your exam **at least 3 class days** in advance and have received confirmation that your test is satisfactorily scheduled
- you know and understand any special instructions (apart from your accommodations) that the professor may have for all students in the class
- although the director and faculty communicate routinely, in order to ensure delivery of test copies and special instructions, it is very helpful if you also remind your professor of your needs, prior to each exam

Whenever possible, you will take an exam in the Testing Center at the same time the other students in your class are taking the same exam. When this is not possible, you will take your exam as close to the same time as possible as other students. Faculty may make exceptions to this policy as they see fit, but we will work to ensure that your testing accommodations are fully and properly implemented.

If you arrive after your scheduled test time and therefore do not have time to finish your exam before the Testing Center closes, there is no guarantee that the Testing Center will

remain open beyond its scheduled closing time. Please arrive on time, so that you will have the additional time that you need.

Exams taken in the Carroll College Testing Center must be for accommodated students, medical illness, or school-related travel. Students requesting exams in the Testing Center for other needs will be redirected to their course instructor to facilitate the request.

All tests taken in the ARC will be proctored.

GUIDELINES FOR WORKING WITH FACULTY

You will find that professors are willing and eager to make reasonable accommodations for students with documented disabilities. However, the following DOs and DON'Ts may help you communicate more effectively with your professors.

Make an appointment with your professor during his or her office hours in order to facilitate an initial discussion of your needs. After that initial discussion, you may discuss your accommodations with your professor before or after a class session, but only if the professor indicates clearly that he or she has time. It is best to make appointments.

When talking with instructors, DON'T:

- quote the ADA or Section 504 (or any other law) to them
- dictate policy to them
- get angry
- request accommodations you have not been granted by the ARC
- make unreasonable demands for large amounts of their time

When talking with instructors, DO:

- state that you have a disability and explain that you have an Approval Letter listing accommodations granted by Accessibility Services
- have suggestions available for what they can do to help you succeed in the class
- engage them in a problem-solving process with you when there are not obvious solutions to a procedural problem
- if appropriate, make them aware of your past successes
- discuss specific details as to how examinations will be handled
- make it clear that you are an intelligent, motivated student who will succeed in class if a reasonable accommodation is made for a specific problem you have in a specific area
- demonstrate that you are a serious student: attend class regularly, complete all assignments, be familiar with your course syllabus and assignment deadline expectations, be prepared for class, and be an active participant in the classroom.

It is also important to remember that, while it is your responsibility to communicate with your professors about your needs, **you should never be put in a position of having to “argue your case” with a professor or staff member.** If a professor is neglecting or resisting the accommodation process, notify Accessibility Services as soon as possible. The director will serve as mediator, ensuring that the faculty or staff member accommodates you properly. The director will also guide you through the grievance process, if that need arises.

Forms for Use in the Accommodations Process

Release of Confidential Information

Carroll College—Academic Resource Center

Academic Year: 20 / 20

Student's Name:

FEDERAL LAW (PL 93.380 SECTION 438) prohibits access to a student's record by any party without the written consent of the student, except by those employees of the college who are in a "need-to-know" position. "Need-to-know" defines those individuals with a legitimate educational interest in the student. You may consult with the ARC director for a full explanation of exceptions under FERPA.

By signing this statement, the student understands that the ARC Director may discuss the student's learning needs (including strengths and weaknesses) with Carroll College administrators and other college officials, including faculty, who request such information to aid in their instruction/programming and to understand the accommodations granted.

_____/_____/_____
Student's Signature & Date

NOTE: The student's signature on this form does not give permission for information to be given to non-Carroll College agencies.

Accessibility Accommodations Application

Contact Information

Name: _____ Date of Birth: _____ Male Female
Home Address: _____
Local Address: _____
Home Phone: _____ Cell Phone: _____ Email: _____
Term Applied for: Fall Spring Year: _____
Status: Freshman Sophomore Junior Senior
High School Attended: _____
Other College/University Attended: _____

Identification of Disability

Disability Type:

- Academic (Classroom and Testing Accommodations)
- Dietary (Meal Plan Accommodations)
- Housing (Residence Hall Accommodations)
- Physical Mobility
- Animal Requests (Emotional Support Animal, Service Animal)

What is your documented disability?

Date/Age disability was identified _____

Description of disability: _____

How has your disability created a barrier to your academic progress or overall well-being?

What have you found helpful to overcome these barriers?

Support services previously received in Middle School, High School, and/or previous colleges (e.g., extended time, note takers, special classes, Resource Room): _____

My documentation will be:

- Scanned/Emailed to you
- Sent by mail

Submit forms to:
Kelly Zimmerman

kzimmerman@carroll.edu

Borromeo Hall - 119

(406) 447-4470

CARROLL COLLEGE DISABILITIES POLICY

Accessibility for Students with Disabilities

A. General Policy

Carroll College's policy and practice is to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and state requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination on the basis of disability under any program or activity at the College. Individual students shall be provided reasonable accommodations in accordance with this policy, unless the accommodation would impose an undue hardship on the operation of the College's program or activity. Carroll College, through its Accessibility Services Office, will make the final determinations regarding all accommodations granted to a student.

B. Definitions

1. A person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment.
2. A qualified person with a disability is an individual with a disability who meets the academic and technical standards requisite to admission and participation in the College's educational program and activities.

C. Admission Policy & Procedures

Information provided by an applicant during the admissions process concerning his or her disability shall be provided on a voluntary basis and shall be kept in accordance with state and federal laws regarding confidentiality. Information regarding a student's disability will be stored in a locked cabinet in the Accessibility Services Coordinator's office at Carroll College.

1. ACT and SAT scores

An indication by the College Board or the American College Testing Program that an applicant took the SAT or ACT under accommodated conditions shall not be used as the basis for discrimination. The scores received on such tests shall be treated the same as any un-accommodated scores. The College policy is to view non-standard testing conditions as necessary and reasonable accommodations that have been afforded only after proper evaluation by SAT or ACT and that do not result in unfair advantage or inflated scores.

2. Requesting Accommodations for the Admission Process

Applicants who need an accommodation for their disability during the admission process can contact the Accessibility Services Coordinator.

3. Information on the Disability Retained in Applicant's File

Written documentation regarding a disability, disclosed as part of the admission process, will be forwarded to the Accessibility Services Coordinator. It is the student's responsibility, however, to ensure that documentation is on file in the Accessibility Services Coordinator's office if accommodations will be requested. Information provided during the admission process does not constitute notification to the College for the purpose of requesting accommodations for classes, residential life, or other programs, unless that information was sent directly to the Accessibility Services Coordinator.

D. Responsibilities of Students

1. Identifying the Need for Accommodations

Students with disabilities who require accommodations must make those needs known to the Accessibility Services Coordinator. Students are responsible for making these needs known and for providing documentation. Students must be certain that their disability is clearly stated and that accommodations they intend to request are addressed within this documentation and that they have qualified for services at Carroll College.

Students who provide documentation should verify with the Accessibility Services Coordinator that documentation has been received and whether or not they qualify for services.

Students who do not require accommodations need not make their disabilities known.

Information on a student's disability and accommodations is treated as confidential information under applicable federal and state laws and college policies and is only provided to individuals on a need-to-know basis. Faculty members who are informed of a student's disability are advised that this information is confidential.

In some cases where only minor accommodations are required (such as requesting to sit in the front row because of a visual or hearing impairment), the student should feel free to simply make a request of the faculty member. If requests for minor accommodations are not responded to adequately, the student should make the request through the Accessibility Services Coordinator.

2. Accommodations

The College will provide reasonable accommodations to ensure that students with disabilities have access to all applicable or relevant services, programs and activities. Students can apply for accommodations at <https://www.carroll.edu/public/application-support-services-students-disabilities>

Students should identify their needs as soon as possible to the Accessibility Services Coordinator to ensure that accommodations are available when needed. If a student does not make requests in a timely manner (i.e., 3 weeks for alternative format textbooks; 3 days for test accommodations), these services may not be available on the first day of class. The

Accessibility Services Coordinator will work with the student to notify faculty of their responsibilities for provision of accommodations and to assist in forming an open and collaborative relationship among the team that includes the student.

3. The Accommodations Process

See Accessibility Services webpage for accommodation processes and more information: [Accessibility Services at Carroll](#)

Responsibilities of Students

1. *Identifying the Need for Accommodations*

Students with disabilities who require accommodations must make those needs known to the ARC Director. Students are responsible for making these needs known in a timely fashion and for providing documentation. Students must be certain that their disability is clearly stated, that accommodations they intend to request are addressed within this documentation, and that they have qualified for services at Carroll College.

Students who provide documentation should verify with the ARC Director that documentation has been received and verify whether or not they qualify for services. Students who do not require accommodations need not make their disabilities known.

Information regarding the student's disability and accommodations is treated as confidential under applicable federal, state, and college laws and policies and is only provided to employees of the college who have a legitimate educational interest in the student and who are thus privileged to receive such information on a need-to-know basis.

2. *Accommodations*

The College will provide appropriately requested and reasonable accommodation, in a timely manner, in order to ensure that students with disabilities have equal access to the College's services, programs, and activities. Accommodations will not be provided if they fundamentally alter the nature of the course or program or if they would be unduly burdensome on the college either financially or administratively. In general, the ARC Director will verify the disability and identify reasonable accommodations for the student. The student will then discuss these accommodations with his or her professors. The faculty members will then work with the student and the ARC director in order to implement the accommodations. If a faculty member believes that an accommodation is not appropriate, he or she will address the issue with the ARC Director, in order to clarify the accommodation or to identify alternative accommodations.

Students should identify their needs as soon as possible to the ARC director, in order to ensure that accommodations are available when needed. If a student

does not make requests in a timely manner (i.e., 3 weeks for alternative format textbooks; 3 days for test accommodations), accommodations may be delayed. Note-taking services may be temporarily suspended for students with persistent, unexcused absences. As a general rule, note-taking services should not be seen as an alternative to class attendance.

3. ***Verification of Physical Disability***

A student with a physical disability must provide professional verification certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist, or other professional health care provider who is qualified in the diagnosis of the disability. The verification should reflect the student's present level of functioning of the major life activity affected by the disability. The assessment must provide data that supports the request for the particular academic adjustment sought. The student shall provide the verification documentation to the ARC director. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is inadequate to determine the present extent of the disability and appropriate accommodations, the College shall have the discretion to require supplemental assessment of a physical disability. The cost of and responsibility for the supplemental assessment shall be borne by the student.

4. ***Verification of Learning Disability***

A student with a learning disability must provide professional testing and evaluation results that reflect the individual's present level of processing information and present achievement level. The cost of and responsibility for obtaining the professional verification shall be borne by the student.

Documentation verifying the learning disability must cover the following points:

- a) be prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician, learning disability specialist, or psychologist;
- b) include the testing procedures followed, the instruments used to assess the disability, the test results (including subtest scores), a clear statement of processing deficit, and a written interpretation of the test results by the professional;
- c) reflect the individual's present level of academic functioning; and
- d) reflect the individual's present level of functioning in the areas of intelligence and processing skills.

The assessment must provide data that support the request for the particular academic accommodation sought. In the event that a student requests an academic accommodation that is not supported by the assessment data, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it will be incumbent on the student to obtain supplemental testing or assessment at the student's expense.

4. ***Verification of Attention Deficit Hyperactive Disorder or Attention Deficit Disorder:***

Documentation for Attention Deficit Hyperactive Disorder should be current and comprehensive. The credentials of the diagnostician must be included along with

information about his or her license or certification. The report should be on letterhead, dated, and signed.

Relevant historical information should be included regarding how the ADHD or ADD has been evident across the lifespan and how it manifests itself in academic situations. Standard scores or percentiles must be included. Checklists or surveys can supplement the diagnostic profile.

The diagnostic report should use direct language in the diagnosis of ADHD or ADD, and avoid using terms such as "suggests," "is indicative of," or "attention problems." The DSM diagnostic criteria must be included and discussed.

The report summary should include the following:

- indication of whether the student was evaluated while on medication, and if there was a positive response to prescribed medication;
- verification that alternative explanations of behaviors have been ruled out;
- substantial limitations that are evident;
- degree to which these limitations are evident in the academic setting;
- specific accommodations needed within the academic setting and why.

Other medical or psychiatric disorders will require the same type of comprehensive documentation.

6. *Verification of Temporary Disability*

Students seeking accommodations on the basis of a temporary disability must provide documentation verifying the nature of the condition, stating the expected duration of the condition, and describing the accommodations deemed necessary. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions. The assessment of verification of disability must reflect the student's current level of disability, and shall be no older than 30 days. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, the College shall have the discretion to require supplemental assessment of the temporary disability. The cost of the supplemental assessment shall be borne by the student.

E. *Academic Dismissal and Readmission*

Students who are academically dismissed sometimes raise a disability as the basis for the academic difficulty. The burden is on the student to clarify why the disability was not brought to the attention of the ARC Director and why the student did not seek support services. The student must also clarify what services will be used if he or she is readmitted. Readmission petitions should be discussed with the Associate Academic Dean or the Vice President for Enrollment Management.

F. *Grievances*

Students who request accommodations from faculty or staff members and who believe that such accommodations have been denied or who believe that they have been discriminated against on the basis of their disability may pursue a grievance process in one of two ways:

1. The student may attempt to resolve the matter informally with the faculty or staff member providing the services. If resolution is not accomplished in this way, the student should then bring the matter to the attention of the Director of Accessibility Services, who will seek informal resolution with the faculty/staff member, and in collaboration with the department head, if needed. If the student and/or director are unable to resolve the matter informally, or if the student is dissatisfied with the resolution, the student may file a grievance, in writing, with the ADA Committee. The grievance then follows the ADA Appeals Process (delineated below). If the Director of Accessibility Services is the subject of the grievance, the student should direct the grievance to the Dean of Students or Academic Affairs.
2. The student, with the help of the Director of Accessibility Services or the Dean of Students (in the case that the Director of Accessibility is the subject of the grievance) may immediately file a formal grievance with the ADA Committee. The grievance then follows the ADA Appeals Process (delineated below).

If the appeals process establishes that discrimination or harassment has occurred, corrective and remedial action will be taken.

Retaliation by the college or any employee of the college against a person who has filed a grievance is strictly prohibited.

If the student filing the grievance needs accommodations or assistance, in order to participate fully in the appeals process, accommodations or assistance will be provided.

ADA APPEALS PROCESS

Any Carroll College student who believes that he or she has been subjected to discrimination on the basis of disability or has been denied access or appropriate accommodations shall have the right to invoke this ADA appeals process. In general, this process is designed to address the following types of concerns:

- 1) Disagreements or denials regarding requested services, accommodations, or modifications to Carroll College practices or requirements
- 2) Alleged inaccessibility of a Carroll College program or activity
- 3) Alleged harassment or discrimination on the basis of a disability
- 4) Any other alleged violations of the ADA and/or Section 504.

The following rules are constructed to protect the substantive rights of interested people, meet appropriate due process standards, and assure that Carroll College complies with Section 504 and the ADA and their implementing regulations.

Any accommodations or services already granted to the student will remain in place throughout the appeal process; however, the student will be informed that this is a temporary arrangement pending the outcome of the appeal hearing.

If the student filing the grievance needs accommodation or assistance, in order to participate fully in the appeals process, the accommodation or assistance will be provided.

The student's right to pursue other remedies, such as filing an ADA or Section 504 complaint with an appropriate federal or state agency or department, will not be impaired by the internal grievance procedures of the college. I.e., using this grievance procedure is not a prerequisite to the pursuit of other remedies (see **External Agencies**, below). Likewise, the student's right to a prompt, equitable internal resolution of the complaint filed under these rules will not be impaired by the student's pursuit of an external remedy.

Informal Grievance

When there is a difference of opinion regarding services provided by Carroll College for students with documented disabilities, the student has two options:

1. The student may attempt to resolve the matter informally with the faculty or staff member providing the services. If resolution is not accomplished in this way, the student should then bring the matter to the attention of the Director of Accessibility Services, who will seek informal resolution with the faculty/staff member, and in collaboration with the department head, if needed. If the student and/or director are unable to resolve the matter informally, or if the student is dissatisfied with the resolution, the student may file a grievance, in writing, with the ADA Committee. The grievance then follows the ADA Appeals Process (delineated below). If the Director of Accessibility Services is the subject of the grievance, the student should direct the grievance to the Dean of Students or Academic Affairs.
2. The student, with the help of the Director of Accessibility Services or the Dean of Students (in the case that the Director of Accessibility is the subject of the grievance) may immediately file a formal grievance with the ADA Committee. The grievance then follows the ADA Appeals Process (delineated below).

Appeal to the ADA Committee

The ADA Committee consists of the following Carroll College personnel: Director of Accessibility Services, Associate Vice President for Academic Affairs, Director of Academic Technology, Dean of Students, Director of Human Resources, Director of Facilities, Assistant Director of Facilities, Vice President for Administration, Finance, and Facilities, Director of Institutional Research & Integration, Director of Residential Life and Housing.

A. Filing a Formal Grievance with the ADA Committee

The following criteria must be followed when filing an internal formal grievance:

- 1) Grievances must be in writing (see **Student Grievance Report**, below) and addressed to the Director of Accessibility Services.
- 2) The written grievance should be filed within 60 days after the initial informal determination (allegations of discrimination that occurred prior to adoption of this grievance procedure are considered on a case-by-case basis).

- 3) Grievances must contain the name and contact information of the student filing the complaint, describe the alleged discriminatory action in sufficient detail to inform the ADA Committee of the nature and date of the alleged violation, and must be signed by the student complainant. If the student has enlisted the help of an external representative, that person must sign the complaint and provide contact information.

B. ADA Committee—Hearing Procedures

Upon receipt of a formal written grievance, the ADA Committee will send acknowledgment of receipt to the student within three days and conduct an unbiased investigation of the issue. The investigation should involve thorough consultation with all parties involved, including the student filing the grievance. The ADA Committee may choose to consult with the Office of Civil Rights and seek recommendations. The responsibilities of the ARC director, on behalf of the ADA Committee and the student are as follows:

- 1) establish date and time for the grievance hearing;
- 2) reserve location for the hearing;
- 3) notify all participants of date, time, and location of the hearing, within three days;
- 4) establish the agenda and send all committee members copy of the grievance;
- 5) facilitate the hearing (all parties to the grievance, including the student, may attend);
- 6) provide written notification of the resolution to all participants, within five days.

An investigation will follow the filing of a complaint. The rules contemplate informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.

A final, written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the ADA Committee and a copy forwarded to the complainant and to all other parties involved (student's representative, if any; faculty; staff; committee members), no later than 60 days after the complaint was filed (not including days during which college offices are officially closed), unless a continuance is agreed upon by the student and the college. Any continuance agreement must be in writing and signed by the student and the Associate Vice President for Academic Affairs.

Internal Resolution Beyond the ADA Committee

If resolution is not reached, or the student refuses to accept the resolution of the ADA Committee, he or she may appeal to the Senior Vice President of Academic Affairs or the Director of the SEMI Division for resolution. The student must file the appeal within ten days of notification of the initial decision. The Vice President, in consultation with the President, will determine the final and binding decision. A written response will be issued to the student and all personnel involved in a timely manner (within five days, if possible).

Formal Appeal Resolution: An appeal is resolved when:

- 1) The complainant requests in writing that the appeal be withdrawn, or
- 2) When both parties sign a statement that a resolution has been achieved, or
- 3) The student fails to advance the appeal in the required time frames, or
- 4) The final step of the formal grievance procedure is completed.
- 5) If the appeals process establishes that discrimination or harassment has occurred, corrective and remedial action will be taken.

Waivers

Any step of this grievance policy, and the time frames in the procedure, may be waived upon written agreements of all parties. The written agreement shall become a permanent part of the ADA grievance file.

Confidentiality

All information and discussion of the case is confidential and must remain within the committees and the parties to the grievance.

Records

Upon final resolution, all records relating to the appeal shall be forwarded to the Associate Academic Dean, who shall maintain the records confidentially until seven years after the complainant graduates or permanently separates from Carroll College.

External Agencies

Grievances regarding discrimination on the basis of a disability may be resolved through the college. However, an aggrieved individual also has the right to file a complaint with and/or seek additional information from the Office of Civil Rights.

Student Grievance Report to Disability Services

Submit forms to:

Kelly Zimmerman, Director of Accessibility Services
Carroll College, 1601 N Benton Avenue
Helena, MT 59625 or kzimmerman@carroll.edu

Student Name (print) _____

Student Cell Phone _____

Non-CC Email _____

Name of External Representative (if any) _____

Representative's Cell Phone _____

Representative's Email _____

Description of Grievance* (print neatly or type; use additional pages if necessary)

**Please be specific: Who (faculty, staff, other) is involved in the situation? What happened (reasonable accommodation not granted, accommodation granted but not implemented properly, discrimination suffered, etc.)? Where did the problem take place (classroom, testing room, tutoring room, other)?*

Date(s) problem occurred or began _____

Actions You (Student) Have Taken So Far*:

1. Confronted the other person(s) involved and attempted a resolution?
2. Consulted with and asked for help from the Director of the Academic Resource Center?
3. Other Action (please print neatly or type): _____

Please Describe Desired Resolution (print neatly or type): _____

Student Signature _____ Date _____

External Rep Signature _____ Date _____

Director of Accessibility Services _____ Date _____