



**SOUTHEASTERN**  
COMMUNITY COLLEGE

# **ACCESSIBILITY SERVICES**

## **STUDENT HANDBOOK**



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Individuals having questions or complaints related to compliance with this policy should contact the Title IX / Equity Coordinator, Southeastern Community College, 1500 W. Agency Road, West Burlington, Iowa 52655, email [equity@scciowa.edu](mailto:equity@scciowa.edu), phone number 319-208-5101, fax 319-208-5005 or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 203 S. Dearborn Street, 37<sup>th</sup> Floor, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD (800) 877-8339, Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov).

# TABLE OF CONTENTS

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<b>Welcome Letter</b> .....	5
<b>Philosophy and Mission Statement</b> .....	6
<b>Introduction</b> .....	7
Definitions.....	8
Open Letter to Parents of Students with Disabilities Entering College by Dr. Jane Jarrow.....	9
Comparison of IDEA, Section 504 & ADA.....	12
Differences Between High School and College for Students with Disabilities.....	14
Helpful Tips for College.....	15
Students with Disabilities: Preparing for Postsecondary Education.....	16
Published by the U.S. Department of Education, Office for Civil Rights	
<b>Code of Ethics</b> .....	21
<b>Policies and Procedures</b> .....	23
Procedure to Request Services .....	23
Student Intake Form .....	26
Accessibility Services Office – Release of Information Form .....	29
Student Accessibility Documentation Guidelines .....	30
Medical Professional Guidelines for Verifying a Disability .....	32
Note Taking Policy .....	35
Note Receiving Agreement.....	37
Interpreter / Transcriber Request Policy .....	38
Interpreter User Policy .....	40
Remote C-Print User Policy.....	41
Animals on Campus Administrative Guideline .....	42
Course Substitutions Policy .....	48
Reduced Course Load Policy .....	48
Emergency Procedures .....	48
Temporary Conditions Administrative Guideline .....	49
Parking Policy & Campus Maps .....	53
Accessibility Services -- Grievance Policy & Procedure .....	56
<b>Student Resources</b> .....	57

Apps for Higher Education..... 57

Student & Parent Online Resources ..... 73

Scholarships for Students with Disabilities ..... 79

Quick Reference Phone Directory ..... 93

**Acknowledgements**..... 94

**Handbook Verification Form**..... 95

**Accommodation Glossary** ..... 96

**Unreasonable Accommodations** ..... 107

# WELCOME LETTER

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Dear Student:

As the Director of Accessibility, I would like to congratulate you on your recent choice to attend Southeastern Community College (SCC). I want to let you know that my office is dedicated to ensuring that each student has access to all the educational opportunities offered at SCC.

As you know, self-advocacy and self-determination skills are critical to a successful experience for all college students. Accessibility Services at SCC is committed to working with you as a student to help you attain your educational goals. With this as part of our guiding philosophy, we would like to get to know you as a student and member of the SCC community. Please be sure to set up a time to meet with one of us at your earliest opportunity.

If you want to receive academic accommodations while studying at SCC, you will need to work closely with myself or the Accessibility Services Specialist and your instructors to help make sure that everything you need in terms of support and/or accommodations are in place and ready when you begin classes. To see that this happens, please:

- Meet/work with Accessibility Services to review necessary documentation from your healthcare providers to establish eligibility.
- Contact Accessibility Services immediately if you have already supplied documentation and have not heard back from me regarding your eligibility for accommodations.
- Meet with Accessibility Services before classes begin every term to review your status and complete Student Academic Accommodation Request forms (SAAR) for each class.

PLEASE NOTE: No accommodations will be granted without establishing eligibility and completing SAAR forms. Accommodations are not retroactive.

Again, “Welcome to Southeastern Community College”!!! I am glad that you are going to be part of this exciting community. Feel free to contact Angela Mickelson, Director of Accessibility Services at 319-208-5167 or via email at [amickelson@scciowa.edu](mailto:amickelson@scciowa.edu) or Katelyn Nack, Accessibility Services Specialist at 319-208-5177 or [knack@scciowa.edu](mailto:knack@scciowa.edu) with any questions or to arrange a meeting.

Sincerely,

Angela Mickelson  
Director of Accessibility

# PHILOSOPHY AND MISSION STATEMENT

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It is the mission of Southeastern Community College (SCC) to offer quality programs and courses to meet the different interests, abilities, and personal objectives of students with documented disabilities by advocating for equal access to all programs and services. We believe that a disability is a naturally occurring aspect of the diversity of life. It is an integral part of the Southeastern Community College community and society in general.

It is the policy of SCC to comply with the access provisions of the state and federal government as it pertains to persons with disabilities. We are committed to providing an accessible environment that supports students with disabilities in reaching their full potential. Support services are available for students with disabilities to ensure equal access to educational opportunities.

SCC employs a Director of Accessibility Services to coordinate case management based on individual student need. The services are coordinated on the West Burlington campus and the Accessibility staff grant accommodations for students with disabilities district-wide.

Our mission is accomplished by:

- Partnering actively with teaching faculty, staff, and the Southeastern Community College community to create environments that are accessible, usable, equitable, inclusive, and sustainable.
- Promoting awareness and equal access through training, partnerships, innovative programs, outreach, education, and coordination of reasonable accommodations.
- Serving as a point-of-contact for any individual interested in learning about eligibility for services and reasonable accommodations at Southeastern Community College.
- Providing information and assistance regarding the delivery of reasonable accommodations.

# INTRODUCTION

The primary purpose for Accessibility Services is to provide and ensure equal educational access to otherwise qualified students with disabilities. We provide access as well as the tools to accommodate a student’s special needs but it is the responsibility of each student to utilize what is offered in order to achieve their success.

Southeastern Community College is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendment Act (ADAAA) of 2008, and the Rehabilitation Act of 1973, Section 504, and to a policy of insuring that all qualified students with disabilities have full access to programs, activities, and services and are provided opportunities and reasonable accommodations, auxiliary aids, and services to ensure this access.

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, and services provided by state and local government and telecommunications relay services.

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 the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Americans with Disabilities Act Amendment Act (ADAAA) of 2008 amended the Americans with Disabilities Act of 1990 (ADA) and other disability nondiscrimination laws at the Federal level of the United States. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition. The Act retains the ADA's basic definition of "disability" as any person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Major life activities include caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. A person with a disability who is qualified for receipt of educational opportunities, public adult educational services or other services qualifies for support as a student with a disability.

## DEFINITIONS

A “disability” with respect to an applicant or student is: a physical or mental impairment which greatly limits one or more of the major life activities of an individual, a record of such impairment, or being regarded as having such impairment.

- Individuals with disabilities may include persons who have: mobility, sensory or speech impairments; learning disabilities; cognitive disabilities; mental illness; mental retardation; cosmetic disfigurements. Individuals with disabilities may also include persons who have physical, neurological, or psychological disabilities.
- “Major life activities” include caring for oneself, performing manual tasks, speaking, learning, walking, sitting, standing, lifting, reaching, seeing, hearing, breathing and working.

A “qualified individual with a disability” means:

- with respect to educational opportunities: a person with a disability who meets the academic and technical standards required for admission or participation in an education program or activity;
- with respect to public adult educational services: a person with a disability of any age during which non-disabled individuals are provided such services, or of any age during which it is mandatory under state law to provide such services to individuals with disabilities;
- With respect to other services: a person with a disability who meets the essential eligibility requirements for the receipt of such services.

“Otherwise qualified” means: an applicant or student with a disability is “otherwise qualified” if he or she is qualified for receipt of educational opportunities, public adult educational services or other services, in that he or she satisfies all of the fundamental academic and technical standards, essential eligibility requirements and other applicable education-related selection criteria.



## OPEN LETTER TO PARENTS OF STUDENTS WITH DISABILITIES ENTERING COLLEGE

The following letter is on behalf of Dr. Jane Jarrow. Jane Jarrow is the Founder and President of Disability Compliance in Career and Online Learning (DCCOL), and of Disability Access Information and Support (DAIS). Through her two companies, Jane provides technical assistance and professional development activities to various segments of the higher education community surrounding issues of accommodation and support for students with disabilities, a recognized authority in this area for over 30 years, Jane has made hundreds of presentations on college campuses and for other groups.

Jane received her academic training in Speech Pathology at Purdue University (BS, MS) and Wichita State University (Ph.D.), and taught at Ohio State University before beginning her 14-year tenure as the Executive Director of the Association on Higher Education and Disability (AHEAD). In 1996, she became a private consultant. The parent of a college-aged student with a disability, Jane knows these issues from both personal and professional perspectives. Permissions have been directly given by Dr. Jane Jarrow to higher education facilities to use as they see fit.

(Bio. taken from <http://www.taicstraining.org/elc/user/popview.php?id=31035&course=1>)

Dear Parents,

I have been working in the area of students with disabilities at the college level for more than 30 years, but that is not why I am writing to you today. I am writing as a parent, and thus as someone who shares all your current anxieties. My daughter, who graduated from high school in early June, will be going away to college this fall. She has Cerebral Palsy, uses a wheelchair, and has limited speed capabilities, so you can be assured that I have been very involved in the educational programming and planning she has received during her years in the public-school system. I *wanted* to be involved, but I also *needed* to be involved since, by law, the school could not do anything for, to, or with my daughter regarding her disability without my permission. I sat through countless IEP meetings over the years, I was insistent on certain issues of academic support when I needed to be, and I agonized over everything from teacher selection to her successful social integration with classmates. And now, as I prepare to pack her up and take her off to college in the fall, I recognize that this role has ended for me – and the word “anxious” doesn’t even begin to describe my feelings.

If you are worried that your child with a disability will have a difficult time making a successful transition to college without your involvement... then you are probably right to be worried. Very few **children** with disabilities can succeed at the college level. On the other hand, **students** with disabilities survive and thrive on college campuses across the country. If you still think of your son or daughter as your “child,” and they still are comfortable in accepting that role, it is time to take a careful look at where you have come from and what lies before you. As parents, it is time for us to step back and allow/encourage/gently nudge our SWD’s (Students with Disabilities) to assume significant independent responsibility for their own lives, both academically and personally.

As you and your SWD prepare to visit campus for that initial meeting with a disability service provider at the college, you would do well to think about what can be accomplished at this initial meeting, what needs to be said – and who is going to say it!!! As I approach that same milestone with my daughter, I find myself a little panicky, realizing that there are things about her disability and how it impacts on her functioning that I know and that the Accessibility Services provider needs to know, and that I may not have many chances to say. There is no doubt that I can explain those things more fully than my daughter can explain them (or even understands them!). And it doesn’t matter. Much as I hate it, I know that **SHE** has to be the one to convey all this crucial information (not me!), for a number of reasons.

First, colleges and universities provide services and support to SWD under very different laws than those that governed services in the K-12 system. As a parent, I have no rights under Section 504/ADA in speaking for my SWD who is in college. (If you aren’t sure what “Section 504/ADA” means in this context, perhaps the

accessibility service provider you meet with will have gathered some information that helps explain the differences between settings, both legally and practically. Two of my favorite websites for learning more are at: <http://ed.gov/about/offices/list/ocr/transition.html> and <http://www.heath.gwu.edu/>). The services and support available to SWD are sometimes very different than what was provided in high school, and the college is under no obligation to continue the services given in high school or to adhere to the recommendations of an outside diagnostician. The college will make its own determination of what services and support to offer, based on the documentation of disability and their interview with your SWD. There are no IEP's in college, there is no place to sign off with my parental approval. Indeed, the college doesn't legally have to care whether I am satisfied or not. My daughter is responsible for her own destiny now.

More importantly, while this may be your last chance to convey all that important information on to the college, it is your SWD's *first* chance to convey that information all by himself/herself. Don't spoil that opportunity, and don't interfere. Remember, while you and your SWD are learning more about the campus, the resources, and the people who will be there to help when needed, the disability service provider is learning more about your son/daughter, as well. You want their first impression to be one that is positive and reassuring. The service provider is anxious to find out whether your SWD is mature enough to handle the responsibilities and independence of college life. Here are some specific suggestions for helping your SWD to shine in this newly focused spotlight:

- **DON'T** be insulted if you are not invited to sit in on the initial meeting between your SWD and the Accessibility Services folks. Some institutions have found that it is helpful for them to speak directly (and alone!) to the student in order to get a feel for how knowledgeable and confident s/he is in sharing information about past services, what works and doesn't work, and what accommodations they hope to have at the college level. You will get a chance to ask your questions, but recognize that it may come later, rather than sooner.
- If you are invited to sit in on the meeting with the Accessibility Services folks, **DO** acknowledge your SWD as the authority on their disability-related needs by making it clear that you believe they have all the answers! Try focusing your visual attention on your son/daughter instead of trying to make eye contact with the interviewer. If you look to your SWD, so will the professional.
- **DON'T** begin any sentence with "S/He needs to have..." Instead, you can try, "In high school, s/he had..." or "The person who tested him/her suggested..." but it would actually be better if you said *nothing at all!* Try to talk as little as possible in the meeting. This is not your meeting. Remember, you are there as an observer, not as a participant.
- **DO** take some time prepping your son/daughter in advance on the issues that you think need to be discussed – the things that you would say if you had the chance. Make a list of the topics you would bring up, explain why you think each is important, and make sure your SWD has the list in hand when s/he goes into the interview. Rehearse with your son/daughter, if they will let you. If they are typical teens and aren't comfortable sitting through that kind of rehearsal, settle for making them sit and listen while you demonstrate how you would approach certain subjects. For example, "I think you should tell them about how the teachers arranged for extra time for you on tests when you were in high school. I'd probably say, 'In high school, I was allowed extra time for tests in English because it takes me a long time to put my thoughts in writing, but I never needed it in Math.'" Your SWD may not acknowledge the strategies you share, but you may be surprised to hear those words come out of his/her mouth at the interview!
- **DON'T** interrupt. If you disagree with something the accessibility service provider says, or if your SWD says something that you know is incorrect, or if you see your SWD agreeing with/to something when you know they have no idea what they are agreeing to – **DON'T INTERRUPT!** Let the interview play out. Give the accessibility service provider a chance to draw your SWD out further, give your

SWD an opportunity to clarify matters, or simply wait to see if the confusion/disagreement remains. It is important to know just how independent and accurate students are in describing their needs. You will get your chance.

- **DO** prompt your son/daughter to speak up and share those important points as the interview progresses. Instead of explaining to the accessibility service provider why Johnny needs a calculator in math classes, turn to Johnny and say, “Why don’t you explain to Mrs. \_\_\_\_\_ why it is important for you to have a calculator for math and science classes? Is it because you have trouble lining up the columns, or because you have trouble remembering basic math facts or???” Give an open-ended question that encourages your SWD to flesh out the response. At the same time, you are hinting to the interviewer that there is an issue here to be discussed. (See? I told you that you would get your chance!)

Why not take notes as the interview progresses? When your son/daughter has exhausted the list of topics to discuss, and the accessibility service provider has shared all the information they thought was important, it is YOUR turn to talk. Go ahead and ask your questions. The most important thing to remember now is that you do not want to undermine your son/daughter’s credibility. If you have more information to share on a given subject, try starting the sentence with, “As Susie told you, she has used...” and then add whatever you need to on top of information already given. If you think your SWD gave incorrect information, tread carefully. You might say, “I was surprised to hear Jane say \_\_\_\_\_. I would have said, \_\_\_\_\_, because...” You’ll get your point across without directly contradicting what your son/daughter said. Your goal is to assure both the SWD and the accessibility service provider that you are supportive of their budding understanding, and simply want to share another viewpoint.

An old adage maintains:

There are only two things a parent can give to a child...  
One is roots. The other is wings.

It is time for our kids to solo. That is a scary thought for us, as parents, and it is sure to be scary for them, too. That’s OK. This is what we have all been working towards for a long time. Remember, your son/daughter will call, email, or text if they need you. They know what you can do for them, but now it is time for them to go it alone. Take a deep breath, cross your fingers, wish them well – and walk away. All will be well!

Best of luck,

Jane Jarrow  
Proud (and Terrified) Mom  
[JaneJarrow@aol.com](mailto:JaneJarrow@aol.com)

## COMPARISON OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT. (IDEA), SECTION 504 OF THE REHABILITATION ACT (SECTION 504), AND THE AMERICANS WITH DISABILITIES ACT (ADA).

	IDEA (K-12)	SECTION 504 (K-12/COLLEGE)	ADA (COLLEGE/EMPLOYER)
<b>REQUIREMENTS IN THE LAW</b>	<ul style="list-style-type: none"> <li>❖ I.D.E.A. - Provides a free, appropriate, public education in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Section 504 - Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ADA - Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding.</li> </ul>
<b>DEFINITIONS IN THE LAW</b>	<ul style="list-style-type: none"> <li>❖ I.D.E.A. - Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers.</li> <li>❖ I.D.E.A. - Not all students with disabilities are eligible.</li> </ul>	<p>Section 504 - Defines persons with disabilities who:</p> <ul style="list-style-type: none"> <li>❖ Have a physical or mental impairment which limits one or more major life activities;</li> <li>❖ Have a record of such an impairment; or</li> <li>❖ Are regarded as having an impairment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ADA - Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability; includes HIV status, contagious and non-contagious disease.</li> </ul>
<b>WHO IS COVERED</b>	<ul style="list-style-type: none"> <li>❖ I.D.E.A. - Covers students with educational disabilities that require special education services ages 3-21 or until graduation.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Section 504 - Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ADA - Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>
<b>SERVICES PROVIDED</b>	<ul style="list-style-type: none"> <li>❖ I.D.E.A. - Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Section 504 - Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ADA - Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.</li> </ul>

**COMPARISON OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT. (IDEA), SECTION 504 OF THE REHABILITATION ACT  
(SECTION 504), AND THE AMERICANS WITH DISABILITIES ACT (ADA)**

	<b>I.D.E.A. (K-12)</b>	<b>SECTION 504 (K-12/COLLEGE)</b>	<b>ADA (COLLEGE/EMPLOYER)</b>
<b>FUNDING</b>	<ul style="list-style-type: none"> <li>I.D.E.A - Schools receive federal funding to provide remedial services.</li> </ul>	<ul style="list-style-type: none"> <li>Section 504 - Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>	<ul style="list-style-type: none"> <li>ADA - Requires that schools not discriminate based on student's disability and must provide appropriate accommodation's, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>
<b>EVALUATION/DOCUMENTATION</b>	<ul style="list-style-type: none"> <li>I.D.E.A - School district is responsible for identifying and evaluating students with disabilities.</li> </ul>	<p><u>K-12:</u> Section 504 - Same for elementary and secondary schools</p> <p><u>College:</u> Section 504 - Same for students in college</p>	<ul style="list-style-type: none"> <li>ADA - Students must self-identify as having a disability and must provide adequate documentation of disability.</li> </ul>
	<ul style="list-style-type: none"> <li>I.D.E.A - Evaluations are the responsibility of the school and are performed at no expense to student/parent</li> <li>I.D.E.A - Parents must consent to evaluations and placement decisions.</li> </ul>	<p><u>K-12:</u> Section 504 - Same for elementary and secondary schools</p> <p><u>College:</u> Section 504 - Same for students in college</p> <p><u>K-12:</u> Section 504 - Same for elementary and secondary schools</p> <p><u>College:</u> Section 504 - Same for students in college</p>	<ul style="list-style-type: none"> <li>ADA - Evaluations/documentation of disability are student's responsibility and expense</li> <li>ADA - Student has responsibility for advocacy, negotiating accommodations plan.</li> </ul>
<b>IEP/ACCOMMODATIONS</b>	<ul style="list-style-type: none"> <li>I.D.E.A - Individual Education Plan (IEP) developed with parents, teachers and other specialists involved.</li> </ul>	<p><u>K-12:</u> Section 504 - 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students)</p> <p><u>College:</u> Section 504 - Same for college/postsecondary</p>	<ul style="list-style-type: none"> <li>ADA - Accommodation plan developed with student, Disabilities Services Coordinator on campus</li> </ul>
<b>CLASSROOM PLACEMENT</b>	<ul style="list-style-type: none"> <li>I.D.E.A - Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom.</li> <li>I.D.E.A - (Elementary, secondary &amp; college students)</li> </ul>	<ul style="list-style-type: none"> <li>Section 504 - Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary &amp; college students)</li> </ul>	<ul style="list-style-type: none"> <li>ADA - All courses are mainstream with accommodations provided to students who qualify under ADA.</li> </ul>

## DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH DISABILITIES

### APPLICABLE LAWS

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with disabilities Act of 1990, Title 11)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS

### REQUIRED DOCUMENTATION

High School	College
IEP (individualized Education Plan) and/or 504 Plan	High school IEP and 504 are not sufficient. Documentation guidelines specify info needed for each category of disability.
School provides evaluation at no cost to student or family.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

### SELF-ADVOCACY

High School	College
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to the Accessibility Services Office.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

### PARENTAL ROLE

High School	College
Parent(s) has access to student records and can participate in the accommodation process.	Parent(s) does not have access to student records without student's written consent.
Parent advocates for student.	Student advocates for self.

### INSTRUCTION

High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments.	Professors are not required to modify instruction or alter assignment deadlines.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
You seldom need to read anything more than once; sometimes listening in class is enough.	You need to review class notes, text, and material regularly.

### GRADES AND TESTS

High School	College
IEP or 504 Plan may include modifications to test format and/or grading.	Grading and test format changes (i.e. multiple-choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction reduced environment) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

### STUDY RESPONSIBILITIES

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.	Tutoring DOES NOT fall under college Accessibility Services. Students with disabilities must seek out the tutoring resources that are available.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.

# T i HELPFUL S



## Helpful Tips for College

- Create a master weekly schedule that accounts for the study time you need.
- Get organized now. Set up a binder/notebook or folder with sections for each class's handouts, notes and completed assignments. Do the same with your computer – create a folder for each class you're taking and put subfolders in it for notes and assignments.
- Get a bag/backpack big enough to carry everything you need when you leave for the day.
- Enter exam dates and long-term assignments in your planner.
- Schedule a time with the Tutor Coordinator right away if you are taking a course you think will be difficult.
- Enter your instructor's office hours into your weekly schedule so that you know when help is available.
- Enter the drop deadline at the start of the semester so that you don't miss it.
- Check your calendar every Sunday to set a sense of what's coming in the week.
- Check your calendar every night so you wake up knowing what you have to do and take what you need with you when you leave for the day.



# Students with Disabilities Preparing for Postsecondary Education:

## Know Your Rights and Responsibilities

Reproduction and ordering information

**U.S. Department of Education**

Arne Duncan  
Secretary

**Office for Civil Rights**

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Assistant Secretary

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More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.\* /

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of



postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

**As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district’s jurisdiction. Whatever the disability, a school district must identify an individual’s educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

**May a postsecondary school deny my admission because I have a disability?**

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Do I have to inform a postsecondary school that I have a disability?**

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

**What academic adjustments must a postsecondary school provide?**

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

### **If I want an academic adjustment, what must I do?**

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

### **When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

### **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

### **Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no

cost to you. You may locate your state vocational rehabilitation agency at <http://rsa.ed.gov> by clicking on “Info about RSA,” then “People and Offices,” and then “State Agencies/ Contacts.”

**Once the school has received the necessary documentation from me, what should I expect?**

To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

**What if the academic adjustment we identified is not working?**

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

**May a postsecondary school charge me for providing an academic adjustment?**

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

**What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Accessibilities Coordinator—who coordinates the school’s compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school’s grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education’s Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

**To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:**

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100

Phone: 1-800-421-3481  
TDD: 1- 877-521-2172  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)  
Web site: [www.ed.gov/ocr](http://www.ed.gov/ocr)

\*You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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This publication is also available on the Department's Web site at <http://www.ed.gov/ocr/transition.html>. Any updates to this publication will be available on this website.

On request, this publication can be made available in alternate formats, such as Braille, large print, or computer diskette. For more information, you may contact the Department's Alternate Format Center at 202-260-0852 or 202-260-0818. If you use TDD, call 1-800-877-8339.

# CODE OF ETHICS

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Accessibility Services adheres to the Code of Ethics established by the Association of Higher Education and Disability (AHEAD). Southeastern Community College agrees that these principles are the Code of Ethics for postsecondary Accessibility Service providers. As professionals, we are responsible for upholding, supporting,

## Equity and Inclusion

- Postsecondary disability resource and affiliated professionals act as leaders and advocates for equitable and inclusive policies, procedures, and systems in all facets of campus and community life.
- Postsecondary disability resource and affiliated professionals facilitate and advocate for the highest levels of access, inclusion, and equity for all disabled people.
- Postsecondary disability resource and affiliated professionals strive to utilize and facilitate high quality and effective processes, procedures, and services to promote equity and inclusion for disabled people within disability resources offices and the institution.
- Postsecondary disability resource and affiliated professionals recognize and value the importance of collaborating with the campus and community to promote access, equity, and inclusion.

## Respect and Acknowledgment

- Postsecondary disability resource and affiliated professionals act in ways that acknowledge, consider, and respect disabled peoples' voices, lived experiences, and complex intersectional identities.
- Postsecondary disability resource and affiliated professionals strive to respect the dignity, worth, and self-determination of all people.
- Postsecondary disability resource and affiliated professionals take steps to develop awareness of their potential biases, the boundaries of their competence, and the limitations of their experience to ensure that they do not lead to or condone unjust practices.
- Postsecondary disability resource and affiliated professionals act in ways that respect and acknowledge diversity within higher education and work to create inclusive, equitable, and socially just environments for all.
- Postsecondary disability resource and affiliated professionals act in ways that respect and acknowledge the professional expertise of campus and community colleagues, while recognizing that professionals may have differing opinions.

## Professional Competence

- Postsecondary disability resource and affiliated professionals work to achieve and maintain the highest levels of competence and integrity in their work to mitigate barriers to disabled people with various intersecting identities.
- Postsecondary disability resource and affiliated professionals use objective professional judgment in making decisions that impact equitable access and inclusion.
- Postsecondary disability resource and affiliated professionals continually participate in professional activities and educational opportunities to promote effective disability advocacy, social justice, resources, and services.
- Postsecondary disability resource and affiliated professionals who engage in scholarly activity contribute to the knowledge base of the profession in ways that respect participants, are accessible, and adhere to standards of federal, institutional, and local research ethics.

Postsecondary disability resource and affiliated professionals use a social justice perspective to work collaboratively with students and relevant campus and community stakeholders to support the profession.

### **Laws and Standards of Practice**

- Postsecondary disability resource professionals support and clarify applicable local and federal laws to foster equity for disabled people.
- Postsecondary disability resource professionals' value and act in ways that respect the confidential nature of records and information about disabled individuals as outlined by relevant federal and local laws.
- Postsecondary disability resource and affiliated professionals' value and carry out their responsibilities in accordance with the AHEAD Professional Standards and Program Standards. When certified, licensed, or affiliated with other professions or organizations, they value and comply with those professional guidelines as appropriate.

# POLICIES AND PROCEDURES

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The college recognizes that student disability records contain confidential information and are to be treated as such. Therefore, documentation of a student's disability is maintained in a confidential file in the Accessibility Office. Information related to a disability may be disclosed only with the permission of the student or as permitted by the college's student records policy and federal law. At the same time, however, a student's right to privacy must still be balanced against the college's need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the student, the provision of services may involve the Accessibility Staff disclosing disability information provided by the student to appropriate college personnel participating in the accommodation process. The amount of information that may be released is determined case by case, and will be made in accordance with the college's policy on student records.

The Accessibility Services staff is very sensitive to and respectful of your right to privacy and confidentiality.

## PROCEDURE TO REQUEST SERVICES

Transition to college is a challenging time for most students, and it can be more challenging for students with disabilities. It is the recommendation of the Director of Accessibility that students contact her office as soon as possible to self-identify early so that the two of you can work together to determine eligibility, identify issues, and get reasonable accommodations in place.

Reasonable accommodations are a modification or adjustment to a course, program, service, activity, event or facility that enables a qualified student with a disability to have equal opportunities. Accommodations are established only after review of documentation and eligibility has been determined. All qualified students are required to meet with the Accessibility Staff to set up accommodations by completing all the necessary paperwork. A timely collaborative effort between the student, the Accessibilities Staff and the faculty should produce a reasonable accommodation for a documented disability.

If you want to receive academic accommodations while studying at SCC, you will need to work closely with the Accessibilities Staff and your instructors to help make sure that everything you need (in terms of support and/or accommodations) is in place and ready when you begin classes. Please follow these steps to request accommodations.

1. Identify as an individual with a disability by scheduling an intake/orientation interview with the Accessibility Staff. Please bring complete and current documentation regarding your disability to this visit if you are able.

2. The student will complete the Student's Intake form, the Accessibility Services Release of Information form and the Functional Limitations form and provide supporting documentation of their documented disability/disabilities. The Accessibility Staff will review the documentation to determine if it is appropriate and complete. If clarification and/or additional documentation are needed, the student is informed and it is his or her responsibility to provide any additional required documentation.
3. Determination of appropriate accommodations is a collaborative, interactive process between you and the Accessibility Staff. You and the Accessibility Staff will complete an Academic Accommodation Form(s) that will require the signature of both you and your instructor. The accommodation(s) listed on that sheet will remain in effect, unless you meet with the staff to review, alter and/or add to the accommodations, until the end of the semester. You will receive a copy of the signed Academic Accommodation Form for your records. In order to continue to receive academic accommodations, you are required to complete new academic accommodation forms every semester. It is strongly encouraged to do this prior to the beginning of each semester. If you are a new student, you can apply for Academic Accommodations at any time throughout the semester.
4. The Accessibility Staff will develop an Accommodation form for you to present to those instructors from whom you will be receiving accommodations. After the first semester of receiving accommodations, you will be responsible for scheduling a meeting and picking up your Academic Accommodation form(s) at the beginning of each semester. Academic Accommodation forms must be completed each semester with the Accessibility Staff since courses and instructors will change.
5. You are responsible for meeting with your instructors. Please present your Accommodation form and discuss the accommodations you are requesting in a timely manner. Faculty members are not responsible for providing accommodations you have not requested or if you have not presented them with a form. Accommodations are not retroactive, and no one will make arrangements for you. You must self-advocate.
6. If you encounter any problems or concerns regarding your approved accommodations, it is your responsibility to inform the Accessibilities Staff who is available to provide assistance and support.
7. For any additional co-curricular or college sponsored activities/events, please contact the event organizer who will facilitate any arrangements with the Accessibility Office. SCC is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in courses, activities, or programs. Equal Access means an opportunity to attain the same level performance or



to enjoy equal benefits and privileges that are available to any student without a disability.

8. Requests for reasonable accommodations will be evaluated on a case-by-case basis. Accommodations are only reasonable when they don't impose an undue burden on the institution, don't fundamentally alter the program or service, and they don't create a situation that could cause harm to an individual or others. Reasonable accommodations that meet all the criteria, but are not directly related to the access barriers caused by the disability are not considered to be reasonable. The College is not required to provide personal services such as attendant care, or personal aids such as wheelchairs or eyeglasses.

# Student Intake Form

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ SS # \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Birth Date \_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (C) \_\_\_\_\_

Gender: M  F  Email \_\_\_\_\_

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Emergency Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

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## EDUCATION

Educational Goal:      AA      AS      AAS      Certificate: (subject) \_\_\_\_\_

Which SCC campus will you attend?  
West Burlington \_\_\_\_\_ Keokuk \_\_\_\_\_ Fort Madison \_\_\_\_\_ Mount Pleasant \_\_\_\_\_

When will you start classes?       Fall       Spring       Summer      Year: 20\_\_\_\_\_

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## MEDICAL BACKGROUND

What is your diagnosed disability? \_\_\_\_\_

Describe your disability and how it affects your performance as a student.

\_\_\_\_\_

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List any medications you are taking and describe the side effects that may impact your performance in the classroom.

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Which of the following categories best describes your disability?

- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)
- Blind / Visual Impairment
- Brain Injury
- Chronic Illness
- Deaf / Hard of Hearing (HOH)
- Learning Disability (LD)
- Mental Health Impairment
- Mobility Impairment
- Speech Impairment
- Other \_\_\_\_\_

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**SUPPORT SERVICES**

Have you ever received help from any outside agency for academic, career, or personal counseling? If yes, please name the agency and the nature of the services received.

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Did you receive support from Accessibility Services at any high school, college, or university you have attended? If yes, please list.

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Vocational Rehabilitation Services: No  Yes \_\_\_\_\_

(Counselors Name)

What accommodations are you requesting? (i.e., testing in the Testing Center, sign language interpreter, note taker, use of assistive technology) **Note:** *Actual accommodations are dependent upon appropriate documentation.*

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### STUDENT RESPONSIBILITIES

As a student eligible for accommodations through Accessibility Services, per the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, I understand that I also have certain responsibilities. I will do my part in meeting these responsibilities so that appropriate accommodations may be arranged.

#### I WILL:

1. Provide appropriate documentation to support the accommodations requested.
2. Understand that accommodations must be requested in a timely fashion to obtain the most appropriate accommodation available.
3. Fill out an Accommodation Request Form each semester that I desire accommodations.
4. Notify Accessibility Services of changes in my schedule as soon as I know about them. Failure to do so may result in a delay of accommodations.
5. Schedule an appointment with the Accessibility Staff if I have any concerns or questions related to my accommodation(s).

Information contained within your disability file will be kept confidential and will not be shared with anyone outside SCC without your expressed authorization. Disability files will be maintained within the Accessibility Office for five years.

***I, the undersigned, understand the above responsibilities.***

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## ACCESSIBILITY SERVICES OFFICE – RELEASE OF INFORMATION

### **Statement of Agreement:**

I understand the SCC Accessibility Staff may have access to this accommodation file, as well as academic and other records of the College, while maintaining confidentiality at all times. I further understand it may be necessary for the SCC Accessibility Staff to release/exchange information with other SCC staff with legitimate educational interests in regards to my education. By completing this form, I agree to such exchange of information.

Printed Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Statement of Consent to Share Information:**

I give the Accessibility Staff at SCC permission to release/exchange information with third parties outside of SCC:

(Please check all that apply)

Parent(s) Name: \_\_\_\_\_  Spouse Name: \_\_\_\_\_

Other: \_\_\_\_\_  Vocational Rehabilitation: \_\_\_\_\_

Printed Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I understand this **Statement of Agreement** and **Statement of Consent to Share Information** is effective for the duration of enrollment as a student at SCC. I understand that if my circumstances change it is my responsibility to contact the Accessibility Services Office.

\_\_\_\_\_  
Initial & Date

## STUDENT ACCESSIBILITY DOCUMENTATION GUIDELINES

The disability documentation for the applicant must:

1. Be current – i.e., completed within the last five (5) years for LD, last six (6) months for psychiatric disabilities, or last three (3) years for ADHD and all other disabilities. (NOTE: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
2. Clearly state the diagnosed disability or disabilities.
3. Describe the functional limitations resulting from the disability or disabilities.
4. Include a complete educational, developmental, and medical history relevant to the disability for which accommodations are being requested.
5. Include a list of all test instruments used in the evaluation report and relevant subtest scores used to diagnose the stated disability. (NOTE: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
6. Describe the specific accommodations requested to assist in academic endeavors.
7. Adequately support each of the requested accommodations.
8. Be typed on official letterhead and be signed/dated by an evaluator qualified to make the diagnosis. (NOTE: include information about license or certification and area of specialization)

Examples of common measures used in Psycho-Educational Assessments that would sufficiently measure the student's barriers.

### **Aptitude/Cognitive Ability**

- ❖ Wechsler Adult Intelligence Scale
- ❖ Stanford-Binet Intelligence Scale (4th ed.)
- ❖ Woodcock-Johnson Psycho-Educational Battery – Revised: Tests of Cognitive Ability Kaufman Adolescent and Adult Intelligence Test
- ❖ *The Slosson Intelligence Test – Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions. This would be an acceptable evaluation tool.*

### **Academic Achievement**

- ❖ Woodcock-Johnson Psycho-Educational Battery – Revised: Tests of Achievement
- ❖ Wechsler Individual Achievement Test (WIAT)
- ❖ Peabody Individual Achievement Test – Revised (PIAT-R)
- ❖ Scholastic Abilities Test for Adults (SATA)
- ❖ Stanford Test of Academic Skills (TASK) Woodcock Reading Mastery Tests – Revised
- ❖ Stanford Diagnostic Reading Test
- ❖ Stanford Diagnostic Mathematics Test

- ❖ Test of Written Language – 3 (TOWL-3)
- ❖ Nelson-Denny Reading Skills Test

### **Report Format for Accommodation Request**

When writing your report, please address the following items in the TYPED REPORT.

- Student's Name:
- ID#:
- Diagnostic Statement:
- DSM-IV and/or Specific Diagnosis:
- Description of the diagnostic criteria and/or diagnostic test/instruments used:
- Diagnostic test scores if available:
- Date of current diagnosis/evaluation:
- Date or onset of diagnosis/evaluation:
- Description of the current functional impact of the disability:
- Treatments, medications, assistive devices/services currently prescribed or in use:
- Expected duration, progression, and/or stability of the impact of the disability:
- History of accommodations:
- Recommended accommodations:
- Name of Diagnostician:
- Degree/Credentials/Licensure:
- Signature:
- Date:
- Organization and Phone #:

\*\*\*Approval for accommodations at the college does not assure the sufficiency of the documentation for transfer to another institution, or for the standards of various professional testing agencies. \*\*\*

**MEDICAL PROFESSIONAL GUIDELINES FOR VERIFYING A DISABILITY**

\*\*\*This form is to be filled out by a medical professional\*\*\*

**Student Name:**

**Last four (4) numbers of student's SS#:**

**Today's Date:**

Based on his/her disability, the above-named student is requesting a modification and/or accommodation from Southeastern Community College's Accessibility Services Office. In order to consider this request, as well as to ensure the provision of reasonable and appropriate services for students with disabilities, policy requires that current and comprehensive verification of the disability be provided by a qualified professional. Qualified professionals may include, but are not limited to: physicians, psychologists, audiologists, or other licensed authorities as determined by the type of disability referred to.

**Please respond to the questions on page 2 of the Disability Documentation Requirements document. Please answer on official company letterhead and have document signed /dated by an evaluator qualified to make the diagnosis. Include information about license or certification and area of specialization.**

Please return to:

Angela Mickelson, Director of Accessibility Services  
Southeastern Community College  
Room 109 – West Burlington  
Room 206 – Keokuk



If you have any questions, please call me at 319-208-5167.

When keying your report on company letterhead, please address the following items:

- Student's Name
- ID#
- Diagnostic Statement
- DSM-IV and/or Specific Diagnosis
- Description of the diagnostic criteria and/or diagnostic test/instruments used:
- Diagnostic test scores if available
- Date of current diagnosis/evaluation
- Date or onset of diagnosis/evaluation
- Description of the current functional impact of the disability
- Treatments, medications, assistive devices/services currently prescribed or in use
- Expected duration, progression, and/or stability of the impact of the disability
- History of accommodations
- Recommended accommodations
- Name of Diagnostician
- Degree/Credentials/Licensure
- Signature
- Date
- Organization and Phone #
- Describe whether there are any particular situations, environmental conditions that would exacerbate the disorder or the students' symptoms.
- Please provide any other information that you think would be useful to know in working with the student to establish reasonable accommodations for his/her disability.

It is the policy of Southeastern Community College not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment. If you have questions or complaints related to compliance with this policy, please contact the Director of Human Resources (employment concerns) at 319-208-5063 or the Vice President of Student Affairs (student concerns) at 319-208-5049, 1500 West Agency Road, West Burlington, Iowa 52655, [equity@secciova.edu](mailto:equity@secciova.edu), or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 203 S. Dearborn St., 37<sup>th</sup> Floor, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD (800) 877-8339, Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov).

**FUNCTIONAL LIMITATIONS, POSSIBLE REASONABLE ACCOMMODATIONS, AND OTHER INFORMATION**

*To the extent possible, please provide information about how the student's disorder may affect the student with respect to various life activities.*

<b>Life Activity</b>	<b>No Impact</b>	<b>Mild Impact</b>	<b>Moderate Impact</b>	<b>Severe Impact</b>	<b>Don't Know</b>
Seeing					
Hearing					
Speaking					
Sitting					
Standing					
Walking					
Breathing					
Eating					
Sleeping					
Lifting					
Performing Manual Tasks					
Performing Self Care Tasks					
Learning					
Thinking					
Concentrating					
Managing External Distractions					
Managing Internal Distractions					
Initiating to Work (Activating)					
Sustaining Focus					
Remembering (Memorizing)					
Managing Stress					
Making/Keeping Appointments					
Submitting Assignments in a Timely Manner					
Sensory Functioning/Integrating					
Attending Class (Regular/On Time)					
Understanding Directions					
Communicating					
Social Interactions					
Writing (Manual Writing)					
Writing (Written Expression)					
Reading (Visually)					
Reading (Comprehension)					
Other					

For 'other', please describe here:

It is the policy of Southeastern Community College not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment. If you have questions or complaints related to compliance with this policy, please contact the Director of Human Resources (employment concerns) at 319-208-5063 or the Vice President of Student Affairs (student concerns) at 319-208-5049, 1500 West Agency Road, West Burlington, Iowa 52655, [equity@seccia.edu](mailto:equity@seccia.edu), or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 203 S. Dearborn St., 37<sup>th</sup> Floor, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD (800) 877-8339, Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov).

## NOTE-TAKING POLICY

Having access to quality notes is, for most students, integral to the learning process. All students are encouraged to be actively engaged with course materials and taking notes is one of the many ways that this occurs. For some students, taking handwritten notes in class presents some barriers. When this is the case, other options might be explored such as using a laptop for taking notes, using a Braille note taking device, or recording lectures. When these solutions are not options or do not eliminate the barriers for a particular student, peer note-taking maybe provided as an accommodation. In this case, the Accessibility Staff and course instructors should collaborate with the student to facilitate access to quality notes.

### **Accommodations Approach**

#### ***Instructor Responsibilities:***

1. Receive academic accommodation form indicating that note-taking is a reasonable accommodation for students.
2. Accept the academic accommodation paperwork from a student requesting assistance in locating a volunteer peer note-taker.
3. Communicate to the classroom that a student note-taker is needed for a student. Explain what the peer note-taker responsibilities are for a student note-taker or provide a hard copy of the instructors notes (if these notes are extensive enough to suffice).
4. Protect the confidentiality of the student (that is, do not point the student out in front of the entire class).
5. Facilitate a connection between the peer note-taker and the student with the disability.
6. Notify the Accessibility Staff of any difficulties in locating a volunteer peer note-taker or with any concerns.

#### ***Accessibility Staff Responsibilities:***

1. Establish eligibility for note-taking services.
2. Provide student with Academic Accommodations to give to their instructors and the note-taking form to give to the peer note-taker.
3. Orient student to note-taking process and note-taking options.
4. Troubleshoot problems with note-taking reported by students and instructor.
5. Assist instructors in identifying options for making notes available via channels such as:
  - a. Posting notes on **eCompanion**
  - b. Sharing copies of instructor notes
  - c. If there are several students in the classroom that need a peer note-taker, I will identify one peer note-taker for all students with that accommodation and copy notes at the Student Affairs Office.
6. Prepare peer note-taker payment requests or leadership credit forms by the end of the semester.
7. Get a copy of the peer note-takers schedule to verify that they are enrolled in the course that they are taking notes for.
8. Check in with the student who is receiving the notes two different times throughout the semester (before midterm and before the end of the semester) to make sure that the peer note-taking process is going well.
9. Verify transcripts at the end of the semester to make sure that the peer note-taker completed the class and took notes for the student for the semester before payment or leadership points are offered.

#### ***Student Responsibilities:***

- A. Request note-taking as an accommodation during your meeting with the Accessibility Staff.
- B. Deliver the Academic Accommodation form to the instructors as soon as possible.
- C. Independently locate a classmate who is willing to serve as a volunteer peer note-taker or let the instructor know that you will need assistance with finding a note-taker.
- D. Meet with the peer note-taker to discuss options for obtaining class notes:

- a. Receive notes via e-mail from the peer note-taker.
- b. Make a copy of the handwritten notes at the Student Affairs office.
- E. Give the peer note-taker forms to fill out agreeing to serve as a note-taker.
- F. If no peer note-taker volunteers, contact the Accessibility Staff and discuss options with the instructor.
- G. Notify the Accessibility staff of any schedule or room location changes during the course. This may include, but is not limited to, last minute field trips, changes with the syllabus, and class cancellations.
- H. Notify my peer note-taker if I am going to be absent for a class due to illness or emergency.
- I. Notify the Accessibility Staff with any issues and/or questions pertaining to the quality of notes.
- J. Notify the Accessibility Staff immediately if I drop or transfer out of a course.
- K. Evaluate quality and consistency of notes. Speak to peer note-taker if there is a problem. If a resolution is not found, dismiss the peer note-taker and recruit a new one.
- L. Remember that notes are not a substitute for attending class. When you are in class, the student is providing you notes as an accommodation; when you miss class, the student is providing you notes as a favor. The peer note-taker will no longer provide notes when it is determined that you are no longer attending class.
- M. Report any difficulties to the Director of Accessibility.

**Note-Taker Responsibilities:**

- 1. Attend class on a regular basis and take comprehensive, legible notes.
- 2. Arrange a system of exchanging notes with your classmate. Possible options include:
  - a. E-mail notes to him/her
  - b. Make copies of the notes at the Student Support Center
- 3. Follow through by providing notes.
- 4. In collaboration with the student, determine how to handle note-taking in the event of your absence.
- 5. Talk with the student about the notes, your role, or answer any questions the student may have. Concerns that cannot be addressed by the student should be brought to the attention of the Director of Accessibility.
- 6. Maintain confidentiality at all times (do not disclose the students name or the nature of the service being provided).

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Student’s Signature

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Date

---

Note-Taker’s Signature

---

Date

## NOTE-RECEIVING AGREEMENT

Course \_\_\_\_\_

Instructor \_\_\_\_\_

I, \_\_\_\_\_, understand that I am being provided course notes, outlines, and or/presentations by my instructor \_\_\_\_\_ and these educational materials are for my own academic use while I am enrolled in the instructor's course. I also understand that these materials are proprietary to the instructor and protected by copyright law. I agree that as a condition of receiving these materials that I will not share, copy, download, sell, plagiarize or otherwise distribute these materials to any other person, institution, or entity.

I understand that doing so is a violation of copyright laws and may also result in student disciplinary proceedings for failing to follow this agreement.

The Accessibility Coordinator reviewed this form with me

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Accessibility Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

## INTERPRETER / TRANSCRIBER REQUEST POLICY

### I. Introduction

In accordance with the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 (Section 504), Southeastern Community College provides interpreter services for students for academic related activities and for special events.

### II. Definitions

- A. **Deaf:** deafness generally refers to a physical condition characterized by lack of sensitivity to sound. Notated as deaf with a lowercase d, this refers to the audiological experience of someone who is partially or wholly lacking hearing. In legal terms, deafness is defined by degree of hearing loss. These degrees include profound or total deafness (90 dB – 120 dB or more of hearing loss), severe deafness (60 dB – 90 dB of hearing loss), moderate deafness (30 dB – 60 dB of hearing loss), and mild deafness (10 dB – 30 dB of hearing loss).
- B. **Hard of Hearing:** Both severe and moderate deafness can be referred to as partial deafness or as hard of hearing, while mild deafness is usually referred to as hard of hearing.
- C. **Interpreter:** An Interpreter generally uses sign language to facilitate communication between a person who is hearing and a person who is deaf or hard of hearing.
- D. **Transcriber:** Transcribers use either meaning-for-meaning software or word-for-word software to facilitate communication through a computer between a person who is hearing and a person who is deaf.
- E. **Sign Language:** Sign Language is a language which uses manual communication, body language and lip patterns instead of sound to convey meaning-simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express fluidly a speaker's thoughts.

### III. Academic Accommodations for Students

The Accessibility Services office coordinates interpreter services for registered students with disabilities for the following:

- a. Academic course completion needs (i.e. classroom lectures, out-of-class assignments, study groups, faculty office hours)
- b. Student meetings with faculty and staff
- c. Student organization meetings
  - Sponsored events
- d. Academic advising and other meetings with college faculty and staff

- e. Other situations as determined on a case-by-case basis

Requests for interpreters should be made as early as possible. Generally, no later than 5 working days before an event. Students should work directly with the Accessibility Services office to request interpreter services.

#### **IV. Programs and Events**

The Accessibility Services office provides interpreter services for major college events such as Student Orientation and Commencement ceremonies. Other events will be approved by a case by case basis.

College departments planning programs or events are responsible for following the Accessibility Accommodations for Students Policy and for budgeting for interpreter costs for events that are geared toward an external audience such as lectures, forums, workshops and any revenue generating event. College departments planning such programs or events should contact the Accessibility Services office well in advance for support in the provision of interpreter services.

#### **V. Interpreter Conduct**

All interpreters must follow the National Association of the Deaf (NAD) Registry of Interpreters for the Deaf (RID) Code of Professional Conduct, as well as to comply with all standards and policies of the Accessibility Services office and Southeastern Community College.

#### **VI. Grievances**

Anyone who has an issue or concern with regard to an interpreter should report the issue or concern directly to the Accessibility Services office. Every reasonable effort will be made to resolve the situation fairly and expeditiously, via the college grievance for students.

## INTERPRETER USER POLICY

1. If a student is not going to be attending a class that they utilize a sign language Interpreter for, it is the students RESPONSIBILITY to contact the Accessibility Staff to report the absence. If the student is unable to contact the Accessibility Staff, then a family member can call or email on their behalf to report the student's absences.

The Accessibility Staff will then notify the company to cancel services for the designated time period. In the event that a student does not report an absence and cancel services, SCC will be charged for services not provided. **Therefore, it is critical that all absences be reported.**

***Most interpreting agencies require a minimum of a 24 hour notification before the class is to start to cancel interpreting services. Extended assignments of least two (2) full business days or longer that are cancelled with less than a 48 hour notice will be billed at the contracted rate and time or as negotiated at the time the request is made.***

2. It is important to describe the setting, content, and activities in detail that we might be better able to understand your needs and be able to assign interpreters accordingly.
3. Student must contact the Accessibility Staff in order to schedule the time(s) needed for class.
4. For questions or to report an absence, contact Angie Mickelson at 319-208-5167, [amickelson@scciowa.edu](mailto:amickelson@scciowa.edu) or Katelyn Nack at 319-208-5177 or [knack@scciowa.edu](mailto:knack@scciowa.edu)

Students Signature \_\_\_\_\_ Date \_\_\_\_\_

Accessibility Staff Signature \_\_\_\_\_ Date \_\_\_\_\_



## REMOTE C-PRINT USER POLICY

1. If a student is not going to be attending a class that they utilize C-print remote access for, it is the students RESPONSIBILITY to contact the Accessibility Staff to report the absence. If the student is unable to contact the Accessibility Staff, then a family member can call on their behalf to report the student's absences.

The Accessibility Staff will then notify the company to cancel services for the designated time period. In the event that a student does not report an absence and cancel services, SCC will be charged for services not provided. Therefore, it is critical that all absences be reported.

***Karasch requires a minimum of a 4-hour notification before the class is to start to cancel interpreting services.***

2. Karasch's policy states that they will wait fifteen minutes after the class starts. If the student has not logged into the Remote c-print site within the fifteen minute window, services will not be available for the remainder of that class.
3. For questions or to report an absence, contact Angie Mickelson at 319-208-5167 or by email at [amickelson@scciowa.edu](mailto:amickelson@scciowa.edu) or Katelyn Nack at 319-208-5177 or [knack@scciowa.edu](mailto:knack@scciowa.edu)

Students Signature \_\_\_\_\_ Date \_\_\_\_\_

Accessibility Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

## ANIMALS ON CAMPUS ADMINISTRATIVE GUIDELINE 1015

### I. STATEMENT OF PURPOSE

This Administrative Guideline addresses the presence and possession of animals on Southeastern Community Colleges property, including its buildings and grounds. This guideline also explains the college’s requirements and guidelines regarding the presence of service animals, service-animals-in-training, emotional support animals, and pets.

SCC is committed to fostering an inclusive environment for all members of its community, including individuals with disabilities who require service or emotional support animals. In order to support individuals with disabilities and promote adherence to laws requiring accommodations for individuals with disabilities, including the Americans with Disabilities Act Amendment, the Fair Housing Act, and the Iowa Civil rights Act, this policy and the accompanying procedures and guidance provides information concerning the appropriate use of and procedures associated with services and emotional support animals on college property.

Southeastern Community College reserves the right to amend this Administrative Guideline at any time as circumstances require.

### II. USERS GOVERNED

This guideline applies to credit and non-credit students, employees, and Southeastern Community College guests.

### III. TOPIC DEFINITIONS

- A. Per the Fair Housing Act, an “Assistance animal” is an animal that works, provides assistance, or performs tasks for the benefit of a person with a disability, or that provides emotional support that alleviates one or more identified effects of a person’s disability. They further distinguish assistance animals as one of three types: Service animal, Service-animal-in-training, or Emotional support animal. An Assistance animal is not a pet.
- i. “Service animal” means a dog or miniature horse as set forth in the implementing regulations of Tit. II and Tit. III of the federal Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq. that performs a specific task(s) for the individual.
  - ii. “Service-animal-in-training” means a dog or miniature horse that is undergoing a course of development and training to do work or perform tasks for the benefit of an individual that directly relate to the disability of the individual. 2019 Acts, ch 65, §4
  - iii. An Emotional support animal provides some therapeutic benefit to a person with a mental or psychiatric disability, while requiring no specific training. The mere presence of this animal mitigates the effects of the emotional or mental disability.
- B. The College defines “pet” as an animal kept for ordinary use and companionship. A pet is not considered a service or emotional-support animal. Individuals are not permitted to keep or bring pets (with the exception of fish in housing) on college property.
- C. “Approved Animal” is a Service animal, Service-animal-in-training, or Emotional support animal that has been permitted on the Southeastern Community College campus as a reasonable accommodation under this administrative guideline.

- D. “Owner” is the student, staff, or faculty who has been permitted to have an approved animal on campus or in housing under this administrative guideline.
- E. “Individual with a Disability” is an individual with a documented physical or mental impairment that substantially limits one or more life activities.
- F. “Reasonable accommodation” is a modification or adjustment to a college class, housing assignment, program, service or employment position that would allow a qualified individual with a disability to participate in class, housing assignment, program, service or to perform the essential functions of the employment position, without creating an undue burden on the college or fundamentally altering academic, conduct, performance, or other essential elements.
- G. Accessibility Services Office collaborates with individuals, faculty, and staff to ensure that students with disabilities have equal access to all Southeastern Community College programs and activities.
- H. Human Resources ensures that employees with disabilities have equal access to employment activities

IV. PROCEDURES FOR SERVICE ANIMALS IN AN ACADEMIC SETTING

Student requests for the utilization of animals for any other purpose must be made as a reasonable accommodation through the Accessibility Services Office. Requests from staff and faculty need to be submitted to the Human Resources Office. Southeastern Community College does not require documentation or proof that the animal has been certified, trained, or licensed as a service animal. Individuals accompanied by a service animal on campus who do not need any disability-related accommodations are not required to register with the Accessibility Services Office, nor is such an individual required to submit a request for a reasonable accommodation to receive access for their service animal. The college may not ask the nature of the handler’s disability.

Two questions are permitted to determine if an animal is a service animal (as opposed to an emotional support animal or pet):

1. Is this animal required due to a disability?
2. What work or task has this animal been trained to perform to mitigate the impact of the disability?

Service-animals-in-training are treated in the same manner under this administrative guideline.

V. PROCEDURES FOR EMOTIONAL SUPPORT ANIMALS

Southeastern Community College recognizes the importance of allowing students the use of Emotional Support Animals that are approved as reasonable disability accommodations under the Fair Housing Act. Emotional Support Animals (“ESAs”) provide physical and/or emotional support to individuals with disabilities. Southeastern Community College is committed to allowing ESAs necessary to provide individuals with disabilities an equal opportunity to use and enjoy college housing.

The procedures for requesting, approving, and using ESAs by students in college housing are identified below. ESAs may not be present in housing at any time prior to approval as a reasonable accommodation. These procedures apply solely to Emotional Support Animals which may be necessary in college housing. These procedures do not apply to Service Animals.

Aggressive, poisonous/venomous, oversized, and/or illegal animals are not permitted in College owned or maintained housing. ESA requests for multiple animals or animals other than one dog, cat, hamster, chinchilla, ferret, white mouse, rabbit, and fish, are made on a case-by-case basis. They must be immunized against disease(s) common to that species, as applicable. Any species known to pose an infection risk to humans will not be considered as an emotional support animal. (For example, reptiles, such as turtles, often carry diseases that are harmful to people.)

**Neither emotional support animals nor pets are allowed in academic settings.**

VI. CRITERIA FOR DETERMINING IF PRESENCE OF THE SERVICE OR EMOTIONAL SUPPORT ANIMAL IS REASONABLE IN HOUSING

College housing is unique in several aspects, including the mandatory assignment of rooms for many individuals and the mandate that individuals must share a room or suite in certain residence halls. To ensure the presence of Service Animals or Emotional Support Animals (ESA) is not an undue administrative burden or fundamental alteration of college housing, Southeastern Community College reserves the right to assign an individual with a Service Animal or ESA to a single room without a roommate.

In reviewing all requests for a Service Animal or ESA, Accessibility Services staff will consult with Residence Life in making determinations on a case-by-case basis whether or not the presence of a Service Animal or ESA is reasonable.

- A. Request for a Service Animal or ESA may be determined unreasonable if any of the below happen:
  - a. Imposes an undue financial and/or administrative burden;
  - b. Fundamentally alters college housing policies;
  - c. Poses a direct threat to the health and/or safety of others;
  - d. Would cause substantial property damage to the property of others, including college property
  
- B. Southeastern Community College may consider the following factors as evidence in determining whether the presence of the animal is reasonable in the assigning of housing arrangements for individuals with a Service Animal or ESA, including, but not limited to:
  - a. The size of the animal is too large for available assigned housing space
  - b. The animal's presence would force another individual from remaining in housing (e.g. – serious allergies)
  - c. The animal's presence otherwise would violate an individual's right to enjoyment of peace and quiet
  - d. The animal is not housebroken or is unable to live with others in a reasonable manner
  - e. The animal's vaccinations are not up to date
  - f. The animal poses or has previously posed a direct threat to the individual or others, such as aggressive behavior towards or injuring the individual or others
  - g. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear
  
- C. Southeastern Community College will not limit room assignments for individuals with an approved reasonable accommodation for Service Animal or ESA to any particular building

VII. INDIVIDUAL'S RESPONSIBILITIES FOR SERVICE ANIMAL OR EMOTIONAL SUPPORT ANIMAL

If the college grants an individual's request to live with a Service Animal or Emotional Support Animal, the individual is solely responsible for the custody and care of the Animal and must meet the following requirements:

A. General Responsibilities

- a. The owner must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, registration, and other requirements for animals. It is the individual's responsibility to know and understand these ordinances, laws, and regulations. The college has the right to require documentation of compliance with such ordinances, laws, and/or regulations, which may include a vaccination certificate. Southeastern Community College reserves the right to request documentation showing that the animal has been licensed.
- b. The owner is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner, and when provided, must use animal relief areas designated by Southeastern Community College.
- c. The owner is required to ensure the animal is well cared for at all times. Any evidence of mistreatment/abuse may result in immediate removal of the Service Animal or ESA and/or discipline for the individual.
- d. Southeastern Community College will not ask for, or require, any individual with a disability to pay a fee or surcharge for an approved Service Animal or ESA.
- e. An individual with a disability may be charged for any damage caused by his/her Service Animal or ESA beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond considered reasonable wear and tear. The owner's living accommodations may also be inspected for fleas, ticks, and/or other pests if necessary, as part of the Southeastern Community College standard/routine inspections.
- f. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a college approved pest control service. The owner will be billed for the expense of any pest management in the residence halls. The college shall have the right to bill the individual's student account for unmet obligations under this provision.
- g. The owner must fully cooperate with college personnel with regard to meeting the terms of this Administrative Guideline and developing procedures for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, and disposing of feces, etc.)
- h. Service Animals or ESAs may not be left overnight in college housing or to be cared for by any individual other than the owner. If the owner is to be absent from his/her residence hall overnight or longer, the animal must accompany the owner.
- i. The owner agrees to abide by all equally applicable residential policies that are unrelated to the individual's disability, such as assuring the animal does not unduly interfere with the routine activities of the residence or cause difficulties for the individuals who reside there.
- j. The animal is allowed in college housing only as long as it is necessary because of the owner's disability. The owner must notify the Accessibility Services Office in

writing if the Service Animal or ESA is no longer needed or is no longer in the residence. To replace a Service Animal or ESA, the new animal must be deemed necessary due to the owner’s disability, and the owner must follow the procedures in this policy.

- k. Southeastern Community College personnel should not be required to provide care or food for any Service Animal or ESA including, but not limited to, removing the animal during emergency evacuations (e.g., fire alarm, etc.). Emergency personnel could determine to remove the animal, but they may not be held responsible for the care, damage to, and/or loss of the animal.
- l. The owner must provide written consent for Accessibility Services to disclose information regarding the request and presence of the Service Animal or ESA to those individuals who may be impacted by the presence of the animal including, but not limited to, Residence Life personnel, Security, Maintenance Staff, current roommate(s)/neighbor(s), and or potential roommate(s)/neighbor(s).
- m. Emotional Support Animal must be contained within the student’s privately assigned individual living accommodations (e.g., room, suite, apartment) except to the extent that the individual is taking the animal outdoors for natural relief. When a Service/Emotional support is outside the private individual living accommodations, it must be in an animal carrier or controlled by a leash or harness.
- n. Emotional Support Animals are not allowed in any college facilities other than college residence halls (e.g., rooms, suites, apartments, etc.) to which the individual is assigned.
- o. Service Animals and ESAs must be properly housed and restrained or otherwise under the domain and control of the owner at all times. No owner shall permit the animal to be loose or run at large. If an animal is found running at large, the animal is subject to be captured and confined, and could lead to immediate removal from college housing. When the owner is not present in the room, the animal must be kept in a kennel.

#### VIII. REMOVAL OF SERVICE ANIMAL OR EMOTIONAL SUPPORT ANIMAL

The college may require the individual to remove the animal from college housing if:

- A. The animal poses a direct threat to the health and/or safety of others or causes substantial property damage to the college or property of others.
- B. The animal’s presence results in a fundamental alteration of a college program
- C. The owner does not comply with the owner’s responsibilities set forth above
- D. The animal or its presence creates disturbances or interferences with the college community
- E. The college will base such determinations upon the consideration of the behavior of the particular animal at issue, and not on speculation or fear about the harm or damages an animal may cause.
  - a. Any removal of the animal would be done in consultation with the Director of Accessibility Services and may be appealed to the college through the Accessibility

Services Housing Accommodations Appeal/Grievance Form. The owner will be afforded all rights to due process and an appeal as outlined in that process.

- b. Should the animal be removed from the premises for any reason, the owner is expected to fulfill his/her housing obligations for the remainder of the housing contract.

IX. NON-RETALIATION PROVISION

Southeastern Community College will not retaliate against any person because that individual has requested or received a reasonable accommodation in college housing, including a request for a Service Animal or Emotional Support Animal.

## COURSE SUBSTITUTIONS POLICY

Students with disabilities need to meet the qualification requirements to participate in Southeastern Community College's academic programs with or without reasonable accommodations. Therefore, students with disabilities are not excused from course prerequisites, GPA requirements, or degree requirements. In some limited circumstances, however, a substitution of course requirements may be appropriate. Such an accommodation is made only when (1) the student's documentation clearly indicates that the student's disability makes completion of the requirement impossible and (2) that such an accommodation does not fundamentally alter the nature of the academic program.

Consideration of a substitution is done on a case-by-case basis and the final decision rests with the Vice President of Academic Affairs. Documentation must be supplied by the student that specifically indicates the need for the course substitution. Course adaptation or accommodation will be considered before a substitution is granted. Students should be aware that if they change a program of study, they must submit a new request for an academic modification. Modifications are approved only for specific programs of study and do not follow students when a program of study is changed.

## REDUCED COURSE LOAD POLICY

SCC Accessibility Services may determine that a reduced course load is a reasonable accommodation for a student with a disability. Students should consult with the Accessibilities Staff. Each request will be considered on a case-by-case basis based on the documentation available.

**Please note:** Accommodations are not retroactive.

As a student who may be considering a request for reduced course load, please be advised that the following may be affected:

1. Degree requirements
2. Scholarship requirements
3. Insurance requirements
4. Class sequence
5. Financial aid requirements
6. Athletic eligibility
7. Other SCC programs, services or activities

For questions, please call the Director of Accessibility Services at (319) 208-5167.

## EMERGENCY PROCEDURES

Each building with occupants should have a fire safety/disaster plan for evacuation during an emergency. For classrooms, the instructor is responsible for students during the class session. Students should familiarize themselves with the important parts of each building in which they take classes, including exits, stairways, tornado safety areas, and the location of the nearest phone. Students are encouraged to discuss emergency procedures with their instructors at the beginning of the semester.

The student should meet with the Accessibility Staff prior to the beginning of each semester to discuss his/her needs in this area.



## TEMPORARY CONDITIONS ADMINISTRATIVE GUIDELINE 381

### I. DEFINITION OF TEMPORARY CONDITIONS

Temporary conditions, as defined by the Americans with Disabilities Act, are any conditions that are not long term (six months or less), but cause a barrier to the daily activities of an individual. These are not considered to be permanent disabilities and generally do not qualify as a disability under federal or state laws. These types of conditions include, but are not limited to:

- A. Broken bones
- B. Concussions \*
- C. Surgical Recoveries
- D. Pregnancy and related conditions (Covered by Title IX)
- E. Other types of injuries that limit the day-to-day activities for less than 6 months (will need to consult with Accessibility Services)

Southeastern Community College recognizes that temporary conditions and injuries can have a significant impact on their participation in curricular and employment activities.

\*SCC student-athletes follow very specific procedures regarding concussions and their return to class and practice/competition. We have included their guidelines as an addendum to this AG. The athletic department will work with accessibility services on these cases, and the assistant athletic director will notify faculty. However, not every student with a concussion is a student-athlete, so there may be times where somewhat different information is provided regarding a student and their concussion.

### II. APPLYING FOR TEMPORARY CONDITION ACCOMMODATIONS

Any student who believes they qualify for temporary condition accommodations can set up a consultation with the Accessibility Services Office to review the student's condition. If the Accessibility Services Office believes the student qualifies to receive temporary condition accommodations, the student will be required to follow the same process as other students requesting accommodations. This can include, but is not limited to:

- A. Providing the appropriate medical documentation
- B. A timeline for recovery
- C. Reviewing the Accessibility Services Handbook
- D. Working with the Accessibility Services Office to determine appropriate accommodations
- E. Submitting accommodation forms to instructors to inform instructors of temporary accommodations
- F. Submitting the signed academic accommodation forms to the Accessibility Services Office

Employees should contact the Human Resources Office to request temporary condition accommodations.

### III. FAILURE TO COMPLY WITH ACCESSIBILITY REQUIREMENTS (STUDENT)

Should the student fail to comply with the requirements of the Accessibility Services Office as it relates to following through with the process, the student's services may be impacted. Failure to comply with this process can include:

- A. Failure to provide the appropriate medical documentation
- B. Failure to attend required follow up meetings with the Accessibility Services Office

- C. Failure to submit accommodation forms to the student’s instructors and/or the Accessibility Services Office

**IV. FAILURE TO COMPLY WITH ACCESSIBILITY REQUIREMENTS (Employee)**

Should the employee fail to meet the accommodations outlined on the student’s accommodations forms submitted, potential follow up with the appropriate employee and the Accessibility Services Office or Human Resources Office and/or the employee’s direct supervisor.

**V. PROCESS AND PROCEDURE FOR FILING A GRIEVANCE FOR ACCOMMODATIONS NOT BEING MET**

Providing appropriate accommodations to students is a requirement set forth by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. However, should accommodations fail to be met, the student can file a grievance.

**A. Student Grievance Process**

The student procedure for filing a grievance is:

Southeastern Community College supports you in your right to file a grievance if you believe you have been denied equal access to SCC’s services, programs, and activities. Any student who believes they have been denied any service or benefit or otherwise discriminated against due to a disability may follow these steps to file a complaint. Review the Administrative Guideline #380 prior to submitting the online form. The SCC [online reporting form](#) is found on the SCC webpage.

If this outcome is still unsatisfactory, then the student may submit a grievance with the ADA (<https://www.ada.gov/file-a-complaint/>).

**VI. UNEXPECTED LASTING CONDITIONS**

If limitations due to a condition or injury persist beyond six months, are especially severe in nature, or will have continued lasting effects, students should contact the Accessibility Services Office.

**Addendum: Athletics Concussion Zones**

<b>Zone</b>	<b>Definition</b>	<b>Instructional Strategies</b>	<b>Definition</b>
<b>1 Red</b>	No School Symptomatic at Rest	<ul style="list-style-type: none"> <li>● Not attending school</li> </ul>	This student has suffered a concussion and is currently resting both cognitively and physically at home. This student has been instructed to avoid all academic work and to avoid any symptom exacerbation. Upon their return to your class, they may not have all assignments up to date and also will probably need to reduce the pace or quantity of work for several days. We will provide an update following their next clinical evaluation. Upon return to school, the student and teacher will need to discuss any missed work and upcoming assignments to develop a plan that encourages gradual completion of assignments as recovery progresses.

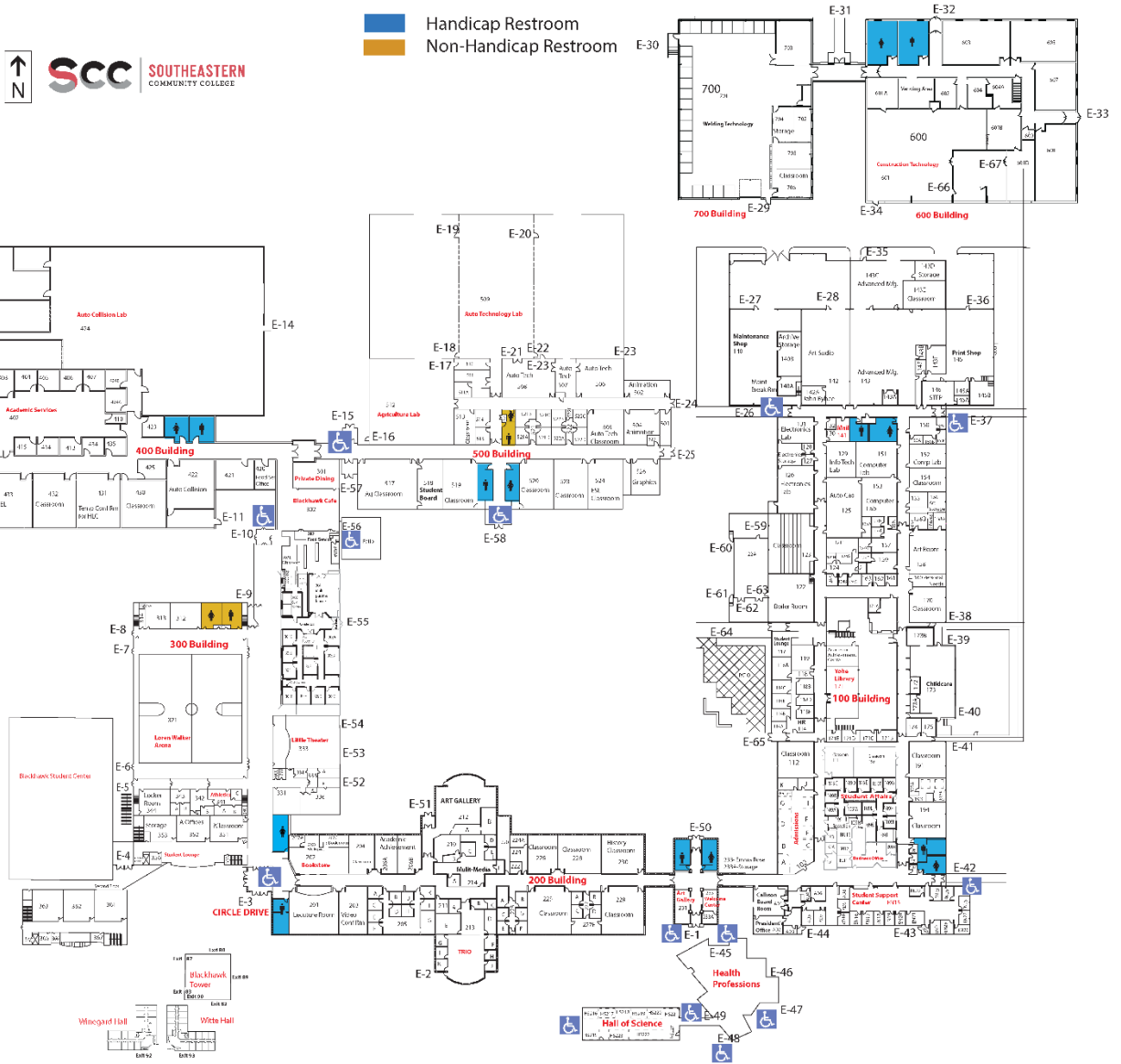
2 Orange	Limited School Day Limited Physical Class Attendance	<ul style="list-style-type: none"> <li>● Student class attendance limited</li> <li>● Clear desk, meaning no written desk work (auditory only)</li> <li>● Limited Classwork</li> <li>● Peer note taking</li> <li>● Student may benefit from periodic breaks from active classroom participation (head down on desk)</li> </ul>	<p>This student is under continued monitoring for a concussion by the athletic training staff. They may be attending partial school days and/or need to limit the amount of time in a particular class and will most likely not have completed some assignments. Students in this recovery zone may benefit from the following instructional strategies:</p> <ul style="list-style-type: none"> <li>▪ Rest breaks during class <ul style="list-style-type: none"> <li>◦ Head down in class or seated with eyes closed not actively working, but actively listening</li> </ul> </li> <li>▪ Rest in quiet room for up to 20 minutes</li> <li>▪ Limited classwork/testing <ul style="list-style-type: none"> <li>◦ Less reading, more listening</li> <li>◦ Utilize teacher or peer notes</li> </ul> </li> <li>▪ Develop and maintain a schedule for completing assignments</li> </ul> <p>Please be observant of any changes in the student’s physical or cognitive activity when they return to your class and share any concerns with appropriate staff members (athletic trainer, counselor, administrator, etc). In addition, please communicate with the student about their progress so they can feel comfortable and confident about returning to school, participating in class, completing assignments and sharing information with you related to their recovery.</p>
3 Yellow	Student attends full day of school Limited class time with possible partial mental class attendance	<ul style="list-style-type: none"> <li>● Clear desk</li> <li>● Classroom participation as tolerated</li> <li>● Limited Classwork</li> <li>● Student may need period of mental and/or physical rest within the classroom (head down on desk)</li> </ul>	<p>This student will be attempting to complete a full school day, but may need to limit time attending any class that causes concussion symptoms to resurface and /or intensify. Depending on the class content, time of day, and method of instruction, the following instructional strategies may provide the greatest benefit to the student:</p> <ul style="list-style-type: none"> <li>▪ Rest breaks during class <ul style="list-style-type: none"> <li>◦ Head down in class or seated with eyes closed not actively working, but actively listening</li> </ul> </li> <li>▪ Rest in quiet room for up to 20 minutes</li> <li>▪ Increasing amounts of classwork/testing <ul style="list-style-type: none"> <li>◦ Emphasis on formative rather than summative assessments</li> <li>◦ Develop and maintain a schedule for completing assignments</li> </ul> </li> </ul> <p>Please continue communicating with the student regarding assignments, class participation and their overall recovery. Please contact the counselor and/or athletic training staff if you have any questions.</p>

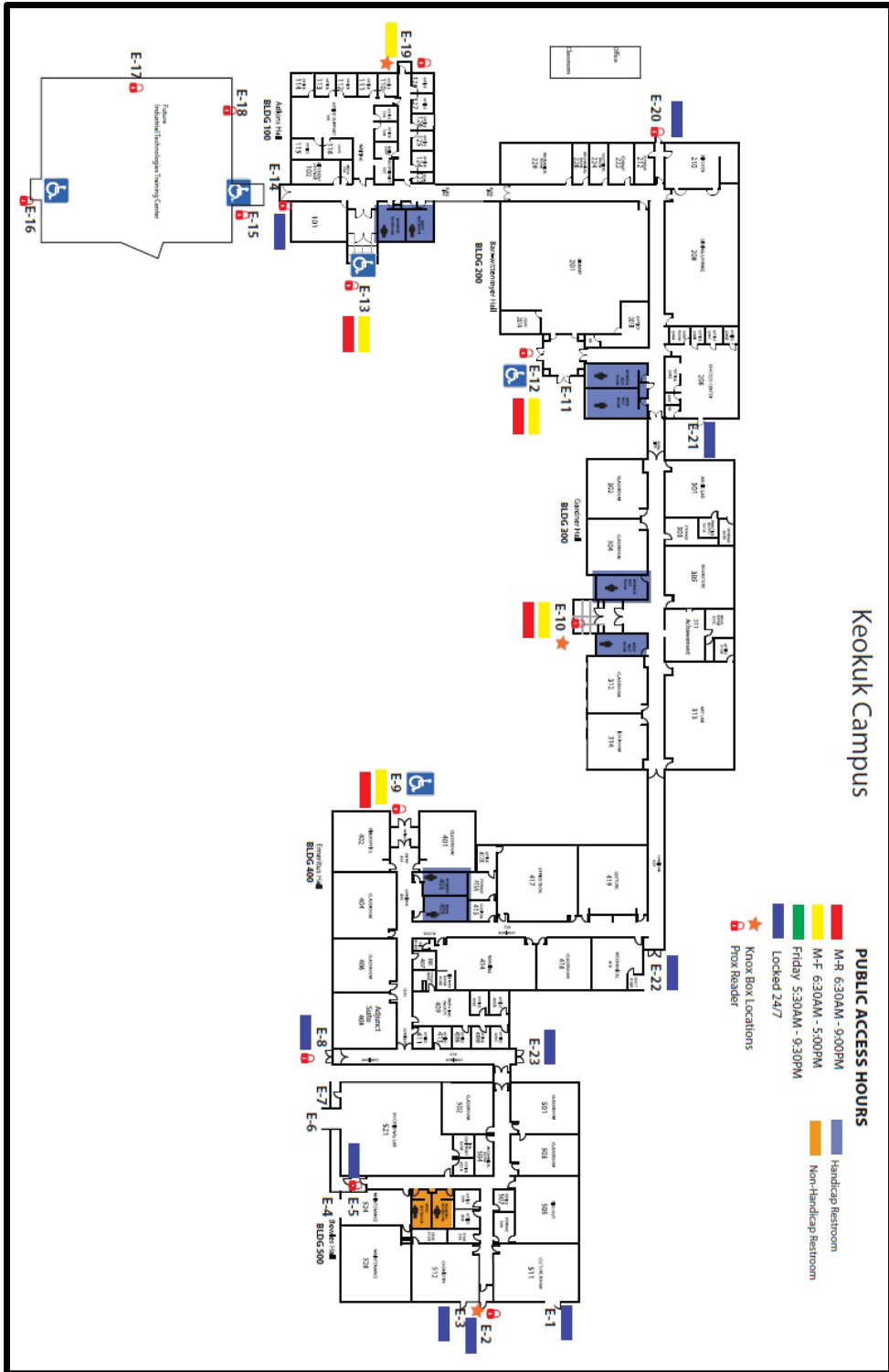
4 Blue	Full Class Attendance (both mental and physical) with instructional strategies	<ul style="list-style-type: none"> <li>▪ Student attends full class</li> <li>▪ Instructional strategies in use (relevance of instructional strategies to be determined by the teacher as appropriate for each individual student’s needs)</li> </ul>	<p>This student should be attending a full school day and be in attendance for and participating in the entire class period with minimal instructional strategies in place, including:</p> <ul style="list-style-type: none"> <li>▪ Increasing amounts of classwork/testing, including summative assessments</li> <li>▪ Actively working on completing missed assignments</li> </ul> <p>These instructional strategies may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of the student’s recovery. Please alert the counselor and/or athletic training staff if the student is not able to maintain classroom attendance due to concussion symptoms.</p>
5 Green	Full class without instructional strategies	<ul style="list-style-type: none"> <li>▪ No instructional strategies needed</li> </ul>	<p>This student should be participating fully in class at this time and is scheduled to begin a return to athletic participation/increased physical activity. Before we do, we are asking for any input or concern that you as the teacher might have about this student based on your classroom observation as they have progressed through the concussion recovery. Please alert the athletic training staff if the student continues to utilize any instructional strategies to minimize concussion symptom exacerbation. The student should be actively working on, or have completed any make up work as appropriate.</p>
Post	Follow-up 1-3 weeks post return to unrestricted activity	<ul style="list-style-type: none"> <li>▪ Verification that student is performing at pre-concussion level cognitively in classroom</li> </ul>	<p>This student has recently recovered from a concussion and has returned to unrestricted cognitive and physical activity. We would like to verify that this student has returned to their pre-concussion academic ability in <u>your</u> class.</p>

## PARKING POLICY

Students must display a valid state disability access placard in order to park in a handicapped accessible parking space. Should you require additional parking accommodations, contact the Accessibility Staff on the appropriate campus. If you have an emergency situation or need immediate assistance, please call the Welcome Center at 319-208-5000; ask that security be contacted at the campus in which you are located. See maps on additional pages for handicapped accessible door ways.

# West Burlington Campus Map





# Keokuk Campus Map

## ACCESSIBILITY SERVICES -- GRIEVANCE POLICY AND PROCEDURE

Southeastern Community College supports you in your right to file a grievance if you believe you have been denied equal access to SCC's services, programs and activities. Any student who believes they have been denied any service or benefit or otherwise discriminated against due to a disability may follow these steps to file a complaint. Review the [Administrative guideline #380](#) prior to submitting the online form. The SCC [on-line reporting form](#) is found on the SCC webpage.

Students should address problems early. This helps ensure if issues come up that they will be less likely to escalate into grievances. Southeastern Community College will make every effort to resolve conflict by informal means. Throughout any of these procedures the student should expect to be treated with respect and dignity, receive a timely response, and have the issues handled in a confidential manner. The student should bring up any problems early, give clear and detailed information, follow applicable procedures and be respectful of the people who are involved.



# STUDENT RESOURCES

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While colleges and universities work towards making their campuses and classrooms more accessible for students with disabilities, there may be additional needs to address. We have compiled a list of resources, including apps, websites, and software designed to help those with disabilities in the classroom, with their homework, and in the social situations students find on campus.

## APPS FOR HIGHER EDUCATION

### *CLASS MANAGEMENT*

#### **Classes Lite/Classes-Schedule (Free, iPad)**

**Type:** Class Management System

**Function/Impairment:** Executive function, organization, planning

**Description:** Class scheduler – track schedule, homework & assignments, add notes, color code

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#### **Complete Class Organizer (\$4.99, iPad)**

**Type:** Class Management System; Notes – synchronized audio

**Function/Impairment:** Executive function, organization, LD-dyslexia(notes)

**Description:** Syncs audio recording with your notes ; also includes a grade calculator, importing of PDFs, Google Docs integration, organizing of class info, backup/restore through iTunes, auto-bullet in notes, in app web browser, date organizer, to do lists, in app calendar and search functionality

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#### **EverStudent (Free, Android)**

**Type:** Class Management System

**Function/Impairment:** Executive function, organization, planning, note taking

**Description:** Manage academic tasks & assignments and sync them into Evernote. Organize tasks and assignments by class; color codes to organize and filter assignments; add instructor contact info and other notes; group classes by semesters or terms

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#### **inClass (Free, iPad)**

**Type:** Class Management System with alerts

**Function/Impairment:** Learning disabilities, executive function, organization, memory

**Description:** This extensive class materials organizer can help students keep track of their course schedules, notes, and academic events through a single app.

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### **My Class Schedule (Free; \$1.99 per item, Android)**

**Type:** Class Management System

**Function/Impairment:** Executive function, organization, planning

**Description:** Keep informed about upcoming classes, reminds you of exams and unfinished homework; class and homework scheduler; track grades, color coding.

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### **myHomework (Free, Web, iOS & Android)**

**Type:** Class Management System

**Function/Impairment:** Executive function, organization, time management

**Description:** Track your classes, homework, tests & more! Homework Tracker, Homework Widget, Class Schedule, Homework Calendar; free app works on local device, with a paid myhomeworkapp.com account users can synchronize data across any internet capable device.

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### **Tiimo**

**Type:** Daily planning, organizer

**Function/Impairment:** Neurodivergent learners

**Description:** This iOS and Android app gives user a visual timeline to assist in making planning visual, the daily focus sessions in this app works use the “body doubling” method to help users get work done. Users can also utilize AI-powered checklists to assist in breaking down big tasks.

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### **Visual Steps**

**Type:** Functional skills, organizer

**Function/Impairment:** Autism

**Description:** Abilities Software has created an instructional app that provides users with step-by-step instructions on how to complete a task. The apps’ videos and images can be used as visual reminders to accompany each step.

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### **Visual Schedule Planner**

**Type:** Calendar/Scheduler

**Function/Impairment:** Autism

**Description:** This is a visual-based calendar and scheduler that uses icons instead of text for event reminders.

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### **HomeRoutines**

**Type:** Scheduling

**Function/Impairment:** ADHD

**Description:** Keep track of recurring events and daily routines with this detailed scheduling and alerts app.

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**Epic Win****Type:** Task List**Function/Impairment:** ADHD**Description:** Infuse a task list with a little extra positive motivation with this to-do app that doubles as an achievement game, granting user's levels and epic equipment as the complete their duties.*CONTENT***Educreations Interactive Whiteboard (Free, iPad)****Type:** Content**Description:** Recordable whiteboard – create lessons using images, voice and handwriting. Record your lesson while writing on the screen. You must create a free account at educreations.com.**EduPort (Free, Android)****Type:** Content**Description:** Online educational portal which allows users to browse through, view and save their favorite lectures and talks offered by popular YouTube channels, including Khan Academy, NPTEL-An IIT/IISc Initiative, @Google Talks, MIT OCW, TED Talks, Stanford University, UC Berkeley, Periodic Videos, The New Boston**TED (Free, iPad/Android)****Type:** Content**Description:** Access TED talks*NOTE TAKING***AudioNote (\$12.99, iOS/Android)****Type:** Note taking; Organization; planning**Description:** Synchronizes notes and audio, automatically indexes your meetings, lectures, or study sessions; mimics the functionality of the LiveScribe SmartPens; free version allows 10 minutes per note/2 hrs. max; paid version allows unlimited recording and emailing notes.**ColorNote® (\$4.99, iOS/Android)****Type:** Note taking; Organization**Function/Impairment:** Executive function; Organization; notetaking**Description:** Quick and simple notepad editing for notes, memo, email, message, shopping list and to-do list;

calendar function, password protect, organize by color.

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**Glean (Free trial, \$129 – Student Full Year, Website with iOS/Android App)**

**Type:** Note taking; Study Tool

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** This app/website allows students to audio record class lectures while also allowing the student to highlight important parts and add typed notes.

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**GoodNotes (Free trial; \$9.99 – Full Year, iOS, Android, Windows & Web)**

**Type:** Note taking; Organization

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** Take handwritten notes, sketch diagrams, mark up pdfs, highlight; organize notes into notebooks, save pdfs within notebooks; free version allows only two notebooks

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**MarginNote (Free Trial; \$46.99 – Full, iOS)**

**Type:** Note taking; Organization; Study Aid

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** This app is designed for book annotation, mind mapping, flashcards and more used to build up your reading notes.

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**Mind Mapping - MindMeister (Free Trial; \$7.49/month, iOS & Android)**

**Type:** Note taking; Organization; Study Aid

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** This mind mapping app is designed to assist users to visualize their big ideas and goals or to visually depict processes and workflows. This app includes syncing across devices, the ability to collaborate with others, attach links/tasks/files within, and more.

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**Notability (Free Trial; \$3.99 – Full, iOS)**

**Type:** Note taking; Organization

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** This app is designed to assist with notetaking. It integrates handwriting, PDF annotation, typing, recording and organizing to take notes your way then syncs with Dropbox or Google Drive.

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**Note Everything (Free – lite; \$14.99 Annual Subscription or \$4.99 Monthly Subscription, Android)**

**Type:** Note taking; Organization

**Function/Impairment:** Executive function; Organization; notetaking

**Description:** Create text-, voice- and paint-notes; notes can be organized in folders. You can create shortcuts on home; send notes, use live folders & much more! Pro version adds photo notes, checklists,

durable checklists, reminder, encryption (password protection), and backup to sd-card.

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#### **NotetakerHD (\$4.99, iPad/Android)**

**Type:** Note taking; Annotate

**Function/Impairment:** Organization; notetaking

**Description:** Packing a wide array of note-taking options— multiple line thicknesses, colors, fonts, font sizes, finger-drawing input—plus the ability to import and mark up PDFs and insert and crop photos.

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#### **OneNote (Within Microsoft 365 or about \$6.99/month, Microsoft, iOS & Android)**

**Type:** Note taking; Organization; planning

**Function/Impairment:** Executive function; Organization; Note taking

**Description:** This notetaking app is designed to assist with notetaking. It allows you write, type, or annotate your notes. Users are also able to search within your notes, import documents and link audio recordings to the notes.

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#### **Otter.ai**

**Type:** Notetaking, transcription, summaries, action items

**Function/Impairment:** Deaf & Hard of Hearing, ADHD, ASD, LD, and more!

**Description:** Never take meeting notes again. Get transcripts, automated summaries, action items, and chat with Otter to get answers from your meetings.

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#### **Skitch (Free, iPad; Free, Android)**

**Type:** Note taking; sketching; annotation

**Function/Impairment:** Executive function

**Description:** Get your point across with fewer words using annotation, shapes and sketches, so that your ideas become reality faster.

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#### **Sticky Notes (Free, iOS & Android)**

**Type:** Note taking; Organization; planning

**Function/Impairment:** Executive function; Organization; Note taking

**Description:** Dictate or type notes; drag and drop to organize.

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#### **SoundNote (\$4.99, iPad)**

**Type:** Note taking; Synchronized audio

**Function/Impairment:** Executive function; organization; notetaking; LD-dyslexia; Visual imp

**Description:** Record audio while taking notes. The app will sync your audio up with your notes. The notes can be exported through email into another note taking system like Evernote.

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## *ORGANIZATION*

### **Corkulous (\$1.99/month, \$14.99/year, \$34.99 Lifetime, iOS)**

**Type:** Organization

**Function/Impairment:** Organization; notetaking; memory

**Description:** User is able to place notes, labels, photos, contacts, shapes, tasks, etc. on virtual corkboards.

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### **CamScanner (Free-lite; \$4.99-\$9.99/month-premium, iOS & Android)**

**Type:** Organization

**Function/Impairment:** Organization; notetaking; memory

**Description:** Turns your tablet or phone into a scanner (HD is tablet version); digitize any paper documents by photo shooting; auto-crop image, enhance image quality and create an industry standard PDF file; free version is limited to 50 scans of 10 pages each, and has watermark

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### **Pearltrees (Free, iPad)**

**Type:** Organization

**Function/Impairment:** Executive function; organization

**Description:** Collect, organize & share content from the web; Collect web pages and turn them into pearls; organize into pearltrees based on interests, categories.

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### **Popplet (Free-lite; \$2.99-premium, iPad)**

**Type:** Organization; mind mapping

**Function/Impairment:** Organization

**Description:** An app for the web and iPad, where you can collect, curate and share your ideas, inspirations, and projects; brainstorming, mind mapping, diagrams, flowcharts, and portfolio

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## *READING*

### **Dictionary (Free, iOS & Android)**

**Function/Impairment:** Reading; LD, dyslexia; general knowledge

**Description:** Content from dictionary.com and thesaurus.com; works offline.

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### **Dolphin EasyReader (Free, iOS & Android)**

**Function/Impairment:** Reading; LD, dyslexia, low vision, and blindness

**Description:** Users can browse and download accessible books and newspapers, add human sounding voice to text-only titles, copy text and have it read aloud, adjust colors, text size and highlight.

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### **GoodReader (\$4.99, iPad)**

**Type:** Reading; Note taking

**Function/Impairment:** Study skills; reading

**Description:** Handles huge PDF and TXT files, manuals, large books, magazines, rendering 100 mb + ; mark-up PDFs, using typewriter text boxes, sticky notes, lines, arrows, and freehand drawings on top of a PDF file

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### **Howjsay (Free or \$2.99 unlimited access; Web, iOS, & Android)**

**Function/Impairment:** Reading; LD, dyslexia; general knowledge

**Description:** This pronunciation dictionary encourages users to recognize how words are pronounced by listening to them repeatedly.

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### **iAnnotate (\$9.99, iPad)**

**Type:** Reading; Note taking

**Function/Impairment:** Study skills; reading

**Description:** Intuitive interface and comprehensive, customizable set of features let you annotate, manage, and share pdf documents; fully searchable Library -organize, find, and read your documents.

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### **Learning Ally Audiobooks**

**Type:** Reading

**Function/Impairment:** Dyslexia

**Description:** This is the official app for the Learning Ally organization, a nonprofit that provides access to thousands of audiobooks in Digital Accessible Information System (DAISY) format.

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### **PDFescape**

**Type:** Reading; note taking; task completion

**Function/Impairment:** Dyslexia, Learning Disabilities, Mobility Disabilities, Executive Functioning

**Description:** This online tool is for modifying worksheets to support learning needs. The free version allows users to add text or free hand, white out text you don't want, add sticky notes, highlight keywords, vocabulary, etc.

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### **Smallpdf**

**Type:** Reading; note taking; task completion

**Function/Impairment:** Dyslexia, Learning Disabilities, Mobility Disabilities, Executive Functioning

**Description:** This online resource and app gives users access to multiple online tools to convert documents to and from PDF, make text in scans searchable, merge multiple PDFs into a single document, transform JPG and other image files to PDF, add signatures to, edit, or compress PDFs.

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*MATH***AlgebraTouch****Type:** Algebra**Function/Impairment:** Math Difficulties**Description:** Refresh your algebra skills using touch-based techniques built from the ground up for your iPhone/iPad.**Mod Math****Type:** Algebra, multiplication, division**Function/Impairment:** Dysgraphia, dyslexia, ADHD, and others**Description:** This app is currently for iPad only but developers are working on expanding to Android and Chromebook. Users are able to set up and solve math problems using the touchscreen/keyboard to reduce the need of writing out math problems, which helps to set up and work through mathematic problems for those who struggle to write, organize/set up problems, or read their own writing. Users are also able to print out the work pages, move completed equations to different areas on the page, and save assignments to a searchable document library.*STORAGE***Dropbox (Free, iOS & Android)****Type:** Storage**Function/Impairment:** Organization**Description:** Online web storage and synchronization service; create a Dropbox account, then upload files. Files will be synchronized on all devices with a Dropbox app. Can also share files with others, even if they do not have a Dropbox account.**Pocket (Free, iOS & Android)****Type:** Storage**Function/Impairment:** Organization**Description:** Read and save webpages for offline reading; save articles, video web pages*STUDY TOOLS***Anki/AnkiDroid (\$24.99, iPad; Free, Android)****Type:** Study tool – flashcards**Function/Impairment:** Memory; study skills**Description:** Flashcard program which makes remembering things easy; more efficient than traditional study methods; content-agnostic and supports images, audio, videos and scientific markup (via LaTeX); Create your own flashcard decks or download free decks; Add material through the desktop application, or directly through Anki or Ankidroid.



**MindNode (Free version; \$2.99/month full, iOS)****Type:** Study tool - Mind Mapping & Brainstorm**Function/Impairment:** Organization; notetaking; memory**Description:** A visual brainstorming app that lets you capture, organize, style and share your thoughts/notes.**Mindomo (Free, \$3/month-basic; iOS, Android, Windows)****Type:** Study tool – Collaborative Mind Map Software**Function/Impairment:** Executive function; organization; notetaking**Description:** This software allows students to create collaborative concept maps, outlines and charts that simplify project planning. Students can progress from outline to graphical mind map with a single click so assist students who struggle to organize and rearrange ideas. Students can also embed videos and graphics within the mind maps. This software also contains templates for different types of writing (i.e. persuasive essay).**SimpleMind (Free Edition, Purchase per Platform; MacOS, Windows, iOS, & Android)****Type:** Study tool – mind mapping**Function/Impairment:** Executive function; organization; notetaking**Description:** This mind-mapping app has both a free and pro version. Students can organize their thoughts, remember information and generate new ideas.**Study Blue (Free, iPad; free, Android)****Type:** Study tool – flashcards**Function/Impairment:** Memory; study skills**Description:** Make flashcards with text and images. A free StudyBlue.com account is required to use this app; create one after installation. Creating flashcards on the app requires an Internet connection. Offline study mode.**Inspiration Maps (Free – lite, \$9.99 – Full Function, iOS)****Type:** Study tool; Mind mapping**Function/Impairment:** Organization**Description:** Inspiration mapping software for iPad; Lite version allows 5 maps; paid version allows unlimited maps and access to templates*TEXT TO SPEECH***NaturalReader (\$9.99-\$18.99/month, Android, iOS, & Web)****Type:** Text to Speech**Function/Impairment:** LD; Dyslexia; print disability; visual imp**Description:** This app reads aloud a variety of texts like PDFs, online articles, cloud documents, and even

images taken by a mobile camera using 140+ AI-powered voices!

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### **Speak it! (\$1.99, iPad)**

**Type:** Text to Speech

**Function/Impairment:** LD; Dyslexia; print disability; visual imp

**Description:** Copy emails, documents, web pages, PDF files, and more; paste them into Speak it!, and have the text spoken back to you with the highest quality text to speech engine available anywhere. You can even create the same quality audio files of the text to speech which can then be emailed to anyone you like!

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### **Vocalyze (\$7.99, iPad)**

**Type:** Text to Speech

**Function/Impairment:** Print disabilities; general reading

**Description:** Stream news articles, twitter feeds, breaking stories, blogs, etc. Vocalyze reads you content, without tying up your hands and eyes; selecting articles requires vision;

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## *TIME MANAGEMENT*

### **Best Kitchen Timer (Free, iPad)**

**Type:** Time Management

**Function/Impairment:** Executive function; attention deficit; memory

**Description:** One timer up to 60 minutes; minute and a second visual indicator shows time left; you'll be notified when your time is up even if you're using another app or your device is locked. It can also repeat the sound alarm (up to 3 times) at the given interval if it was missed/snoozed.

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### **Focus To-Do (Free, iOS/Android & Google extension)**

**Type:** Time Management, Focus

**Function/Impairment:** Executive function; attention deficit; memory

**Description:** This app combines the Pomodoro Timer with Task Management. Users can organize tasks in to-do lists, start focus timers, and set reminders for important tasks as well as check the time spent working.

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### **Forest (\$3.99, iOS & Google)**

**Type:** Time Management, Focus

**Function/Impairment:** Executive function; attention deficit; memory

**Description:** This app utilizes the Pomodoro technique of splitting work into 25-minute increments with five-minute short breaks. The idea is that every task is represented in the app by a tree so that as you work on your task, the tree grows; however, if you abandon your task, the tree dies. So, the user's goal is to grow a forest by consistently adding tasks and growing them.

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**Freedom (Free Trial, iOS, Android & Chrome)****Type:** Time Management**Function/Impairment:** Executive function; attention & focus**Description:** This website sign up helps to block distracting websites and apps from a variety of devices.**Habitica (Free, iOS & Android)****Type:** Time Management, Productivity**Function/Impairment:** Executive function; attention & focus**Description:** This free habit-building and productivity app treats life like a game. With in-game rewards and punishments to motivate and a strong social network, Habitica works to assist users to track their habits and goals with a fully customizable task list.**StayOnTask (Free, Android)****Type:** Time Management**Function/Impairment:** Executive function; attention & focus**Description:** A simple, unobtrusive way to improve your focus and get your work done. A random timer means you can't predict when it will check on you. Perfect for anyone who needs to stay focused while working independently.**Tiimo****Type:** Daily planning, organizer**Function/Impairment:** Neurodivergent learners**Description:** This iOS and Android app gives user a visual timeline to assist in making planning visual, the daily focus sessions in this app works use the "body doubling" method to help users get work done. Users can also utilize AI-powered checklists to assist in breaking down big tasks.**Timer+ (Free, iPad)****Type:** Time Management**Function/Impairment:** Executive function; attention deficit; memory**Description:** Countdown timer; allows multiple timers to run at once; able to save timers, and pause and resume timer; app does not need to be running for timers to run; on iPhone – phone call interrupts timer – better for iPad**Wake N Shake (\$0.99, iOS)****Type:** Time Management**Function/Impairment:** Executive function**Description:** An iOS app that requires vigorous shaking to turn it off, which definitely assists in waking someone up!

**WRITING****Outline: Knowledge Organizer (Free-lite; \$4.99/month-standard, iOS)****Type:** Writing; Organization**Function/Impairment:** Executive function; organization; writing**Description:** Helps you with the process of organizing thoughts to create an outline; paid version allows printing, emailing or uploading to Dropbox**Typ-O HD (\$4.99, iPad)****Type:** Writing; Word Prediction; TTS**Function/Impairment:** Dyslexia; Spelling/writing**Description:** A powerful word prediction engine and a sophisticated spelling error model to help you write, even if your spelling isn't perfect. The integrated synthetic voices let you inspect the word predictions before selecting them, and check your text before emailing or pasting it into other applications.**Vocabulary Builder (Free, Android)****Type:** Writing; Vocabulary**Function/Impairment:** Vocabulary building**Description:** Sleek, effective, and fun way to build your vocabulary. Get quizzed on thousands of English vocabulary words commonly found on tests such as the GRE and SAT; Contains a built-in dictionary; no audio**RECORDING, DICTATION, TRANSCRIPTION & SIGN LANGUAGE****ASL Dictionary****Type:** Sign Language**Function/Impairment:** Deaf & Hard of Hearing**Description:** Communicate effectively with other ASL speakers by consulting this catalogue of over 5,200 signs. Each sign is demonstrated with a short video clip.**Ava: Transcribe Voice to Text****Type:** Captioning and Scribe Service (AI and person)**Function/Impairment:** Deaf & Hard of Hearing**Description:** This app provides instant captions for any conversation or meeting whether it is in person or online.**Dictate2us Record & Transcribe****Type:** Dictation, Recording, and Transcription**Function/Impairment:** Physical Disabilities, Learning Disabilities, Dyslexia, ADHD, TBI, and others.**Description:** With this app, users can create and edit a digital recording then transcribe to a digital file.

Transcription services have a cost.

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### **Dragon Anywhere**

**Type:** Dictation/Speech-to-Text

**Function/Impairment:** Physical Disabilities, Learning Disabilities, Dyslexia, ADHD, TBI, and others.

**Description:** With this app, users can dictate documents of any length, edit them, and format them from their iOS or Android smartphone/tablet.

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### **Dragon Dictation**

**Type:** Speech Recording & Transcription

**Function/Impairment:** Deaf & Hard of Hearing

**Description:** This automated transcription app can be used to record a speech during class and convert it into written text. It is available across multiple mobile platforms.

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### **Live Caption**

**Type:** Captioning

**Function/Impairment:** Deaf & Hard of Hearing

**Description:** App for real-time speech to text app for live conversations.

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### **Otter.ai**

**Type:** Transcription, dictation, notetaking, summaries, action items

**Function/Impairment:** Deaf & Hard of Hearing, ADHD, ASD, LD, and more!

**Description:** Never take meeting notes again. Get transcripts, automated summaries, action items, and chat with Otter to get answers from your meetings.

---

### **Petralex**

**Type:** Hearing Amplifier

**Function/Impairment:** Hard of hearing

**Description:** This free iOS and Android app designed to help people who may struggle to hear properly, especially in social settings. It acts as a personal hearing amplifier.

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### **Skype**

**Type:** Video Chat

**Function/Impairment:** Deaf & Hard of Hearing

**Description:** Sign with friends and family via Skype's free video chat service. It is supported across PC, Mac, Android, and iOS platforms.

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**Z5 Mobile****Type:** Video Chat**Function/Impairment:** Deaf & Hard of Hearing

**Description:** This app allows those who use ASL as their primary language to make phone calls via their video phones and video relay services.

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*COMMUNICATION***Predictable (\$159.99, iOS & Android)****Type:** Communication**Function/Impairment:** Physical & Speech Disabilities

**Description:** A multi-award winning text-to-speech app for people with conditions such as ALS/MND, autism, cerebral palsy, Down's syndrome, and more. It uses smart word prediction technology to make speaking and typing easier and more efficient. The app allows users to save frequently used phrases and offers 26 multilingual options. It also offers speech and voice options, accessibility features, customizable emojis, and a web platform for managing phrase banks. Additionally, it offers different keyboard options, a notepad for on-screen handwriting, and customizable appearance settings. Support is available through user guides, email, and tutorial videos.

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**Proloquo2Go (\$249.99, iOS)****Type:** Communication**Function/Impairment:** Communication Disabilities

**Description:** Tap images. Type words. Speak. Proloquo2Go is an easy to use communication app for people who cannot speak or need help being understood. Featuring natural sounding voices, Proloquo2Go is a simple yet powerful AAC (augmentative and alternative communication) tool. The app is fully customizable and can be utilized to build language skills and grow with a person's communication, supporting both beginning and advanced communicators..

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**YesNo Apps****Type:** Communication**Function/Impairment:** Autism

**Description:** This communications app was developed with autistic needs in mind, allowing users to non-verbally indicate a yes or no decision by pressing a button on the screen. Other binary choices can be added to the YesNo library.

---

*MISCELLANEOUS HELPFUL APPS***Ariadne GPS****Type:** Navigation**Function/Impairment:** Visual Impairment

**Description:** This comprehensive navigation and mobility app helps users identify distances, locations, and customizable landmarks by creating an auditory map of the world. Users can find out what is in their

immediate vicinity or plot out their course to a destination using public transportation or walking routes.

---

### **BrailleTouch**

**Type:** Braille

**Function/Impairment:** Visual Impairment

**Description:** This app imitates the Perkins Brailler display, so that users can quickly type across mobile text input fields. Large, on-screen buttons with audio guidance can significantly increase typing speeds for Braille users.

---

### **Dexteria**

**Type:** Improve Fine Motor Skills

**Function/Impairment:** Physical Disabilities

**Description:** People of all ages can practice fine motor movements with this app, which can be used to improve coordination. It was developed with occupational therapy in mind.

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### **Flashcards Deluxe**

**Type:** Retention

**Function/Impairment:** Learning Disabilities

**Description:** This unique app allows students to add their own images and customize the text on each card, making it easier to retain information.

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### **Headspace**

**Type:** Meditation

**Function/Impairment:** Anxiety, Mental Health, Overstimulation Needs

**Description:** This app has a wide variety of guided meditations to assist users to reduce stress, wind down, and fall asleep. Users are also able to utilize calming sounds to play whilst studying.

---

### **Howjsay Pronunciation Dictionary**

**Type:** Language

**Function/Impairment:** Dyslexia

**Description:** Get a clear grasp of how a word is pronounced by listening to words in this auditory dictionary.

---

### **iTranslate (Free; .99 voice rec add-in, iPad)**

**Type:** Utility

**Function/Impairment:** Non English speaker; ELL

**Description:** Translator – multiple languages; voice recognition add-in for a fee

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**LookTel Money Reader**

**Type:** Money Counter

**Function/Impairment:** Visual Impairment

**Description:** This app scans currency in real-time using your device’s camera, and then speaks the value aloud so that a visually impaired user can quickly identify and exchange funds. LookTel supports over 20 different currencies.

---

**Mindshift CBT (Free, iOS & Android)**

**Type:** Coping Strategies

**Function/Impairment:** Anxiety

**Description:** This app is focused on reducing worry, stress, and panic by assisting users to implement strategies based on cognitive behavior therapy.

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**Prezi Viewer (Free, iPad)**

**Description:** View and present Prezi presentations

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**Sketchbook Express (Free – lite; \$4.99 – Pro, iPad/Android)**

**Type:** Creativity – Drawing/Sketching

**Function/Impairment:** Creativity – Drawing

**Description:** Fun and intuitive drawing application; Mobile and pro versions have professional-grade paint and drawing tools

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**Supervision+ Magnifier (Free; iOS & Android)**

**Type:** Advanced Magnifier

**Function/Impairment:** Low Vision

**Description:** This app uses the smartphone camera to zoom-in on printed books, documents, or images.

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## STUDENT & PARENT ONLINE RESOURCES

### **Suicide Prevention Lifeline**

**Website:** <http://www.suicidepreventionlifeline.org/>

**Deaf or Hard of Hearing:** <http://www.suicidepreventionlifeline.org/GetHelp/Accessibility>

**Phone Number:** 1-800-273-TALK (8255) or 1-800-SUICIDE (784-2433). TTY: 800-799-4889

**Description:** The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. Since its inception, the Lifeline has engaged in a variety of initiatives to improve crisis services and advance suicide prevention. Lifeline also provides special suicide prevention services for U.S. military veterans and their families through an agreement with the Department of Veteran’s Affairs (VA) and U.S. Substance Abuse and Mental Health Services Administration (SAMHSA).

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### **AHEAD (Association on Higher Education and Disability)**

**Website:** <https://www.ahead.org/students-parents>,

**Description:** AHEAD (Association of Higher Education and Disability) offers a wide-range of information, resources and guides to students with disabilities and their parents.

---

### **U.S. Department of Education Office for Civil Rights (OCR)**

**Website:** <http://www.ed.gov/ocr>

**Description:** The mission of the Office for Civil Rights is to ensure equal access to education and to promote education excellence throughout the nation through vigorous enforcement of civil rights. They serve student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination. Agency-initiated cases, typically called compliance reviews, permit the OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR’s technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

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### **StudentLingo**

**Website:** <https://www.studentlingo.com/scciowa>

**Description:** StudentLingo is a series of interactive on-demand video workshops, action plans, and valuable resources focused on helping students achieve their academic, personal and career goals.

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**Southeastern Community College  
Learning Express Library**

**Website:** <http://www.scciowa.edu/academics/Library/libtoolstutor.aspx>

Go to the website; then click on “Learning Express Library”.

**Description:** Learning Express Library is an interactive online platform that provides a comprehensive selection of career and academic resources to empower people for job preparation, career advancement, college readiness, academic success, and skills mastery in math, reading, writing, grammar, and vocabulary. Additional features of Learning Express include software tutorials and introductory training courses on how to use a computer, search the internet and take advantage of social networking. Note: New Users will need to first register and then create an account.

---

**Parent Advocacy Coalition for Educational Rights (PACER)**

**Website:** <http://www.pacer.org/>

**Description:** The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

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**Iowa Department for the Blind**

**Website:** <http://www.idbonline.org>

**Description:** The Iowa Department for the Blind helps educate, train and empower blind and visually impaired individuals to pursue lifelong goals. With offices in Des Moines and field staff operating statewide, the Department is committed to three goals: To improve skills so the blind and visually impaired may obtain or retain competitive employment throughout Iowa, to increase confidence and independence in all aspects of daily life, and to improve access to information, activities and opportunities.

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**National Autism Association**

**Website:** <http://nationalautismassociation.org/>

**Description:** The mission of the National Autism Association is to respond to the most urgent needs of the autism community, providing real help and hope so that all affected can reach their full potential.

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**Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)**

**Website:** <http://www.chadd.org/>

**Description:** CHADD is the nation’s leading non-profit organization serving individuals with AD/HD and their families by providing education, advocacy and support. CHADD has over 16,000 members in 200 local chapters throughout the U.S.

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## **Pepnet 2 (pn2)**

**Website:** <http://www.pepnet.org/>

**Description:** Pepnet 2 is a federally funded project whose mission is to increase the education, career, and lifetime choices available to individuals who are deaf or hard of hearing.

---

## **LD OnLine**

**Website:** <http://www.ldonline.org/>

**Description:** LD OnLine seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. The site features hundreds of helpful articles, multimedia, monthly columns by noted experts, first person essays, children’s writing and artwork, a comprehensive resource guide, very active forums, and a Yellow Pages referral directory of professionals, schools and products.

LD OnLine also serves adolescents and adults with learning disabilities by offering information and resources on the transitions from high school to college and from school to the workplace, and on the issues faced by adults with learning disabilities.

---

## **Disability.gov**

**Website:** <https://www.disability.gov/>

**Description:** Disability.gov is the federal government website for comprehensive information about disability-related programs, services, policies, laws and regulations. The site links to thousands of resources from many different federal government agencies, as well as state and local governments and nonprofit organizations across the country.

---

## **Described and Captioned Media Program (DCMP)**

**Website:** <https://dcmp.org/>

**Description:** The U.S. Department of Education funds the DCMP, which has created a media library of over 4,000 free captioned titles for educational use.

---

## **Perkins Teaching Resources**

**Website:** <http://www.perkins.org/elearning>

**Description:** Perkins is one of the oldest education and supply resources for the visually impaired, sharing accessible webinars, library materials, and webcasts. Perkins is well-known for founding the first school for the blind in 1829 and for creating several different Braille devices.

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### National Association of Blind Students (NABS)

**Website:** <http://nabslink.org/>

**Description:** This organization, founded in 1967, is dedicated to rights advocacy and raising public awareness regarding equality for blind students. You can find local resources using the NABS state division directory.

---

### National Federation of the Blind (NFB)

**Website:** <https://nfb.org/>

**Description:** Students can find a wealth of scholarships, activities, publications, and academic resources through this organization that is dedicated to serving visually impaired and blind populations. NFB hosts a number of programs, like the International Braille and Technology Center for the Blind, Braille is Beautiful, and the Possibilities Fair for Seniors Losing Vision.

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### National Center on Accessible Educational Materials

**Website:** <http://aem.cast.org/>

**Description:** While this site is aimed toward school administrators and educators, it lists a variety of learning resources and tools for students with physical disabilities.

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### New Mobility

**Website:** <http://www.newmobility.com/>

**Description:** This online magazine features articles, event listings, and advocacy information for wheelchair users.

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### Mobility International USA

**Website:** <http://www.miusa.org/>

**Description:** This organization is dedicated to disability rights advocacy around the world.

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### Autism Speaks

**Website:** <https://www.autismspeaks.org/>

**Description:** This biomedical funding organization promotes continual public advocacy and research for individuals with autism spectrum disorders.

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## AHEADD

**Website:** <https://www.aheadd.org/>

**Description:** This college support program, founded by the Autism Education and Research Institute, is dedicated to the academic success of students with autism, dyslexia, learning disabilities, and ADHD. It provides students with coaching, networking opportunities, and mentorships.

---

## Navigating College

**Website:** <http://www.navigatingcollege.org/>

**Description:** Current and former college students with autism contribute blog articles about their experiences to this online publication, which is dedicated to providing advice and insight on campus life and academia.

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## US Autism & Asperger Association (USCAP)

**Website:** <http://usautism.org/>

**Description:** The USAAA's College Autism Project (CAP) strives to educate colleges and universities on how to work with students on the autism spectrum

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## National Center for Learning Disabilities

**Website:** <http://www.nclد.org/>

**Description:** This organization hosts a number of advocacy programs and events for adults with learning disabilities.

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## Learning Disabilities Association of America

**Website:** <http://ldaamerica.org/>

**Description:** This group was founded in 1963 by parents interested in finding more resources for children with disabilities. The organization has since grown into an advocacy and educational resource for adults, parents, and educators.

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### **The Yale Center for Dyslexia and Creativity**

**Website:** <http://www.dyslexia.yale.edu/>

**Description:** This digital resource collects assistive technology suggestions and higher education tips from dyslexic students.

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### **Landmark College**

**Website:** <http://www.landmark.edu/>

**Description:** This Vermont-based college was founded in 1985 to serve students with dyslexia, ASD, and ADHD.

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### **International Dyslexia Association**

**Website:** <http://ida.org/>

**Description:** This professional and academic organization is dedicated to promoting dyslexia awareness through global advocacy, research, and education.

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### **ADDITUDE ADHD College Survival Guide**

**Website:** <http://www.additudemag.com/adhd-guide/college.html>

**Description:** This digital publication walks students through the process of selecting a college, applying, and navigation campus life with ADHD.

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### **ADDvance**

**Website:** <http://www.addvance.com/>

**Description:** This resource database helps students ease into college life with links to stress management tips, ADHD academic success stories, and medication advice.

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## SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES

### *MULTIPLE CATEGORIES FOR STUDENTS WITH DISABILITIES*

#### **AAHD Frederick J. Krause Scholarship on Health and Disability**

**Website:** <https://aahd.us/initiatives/scholarship-program/>

**Description:** A student with a disability pursuing undergraduate or graduate health and disability studies in an accredited university.

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#### **ACPA's Randall/LaRossa College Scholarships**

**Website:** [http://www.mossfoundation.org/current\\_scholarships.html](http://www.mossfoundation.org/current_scholarships.html)

**Description:** Scholarships for full-time college students with cleft lip/palate or other craniofacial differences.

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#### **American Association of People with Disabilities NBC Universal Tony Coelho Media Scholarship**

**Website:** <https://www.aapd.com/nbcuniversal-tony-coelho-media-scholarship/>

**Description:** Eight scholarships to be used in the fall semester of the school year. High school seniors, undergraduate, and graduate students with disabilities who are pursuing careers in media, communications, or entertainment industries who will be enrolled in college or a university during the fall semester are eligible.

---

#### **American Association of Health and Disability**

**Website:** <https://aahd.us/initiatives/scholarship-program/>

**Description:** This scholarship is awarded annually to deserving students with a disability who are pursuing undergraduate/graduate studies (must be at least enrolled as a sophomore in college) in an accredited university and who are pursuing studies related to the health and disability, to include, but not limited to public health, health promotion, disability studies, disability research, rehabilitation engineering, audiology, disability policy, special education and majors that will impact quality of life of persons with disabilities.

---

### **AvaCare Scholarship**

**Website:** <https://www.avacaremedical.com/scholarship>

**Description:** This scholarship recognizes students meeting criteria who are also pursuing a degree in the medical field, with a prize of \$1000 toward college tuition. This scholarship is awarded annually to one submission that tells about an inspiring act of kindness.

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### **Buckfire Law Scholarship**

**Website:** <https://buckfirelaw.com/scholarships/disability/>

**Description:** The Disability Scholarship was established in 2014 as part of the law firm’s commitment to helping students with disabilities or injuries who are in need of financial assistance for educational purposes. The scholarship is available to students of any age, with any type of disability, including but not limited to physical disabilities, medical conditions, mental or psychiatric conditions, speech and language, learning disabilities, behavioral conditions, and all other conditions.

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### **Flora Marie Jenkins Memorial Disability Scholarship**

**Website:** <https://disabilitydenials.com/about-us/college-scholarships/disability-scholarship/>

**Description:** Students with medical documentation of disability may apply for the \$5,000 scholarship if they are accepted or enrolled in a two/four-year undergraduate program.

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### **Guide2Fluency Scholarship for Those with Disabilities**

**Website:** <https://guide2fluency.com/scholarship/>

**Description:** Applicants with a minimum GPA of 2.5 and a recognized physical or mental disability must be currently enrolled at, or planning to attend, a 2 to 4 year university, community college, or graduate school within the United States.

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### **InfuCare Rx Scholarship Program**

**Website:** <https://infucarerx.com/scholarships/>

**Description:** Multiple scholarships for students with hemophilia or other bleeding disorders, immunodeficiency diagnoses, or neuromuscular conditions.

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### **Lime Connect Scholarships**

**Website:** <https://limeconnect.com/opportunities/scholarships-awards/>

**Description:** Multiple scholarships and awards for students with disabilities. Each has its own requirements based on the student's interests.

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### **Lawrence Madeiros Scholarship**

**Website:** <https://carol3535.wixsite.com/lmsf/projects>

**Description:** The fund was formed to provide awareness of chronic disorders to the public and to stimulate, foster, and encourage interest, awareness and activism at the state and national level with reference to the fight against chronic disorders. This scholarship is provided to High School Seniors living with a chronic disorder and continuing their education at a college or university.

---

### **Learning Ally**

**Website:** <https://learningally.org/naa/application>

**Description:** These three endowed scholarship awards are for outstanding students with print and learning disabilities, and the educators who ensure students thrive academically. The top winners from each program receive a financial scholarship award and are highlighted nationally.

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### **Little People of America (LPA) Scholarships**

**Website:** [https://www.lpaonline.org/index.php?option=com\\_content&view=article&id=184](https://www.lpaonline.org/index.php?option=com_content&view=article&id=184)

**Description:** Educational scholarships to prospective and current students attending college or vocational school in the United States with preference to those who are members of LPA or who have a medically diagnosed form of dwarfism.

---

### **National MPS Society Scholarships**

**Website:** <https://mpssociety.org/support/> (Scroll down to 'Continuing Education Scholarships')

**Description:** Scholarships are available for individuals with mucopolysaccharidosis (MPS) and mucopolipidosis (ML), their siblings (under age 30), their children, and their parents. Scholarships are awarded in increments of \$1,000 for full-time students, \$500 for part-time students, and the Jeffrey Bardsley scholarship awards \$5,000.

### **NovoSecure Scholarship**

**Website:** <https://www.novocare.com/bleeding-disorders/help-with-costs/scholarship.html>

**Description:** People with hemophilia A, hemophilia A or B with inhibitors, congenital factor VII deficiency, congenital factor XIII deficiency, acquired hemophilia, or Glanzmann’s thrombasthenia are eligible to apply.

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### **P. Buckley Moss Foundation Scholarships**

**Website:** [http://www.mossfoundation.org/current\\_scholarships.html](http://www.mossfoundation.org/current_scholarships.html)

**Description:** Award given annually to one high school senior with a verified financial need and language-related learning difference who plans a career in the visual arts.

---

### **Patient Advocate Foundation**

**Website:** <https://www.patientadvocate.org/connect-with-services/apply-for-a-scholarship/>

**Description:** These scholarships are to be awarded to individuals who have been diagnosed with or treated for cancer or chronic disease.

---

### **Spina Bifida Association of Iowa**

**Website:** <https://sbaia.org/college-scholarship-programs/>

**Description:** Scholarship available to member applicants to assist post-secondary education. Scholarships are awarded to individuals with Spina Bifida.

---

### **Susanna and Lucy DeLaurentis Charitable Foundation Memorial Scholarships**

**Website:** <https://www.thesusannafoundation.org/scholarships/>

**Description:** Scholarship available to high school senior continuing their education at a college or university who is also living with a chronic disease or other serious challenge to physical or mental health.

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### **Test Prep Insight Scholarship**

**Website:** <https://testprepinsight.com/scholarship/>

**Description:** Applicants currently enrolled at or planning to attend 2-4 year university, community college or graduate program with a medically recognized physical or mental disability.

### **United Spinal Association**

**Website:** <https://askus-resource-center.unitedspinal.org/index.php?pg=kb.page&id=3014>

**Description:** List of scholarships available for people with disabilities.

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### **UCB Family Epilepsy Scholarship Program**

**Website:** <https://www.ucbepilepsyscholarship.com/>

**Description:** Multiple scholarships for people living with epilepsy, family members, and caregivers to help them fulfill their dreams.

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## *BLIND OR LOW VISION*

### **American Council of the Blind Scholarship Program**

**Website:** <https://www.acb.org/scholarships>

**Description:** Multiple scholarships for individuals entering freshman, undergraduate and graduate students, and those attending technical college. Applicants must be legally blind, maintain a 3.0 GPA (for most scholarships), be a full-time student, or be part-time student who works at least 32 hours per week, and are involved in their school and local community.

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### **American Council of the Blind Scholarship Program**

**Website:** <https://www.acb.org/scholarships>

**Description:** Multiple scholarships for individuals entering freshman, undergraduate and graduate students, and those attending technical college. Applicants must be legally blind, maintain a 3.0 GPA (for most scholarships), be a full-time student, or be part-time student who works at least 32 hours per week, and are involved in their school and local community.

---

### **American Foundation for the Blind**

**Website:** <https://www.afb.org/about-afb/awards/scholarships>

**Description:** A list of scholarships that contain scholarships for applicants that are legally blind, immediate relatives to someone that is legally blind, or have a visual impairment.

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### **Association of Blind Citizens Assistive Technology Fund**

**Website:** [https://www.blindcitizens.org/assistive\\_tech.htm](https://www.blindcitizens.org/assistive_tech.htm)

**Description:** The Association of Blind Citizens operates the Assistive Technology Fund. The Assistive Technology Fund (ATF) will provide funds to cover 50% of the retail price of adaptive devices or software. The ABC board of directors believes that this program will allow blind and visually impaired individuals access to technology products that will have a significant impact on improving employment opportunities, increase the level of independence and enhance their overall quality of life.

---

### **Blinded Veterans Association Scholarships**

**Website:** <https://bva.org/programs/scholarships/>

**Description:** Spouses, dependent children, and grandchildren of blinded veterans are eligible for the annual Katherine F. Gruber Scholarships and Thomas H. Miller Scholarships to assist with their higher education tuition.

---

### **Council of Citizens with Low Vision International Scholarship and Award**

**Website:** <https://cclvi.info/> (Scroll to 'More CCLVI Opportunities')

**Description:** The Freed Scheigert Scholarship Program presents three full-time college students who will receive \$3,000. Applicants must meet the visual acuity and academic guidelines.

The Dr. Sam Genesky Memorial Video Magnifier Award provides multiple video magnifiers of different brands and styles to students and adults demonstrating a need.

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### **Fred Scheigert Scholarship**

**Website:** <https://cclvi.info/scheigert/>

**Description:** Scholarships for full-time college students with low vision, chosen from among those who meet the visual acuity and academic guidelines.

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### **Lighthouse Guild Scholarships**

**Website:** <https://lighthouseguild.org/support-services/academic-and-career-services/scholarships/>

**Description:** Multiple scholarships for high school students who will be incoming college freshman or students who are undergraduate students. Applicants must provide proof of legal blindness.

---

### **National Federation of the Blind**

**Website:** <https://nfb.org/programs-services/scholarships-and-awards/scholarship-program>

**Description:** Multiple scholarships for legally blind students who are pursuing or planning to pursue a full-time, postsecondary course of study in a degree program at a United States institution of higher education. In addition, one scholarship may be given to a person employed full-time while attending school part-time.

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## *PHYSICAL DISABILITIES*

### **180 Medical Scholarship**

**Website:** <https://www.180medical.com/scholarships/>

**Description:** Scholarships for students that are accepted to a two-year, four-year, or graduate school program full-time in the fall of the year of application. Applicant must be under a physician's care for one of the following conditions: spinal cord injury, spina bifida, transverse myelitis, neurogenic bladder, ostomy.

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### **American Baby & Child (ABC) Law Centers Cerebral Palsy Scholarship**

**Website:** <https://www.abclawcenters.com/scholarships/cerebral-palsy-scholarship/>

**Description:** One scholarship per year in the amount of \$1,000 to a student who has cerebral palsy with a GPA of at least 3.0.

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### **Paralyzed Veterans of America Scholarship Program**

**Website:** <https://pva.org/find-support/scholarship-program/>

**Description:** Scholarships for both full-time and part-time students that are PVA members and their immediate family members.

---

### **United Brachial Plexus Network (UBPN) Scholarship**

**Website:** <https://ubpn.org/resources/educational-resources/ubpn-academic-scholarship>

**Description:** Intended for individuals with a brachial plexus injury entering college, attending a trade school, and/or attending career retraining. Two scholarships will be awarded annually to applicants with an obstetrical (birth-related) brachial plexus injury (OBPI) and two scholarships will be awarded annually to applicants with a traumatic brachial plexus injury (TBPI) provided there are applicants in both groups.

## *DEAF OR HARD OF HEARING*

### **Cochlear Scholarships**

**Website:** <https://www.cochlear.com/us/en/home/ongoing-care-and-support/connect-with-us/scholarships>

**Description:** A variety of scholarships for applicants who have received a Cochlear™ Nucleus®, Baha®, or Osia® implant.

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### **Louise Tumarkin Zazove Foundation Scholarship**

**Website:** <https://www.ltzfoundation.org/application-details>

**Description:** Applicants must have a “50 dB unaided hearing loss in both ears (or cochlear implant(s))”, or “a cochlear implant on an equal basis as those without an implant” with the plan of attending a college or university in the fall of the year of application.

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### **Sertoma Hard of Hearing or Deaf Scholarship**

**Website:** <https://www.sertoma.org/What-we-do/Scholarships>

**Description:** Applicants must have a “minimum 40 dB hearing loss, as evidenced on audiogram by SRT & PTA scores” with the plan of pursuing a bachelor’s degree on a full-time basis at a college or university.

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## *LEARNING AND ATTENTION DISABILITIES*

### **National Center for Learning Disabilities Allegra Ford-Thomas Scholarship**

**Website:** <https://ncld.org/scholarships-awards/allegra-ford-thomas-scholarship/>

**Description:** Scholarship is awarded over two years to a graduating high school senior with a documented learning disability who will enroll in a two-year community college, a vocational/technical training program, or a specialized program for students with disabilities in the fall.

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### **National Center for Learning Disabilities Anne Ford Scholarship**

**Website:** <https://ncld.org/scholarships-awards/anne-ford-scholarship/>

**Description:** Scholarship is awarded over four years to a graduating high school senior who will enroll in a full-time bachelor’s degree program in the fall. Applicants must have a documented learning disability (LD).

### **Joseph James Morelli Legacy Foundation Scholarship**

**Website:** <https://morelli.foundation/scholarship/>

**Description:** High school and college students with dyslexia or with a similar reading or language-based disability who will be attending an accredited undergraduate school, technical school, or community college in the United States, and who wish to pursue a career in science, technology, engineering, and math (STEM), may apply for awards in the amount of \$500-\$2,500.

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### **LD Resources Foundation Award**

**Website:** <https://www.ldrfa.org/award/>

**Description:** Apply for a Chromebook, laptop, or tablet as a college-bound student with Dyslexia, ADHD, or other learning disabilities who demonstrate a financial need.

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### **Learning Ally Marion Huber Learning Through Listening® (LTL®) Awards**

**Website:** <https://morelli.foundation/scholarship/>

**Description:** For Learning Ally members who are high school seniors with learning disabilities who plan to continue their education after graduation.

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### **Learning Ally Marion Huber Learning Through Listening® (LTL®) Awards**

**Website:** <https://morelli.foundation/scholarship/>

**Description:** For Learning Ally members who are high school seniors with learning disabilities who plan to continue their education after graduation.

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### **National Center for Learning Disabilities (NCLD) Scholarships and Awards**

**Website:** <https://www.nclد.org/scholarships-awards/>

**Description:** Several scholarships/awards for students with specific learning disabilities.

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## *PSYCHOLOGICAL AND MENTAL HEALTH DISABILITIES*

### **Baers Reintegration Scholarship**

**Website:** <https://www.reintegration.com/> (Select Application)

**Description:** Applicants with bipolar disorder, schizophrenia, or schizoaffective disorder, who are currently receiving medical treatment, and are working to attain a certificate or degree from an accredited institution are eligible to apply.

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### **The Jared Monroe Foundation Scholarship**

**Website:** <https://jaredmonroefoundation.org/scholarshipapplication/>

**Description:** To be eligible for this scholarship a student must have a diagnosis of bipolar disorder and currently receiving treatment. Applicants must be enrolled in an undergraduate or graduate program at a University/Junior College, have a cumulative GPA of 3.0 or higher, and complete additional materials.

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### **The JED Foundation (JED) Student Voice of Mental Health Awards**

**Website:** <https://jedfoundation.org/> Search 'scholarship' and select recent application

**Description:** Scholarships for a high school student and an undergraduate college student who are doing outstanding work to raise awareness for mental health issues, reduce prejudice around mental illness, and encourage help-seeking among their peers.

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## *MEDICAL AND CHRONIC HEALTH RELATED DISABILITIES*

### **AbbVie Cystic Fibrosis (CF) Scholarship Program**

**Website:** <https://www.abbviecfcommitment.com/cfscholarship>

**Description:** Applicants have Cystic Fibrosis and demonstrate academic excellence, community involvement, creativity, and the ability to serve as a positive role model for the CF community.

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### **Boomer Esiason Foundation Academic Scholarship**

**Website:** <https://www.esiason.org/assistance/scholarships/bef-academic-scholarship/>

**Description:** Twenty scholarships of \$10,000 to assist Cystic Fibrosis patients pursuing undergraduate and



graduate degrees.

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### **Beth Carew Memorial Scholarship Program**

**Website:** <https://colkeen.org/beth-carew-new/>

**Description:** Annual educational scholarship for young people and adults with bleeding disorders to assist them in obtaining a higher education at a two-year or four-year accredited undergraduate institution.

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### **Beyond the Cure Ambassador Scholarship Program**

**Website:** <https://thenccs.org/scholarship/>

**Description:** Fifty-eight scholarships are awarded each academic year to help childhood cancer survivors achieve their academic and professional goals.

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### **Beyond Scholars**

**Website:** <https://beyondtype1.org/beyond-scholars/>

**Description:** This scholarship program is specifically for those within the diabetes community. Scholarships are up to \$5,000 for students living with diabetes as they pursue their educational dreams.

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### **Bleeding Disorders of the Heartland Scholarship**

**Website:** <https://bdheartland.org/scholarship/>

**Description:** Applicant must be a high school graduate that resides in the BDH service area (State of Iowa or if outside the State of Iowa, must seek care at the UIHC Treatment Center) unless prior arrangements are made. They must also be enrolled in a degree-seeking program at an accredited college, university, or trade school in the United States for a minimum of 6 credit hours. Applicant must have a diagnosed bleeding disorder or be an immediate family member of someone that has a diagnosed bleeding disorder.

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### **The Diabetes Link Scholarships**

**Website:** <https://thediabeteslink.org/find-answers/search-scholarships/>

**Description:** A variety of scholarships that are national, and regional, as well as other scholarships that are based upon academic interest or sports-related for students with diabetes.

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### **The Elaine Chapin Fund**

**Website:** <https://elainememorial.com/index.html>

**Description:** Named in honor of Elaine Chapin, this scholarship will provide fund to support the post-secondary education of students impacted by multiple sclerosis, either directly or as a family member. Scholarship recipients will be residents of the Saint Louis, Missouri region.

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### Elizabeth Nash Foundation Scholarship

**Website:** <https://www.elizabethnashfoundation.org/scholarships.html>

**Description:** Awards scholarships to assist persons with cystic fibrosis to pursue undergraduate and graduate degrees.

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### George D. McCoy Education Scholarship

**Website:** <https://www.hemophiliafed.org/scholarships/hfa-eric-delson-memorial-scholarship/>

**Description:** Through the Bleeding Disorders Foundation of North Carolina, applicants diagnosed with severe hemophilia A are encouraged to apply. There is a list of additional scholarships as well for people with bleeding disorders, their families, and caregivers.

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### Dr. Gunnar B. Stickler Scholarship

**Website:** <https://stickler.org/college-sip-scholarship/>

**Description:** The scholarship application will be available to graduating students diagnosed with Stickler Syndrome of any American high school who plan to apply for admission to any accredited public or private community, junior, or four-year college or university or vocational-technical school.

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### Hemophilia Federation of America (HFA) Scholarships

**Website:** <https://www.hemophiliafed.org/scholarships/>

**Description:** Multiple scholarships for bleeding disorders patients and their families seeking a post-secondary education.

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### Hydrocephalus Association Scholarships

**Website:** <https://www.hydroassoc.org/scholarship/>

**Description:** Multiple scholarships for students diagnosed with hydrocephalus and are seeking a degree in higher education.

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### Living with Cystic Fibrosis Scholarship

**Website:** <https://thebonnellfoundation.org/scholarships/>

**Description:** Presented through the Bonnell Foundation, students with Cystic Fibrosis that are enrolled at an undergraduate university, trade school, or community college are encouraged to apply.

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### **Mesothelioma.com Scholarship**

**Website:** <https://www.mesothelioma.com/scholarship/>

**Description:** This scholarship is awarded annually to one student whose life has been impacted by cancer.

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### **Multiple Sclerosis Foundation Grants**

**Website:** <https://msfocus.org/Get-Help.aspx>

**Description:** Multiple grants to assist those diagnosed with Multiple Sclerosis.

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### **The Nate Slack Scholarship**

**Website:** <https://hfhealthcare.com/scholarship>

**Description:** Presented by HF healthcare, this scholarship is for applicants diagnosed with hemophilia A/B or von Willebrand disease, or who are related to someone who is impacted (sibling, parent/guardian).

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### **NCCF Survivor Scholarship Program**

**Website:** <https://collegiatecancer.org/scholarships/>

**Description:** Applicant must be a cancer survivor or current patient who is attending, or planning to attend, an accredited college, university or vocational institution in pursuit of an associate, bachelor, master's, doctorate, or certificate.

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### **Optum Infusion Pharmacy/Bleeding Disorders Foundation of North Carolina Education Scholarships**

**Website:** <https://bleedingdisordersnc.org/resources/educational-scholarships/>

**Description:** Persons affected by bleeding disorder, including anyone who: has been diagnosed with a bleeding disorder; is a caregiver of a child/adult affected by a bleeding disorder; has a sibling/parent in the same household affected by a bleeding disorder.

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### **William N. Drohan Scholarship**

**Website:** <https://www.hemob.org/dr-william-n-drohan-scholarship-fund>

**Description:** Apply for one of the four scholarships awarded to students with hemophilia B and their siblings.

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## *AUTISM SPECTRUM DISORDERS*

### **Autism Society Iowa Scholarship**

**Website:** <https://autismia.com/scholarships/>

**Description:** A variety of scholarships for students with an Autism diagnosis depending on field of study, type of school, etc.

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### **KFM Making a Difference Scholarship**

**Website:** <https://kfmmakingadifference.org/scholarship-programs-for-adults-with-autism/>

**Description:** High school students or current college students with autism attending a post-secondary program may apply for the \$500 award.

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### **Organization for Autism Research Scholarships**

**Website:** <https://researchautism.org/self-advocates/postsecondary-scholarships/>

**Description:** Applicants with an established autism diagnosis may apply for one of the several scholarships. All scholarships are applicable for a two- or four-year university.

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## QUICK REFERENCE PHONE DIRECTORY

Angie Mickelson, Director of Accessibility Services	319-208-5167
Katelyn Nack, Accessibility Services Specialist	319-208-5177
Admission, Testing and Accessibility Center	319-208-5155 (West Burlington)
Testing and Accessibility	319-313-1943 (Keokuk)
Dave Haden, Dean of Students	319-208-5101
Michelle Allmendinger, Vice President of Student Services	319-208-5049
Dr. Michael L. Ash, President of Southeastern Community College	319-208-5050
U.S. Department of Education, Office of Civil Rights	800-421-3481
Chicago Branch which serves the State of Iowa	312-730-1560

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**Iowa State University**, Ames, Iowa  
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**South Puget Sound Community College**, Olympia, Washington  
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**The Iowa Legislature**  
**Jane Jarrow, the Founder and President of Disability Compliance in Career and Online Learning (DCCOL), and of Disability Access Information and Support (DAIS).**

# HANDBOOK VERIFICATION FORM

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The Southeastern Community College Accessibility Services Student Handbook was reviewed with me by a member of the Accessibility Services Office staff and this certifies that I have also received a copy of the Southeastern Community College Accessibility Services Student Handbook for my records.

I understand that I am entitled to equal access to programs, courses, and services while I am a student at Southeastern Community College. *I also understand that it is my responsibility to notify Southeastern Community College when accommodations are not satisfactory or are not effective.* The Disabilities Services Office is responsible for notifying me of changes in policies and procedures relating to the provision of services for students with disabilities.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DSO Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Angie Mickelson, Director of Accessibility Services  
Katelyn Nack, Accessibility Services Specialist

# ACCOMMODATION GLOSSARY

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## **ADA ACADEMIC ACCOMMODATIONS:**

- Academic accommodations
- Testing accommodations

ANXIETY DISORDERS ARE protected under the Americans with Disabilities Act of 1990 and may make you eligible for accommodations to help compensate for symptoms of anxiety. Your first step is to visit the disability service office of your college. Each school has different requirements for documentation. Make sure you understand what information you need and provide the school with all paperwork. You will also need to request specific accommodations and explain why these accommodations are necessary. The following are some examples of accommodations which have been found helpful for students with anxiety.

## **ACADEMIC ACCOMMODATIONS:**

Students and instructors are encouraged to review the list of common accommodation descriptions. SDS is dedicated to helping students find and implement reasonable academic accommodations. The accommodation process involves input from both the student and the instructor. To determine appropriate accommodations SDS engages in an individualized inquiry that balances the needs of the student and the academic objectives of the course or program. Instructors are not required to provide accommodations until the student has presented a Letter of Accommodation (LOA).

## **ABSENCE CONSIDERATION:**

The student is eligible for absence consideration. The student has requested accommodations from CASS and the student must discuss this accommodation with the faculty before the absence(s) that fall under this accommodation occur. The student is responsible for making arrangements with the professor for completion of all course requirements in a timely manner. The professor may require the student to make up the time and this should be addressed with the student. If an acute situation, like hospitalization occurs, the communication with the faculty can occur after the fact. Best practice is as soon as possible.

Note: Students with the absence consideration accommodation are eligible for an additional three days above the norm.

## **ACCESSIBLE AND ADAPTIVE FURNITURE:**

Some students require specialized furniture such as tables, chairs, and adjustable height desks that respond to their ergonomic needs and provide equal access. Furniture requests are made when the student's course registration has been completed. CASS orders the furniture from the Facilities Services warehouse and the furniture is placed in the classroom. These items are available only for use by the designated student and should never be removed from the classroom.



## **ADDITIONAL TIME:**

Students may receive additional time for test taking.

## **ALLOW AUDIO RECORDING OF CLASS:**

Student may audio record lectures and discussions.

## **ALLOW SHORT BREAKS DURING CLASS OR EXAMS:**

The student may require a short break during class or exams. The nature of the break will depend on the individual student's needs.

## **ALTERNATIVE HOMEWORK OPTIONS:**

Having alternate work, such as reports, papers or projects for students with a high level of anxiety gives them another option if test taking triggers their anxiety too much.

## **ALTERNATIVES FOR IN-CLASS PRESENTATIONS:**

Students should be provided alternative assignments to making in-class presentations unless such presentations are part of the goals or learning outcomes for the course.

## **AMERICAN SIGN LANGUAGE (ASL) INTERPRETER:**

Academic accommodations are available for students who are Deaf or Hard of Hearing (Deaf/HOH) or have limited hearing. American Sign Language (ASL), may be provided to facilitate communication in the classroom. ASL enables the professor's message to be conveyed to the student to improve comprehension. ASL is provided as a separate language from English or Spanish. Interpretations of everything that is said in the classroom are delivered for the benefit of both the deaf student and for those who can hear. The interpreters are a neutral party and do not interject personal opinions regarding the class lectures. Allow the interpreter time to convey the message to the student as well as receive messages from the student that need interpreted to the professor. Professors should allow time for the interpretation process before expecting a student to answer a question. As a reminder, always speak directly to the student, not to the interpreter.

## **ASSISTANT ANIMAL:**

An animal that is necessary to respond to a person with a disability, as a reasonable accommodation in campus housing. This accommodation is provided when there is an identifiable relationship or nexus between the person's disability and the assistance the animal provides, and on the condition the animal does not pose a direct threat to the health and safety of others. An assistance animal can be any species (cat, dog, bird, etc.), trained or untrained, but has a documented bond as determined by an appropriate treatment provider.

## **ASSISTIVE LISTENING DEVICE (ALD):**

An ALD is provided to students with a moderate to severe hearing loss and is used to amplify and access spoken information in lectures and other academic forums. CASS provides this device to the student for the duration of the semester. A financial hold is placed on a student's records if the ALD is not returned to CASS at the end of the semester. If the ALD is not returned, or is damaged, the student must pay the cost of replacement or repair.

## **ASSISTIVE NOTETAKING DEVICE (AND):**

When students have limited use of their hands, vision, or have other mobility limitations, special items can be used to facilitate note taking during seminars and lectures. Such devices can include recording devices, laptop computers and "smart pens" that can upload lectures to a computer.

## **ASSISTIVE TECHNOLOGY:**

Many students already have technology on their own computers that allow them to achieve their accommodations or can download them for free from the ITS website.

- Use of computer software to read exam text (Read&Write Gold [.\(https://its.uiowa.edu/rwgold\)](https://its.uiowa.edu/rwgold))
- Use of computer software to enlarge text (Assistive Technology)
- Use of CCTV /magnifier for exams
- Use of computer software to record answers (voice recognition)
- Use of computer to record exam answers.

## **AVOID TRAUMATIC TRIGGERS:**

Providing alternate ideas for projects if the current assignment will trigger memories of previous traumas.

## **BEVERAGES IN CLASS:**

Permission may be granted to have beverages in class and computer labs even if this is not usually permitted. This is particularly important for students who take medications at set times.

## **BOOKS ON CD:**

Students with many types of disabilities are eligible for this service. Students must request audio books at least one month before the start of the semester. (Also, see Materials in Alternative Format).

## **BRILLE EMBOSSE:**

This device transcribes digital text documents into Braille for students who are blind or have limited vision.

## **CALCULATOR:**

This accommodation is provided for students with a math disability.

### **CAPTIONING:**

The most effective means of providing equal access to videos, webinars, movie clips, DVDs, and films (whether shown in class or assigned outside of class, at a University event, or used to promote the University) is through the use of products with open or closed-captioning, which is preferred, or subtitles. In accordance with federal law, it is the responsibility of all.

### **CLASS NOTES:**

The goal of the Class Notes accommodation is to ensure that students with qualifying conditions have notes comparable to what they would take if their disability did not interfere with note-taking.

### **CLOSE PROXIMITY TO CLASSES:**

Students with mobility issues who require short distances between classes are eligible for this accommodation.

### **CLOSED CIRCUIT TV (CCTV):**

For students with limited vision. A CCTV magnifies written or printed materials.

### **COMFORT ZONE:**

Identifying safe, quiet areas to give students a place to calm down during times of high anxiety.

### **COURSE SUBSTITUTION:**

A student may be eligible for this accommodation if they have a physical or mental disability that affects their ability to participate in or complete a course successfully, such as for a language requirement. To proceed, the student must request a course substitution from CASS. CASS will review the student's documentation of disability and their academic history. CASS will submit a request to the appropriate academic Dean who will then determine if the substitution request is reasonable and does not compromise essential elements of the degree, program or activity. A Foreign Language substitution is used when a student's specific disability would prevent them from successfully learning and completing foreign language education requirements. It replaces a foreign language course requirement with an alternative course. Such requests must have approval from the Department of Languages and Linguistics, in the College of Liberal Arts. Math substitutions must be approved by the Developmental Math Department in the Provost's office.

### **E-TEXT FOR REQUIRED TEXTBOOKS:**

Accommodations are available for students who require alternative media formats such as enlarged text or OCR-compliant PDF documents for required textbooks.

### **EXAM LOCATION:**

Taking exams in a separate, quiet area can help reduce test anxiety.

### **EXAM TIME:**

Requesting extended time for taking exams is completely acceptable for students with anxiety disorders. The additional time helps ease the stress and panic that is heightened with an anxiety disorder.

### **EXAMINATIONS OVER MULTIPLE SITTINGS:**

When a student cannot sit or concentrate over a prolonged period of time, examinations are divided into multiple sittings. This is done to ensure the student will not have to sit for more than two hours at a time. Other periods of time can be addressed as needed. Rest breaks do not apply to the extended time accommodation.

### **EXTENDED TIME FOR EXAMS AND QUIZZES:**

Students will be provided extended time for all exams and quizzes. Students can receive time-and-a-half (1 ½ X) or double-time (2x) based on the course's defined exam time. Double-time is usually the maximum time allowed, but other periods of time may be addressed if needed.

### **EXTENDED TIME FOR COURSEWORK:**

The student is eligible for the accommodation of extended time on coursework or assignments. A student will receive three additional days to complete assignments. The student must work with the professor for completion guidelines and the dates assignments will be due.

### **FORMATTING:**

Instructors should speak with the student regarding these accommodations and possibly alter the format of the exam to help accommodate the student.

- Alternative format for exams. Braille/Enlarge Word/PDF
- Scribe for scantron
- Examinations over multiple sittings
- Scribe for essay exams

### **FREQUENT BREAKS:**

Students with high anxiety levels or situations that require the use of snacks, restroom facilities, or changes in seating due to back problems are eligible for this accommodation.

Students are encouraged to discuss the anticipated duration of the breaks with the professor in advance.

### **GRAMMAR / SPELLING:**

Students who receive this accommodation have a disability that may affect their ability to produce in-class writing assignments that are correct in terms of grammar and/or spelling. Professors are asked not to

subtract points for this restricted ability unless it is a fundamental component of the class to produce error-free writing samples on demand.

### **INTERPRETING:**

For students who are deaf or have limited hearing, American Sign Language (ASL), may be provided to facilitate communication in the classroom. ASL enables the professor's message to be conveyed to the student to improve comprehension. ASL is provided as a separate language from English or Spanish. Interpretations of everything that is said in the classroom are delivered for the benefit of both the deaf student and for those who can hear. The interpreters are a neutral party and do not interject personal opinions regarding the class lectures. Allow the interpreter time to convey the message to the student as well as receive messages from the student that need interpreted to the professor. Professors should allow time for the interpretation process before expecting a student to answer a question. As a reminder, always speak directly to the student, not to the interpreter.

### **LAPTOP, COMPUTER, iPADS, OR OTHER SIMILAR DEVICES:**

Students may use a laptop computer, iPad, or other similar device to record class lectures; take notes and research class assignments. The students are responsible for supplying their own device.

### **LARGE PRINT:**

Some students have limited vision and need an enlarged font size on all handouts and articles. Course materials should always be printed with 12-point or larger font whenever possible. Students who require large print typically need the document saved in 18- or 24-point font. Documents can be enlarged on a printer by using legal rather than letter size paper. If the department cannot make the enlargements, CASS should be consulted. To ensure maximum contrast, black or dark blue ink on a white background is ideal. Use of sans serif type fonts such as Times New Roman, Arial or Calibri are easier for reading by both screen reading software and by the person reading the printed hard copy. To minimize the time spent enlarging the print size of course materials, the professor is asked to create all handouts using Microsoft Word.

### **LIFTING RESTRICTIONS:**

Students with a variety of back and physical disabilities will not be able to lift the weight expected of other students in the program. This includes Nursing or Kinesiology majors, as well as students in other majors that include practicums, internships and clinical rotations. The maximum weight a student can lift will be indicated on their letter of accommodation, based on health care professional input and guidelines, if available. In all cases, the student should be able to ask for assistance as a reasonable accommodation.

### **LIGHTING:**

This accommodation is provided by using incandescent bulbs in the classroom. Changing the amount of lighting in the classroom setting by the brightening or dimming of lights will help the student who needs the accommodation. Some lighting should be kept on at all times. This accommodation can be discussed with the student on an individual basis.

## **MAGNIFIER:**

Students with limited vision are eligible for this accommodation. A magnifier enlarges text for ease of reading. The student must provide his or her own device. Magnifiers can be lighted or unlighted depending on the needs of the student.

## **MEMORY AID:**

A memory aid is a testing accommodation that is used to support students who have documented challenges with memory. A memory aid is a tool to stimulate recall of information that the student has studied but may have difficulty recalling due to processing deficits with memory. This accommodation is not meant to provide answers to the exam. The student is responsible for discussing this accommodation and creating the aid. The instructor determines whether the information used is acceptable and if so, approves it prior to the exam.

## **MUSIC DURING EXAMS:**

Students eligible for the accommodation of music during exams can listen to music while testing. Students cannot bring in personal devices. If the student has a personal device they wish to play music through such as a cell phone, the device stay with the proctor while streamed through Bluetooth ear buds or a Bluetooth speaker. The student will have the opportunity to choose from the different type of genre. If the student must take an on line exam, they will be monitored by video.

## **NOTE TAKER:**

A note taker for lecture-type courses is a classmate who volunteers to provide a copy of lecture notes and is compensated at the rate of \$100.00 per class, per semester. This allowance is prorated for each class session missed. It is the student's responsibility to attend class regularly. The note taker and professor are not obligated to provide notes from a lecture in which the student did not attend class. Absences exceeding three may result in note taking services being suspended until the student meets with CASS staff. In order to preserve anonymity, the student must request a note taker from the professor so the professor can make an announcement in class. The student must notify CASS and the note taker immediately if notes are not provided at end of the class period, or if the notes are unclear or difficult to read.

## **PERSONAL RECORDING DEVICE:**

The student may use a tape recorder or digital audio recording device to record class lectures. The students are responsible for supplying their own tape/digital recorder. It is expected that sensitive materials covered in class such as confidential information will not be recorded.

## **PREFERENTIAL SEATING:**

Students with a variety of disabilities are eligible for this accommodation. The student is entitled to sit in the front, the back, or near an exit or door of the classroom. This helps to reduce audio and visual distractions.

## **PRIORITY REGISTRATION:**

All students who have completed their SDS intake will qualify for priority course registration.

## **PROFESSOR LECTURE NOTES:**

This accommodation may include the provision of a copy of professor's notes and/or PowerPoint presentations. Requests can include giving the documents to the student in advance.

## **READ, WRITE TEXT HELP:**

Read, Write, text Help is a literacy support tool that offers help with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work.

## **REDUCED COURSE LOAD:**

An accommodation used in rare circumstances for students with certain functional limitations who may meet the qualification requirements. This accommodation allows students to enroll in less than the usual required minimum number of credit hours per semester although they are considered to be a full-time student for purposes of employment, student accounts and possibly financial aid (depending on the kind of financial aid being used). It should be noted that the use of this accommodation may result in reduced or prorated financial aid, and that the receipt of future financial aid and/or Veterans Administration educational benefits may be impacted. Students should contact the requisite offices and/or advisors in advance in order to determine if a reduced course load will affect their institutional privileges, rights or benefits.

Students authorized for a reduced course load must be registered for a minimum of six (6) credit hours. Approval of a Reduced Course Load with Full-Time Status (RUFT) is not a permanent status, but must be requested and re-evaluated each semester to determine the impact of the student's disability in relation to the demands of their course schedule. If the student drops below the approved number of hours for RUFT, the full-time status will no longer remain in effect.

If a request for this accommodation is made after the semester begins, students must also follow University procedures to receive approval to drop the extra course(s). University deadlines cannot be altered. If approved, the student's accommodation letter will be forwarded to the departments that monitor the student's full-time status. These may include the Office of Student Financial Aid (OSFA), the Military Student Success Center (MSSC), the Office of International Programs (OIPJ), and/or the Office of Student Business Services (SBS).

Documentation submitted by the student to CASS should clearly explain how the disability prevents the student from participating in the standard number of hours required to maintain full-time status. When the academic impact of the disability is not dear, the student may be required to attempt a full-time course load with appropriate ADA accommodations. Students should consult with their academic advisor as to how to schedule their classes to lessen the impact of their disability. Scheduling classes in this way may be preferable to a Reduced Course Load.

## **REDUCED DISTRACTION ENVIRONMENT FOR EXAMS AND QUIZZES:**

A distraction reduced testing environment is a setting outside the usual classroom that limits interruptions and other environmental influence.

## **REFORMATTING OF TESTS:**

Different formats can be used depending on how your anxiety impacts you. For example, those with test anxiety, tests can be divided up into segments and taken over several days, using essay tests rather than multiple choice (or vice versa) or giving test orally can help students with anxiety focus on demonstrating their knowledge rather than their nervousness at taking the test.

## **SCRATCH PAPER:**

This accommodation allows students to use additional sheets of paper during tests in order to have a larger working space for problem solving.

## **SCREEN READER:**

Students with limited vision are eligible for this accommodation. Software such as JAWS, Read Write, or Window Eyes reads text out loud in an audio or narrative format.

## **SCREEN ENLARGER:**

Students with limited vision are eligible for this accommodation. Screen enlarging software, for example Zoom Text, magnifies text and graphics on computer screens. These programs may also audibly narrate textual information displayed on the computer screen.

## **SCRIBE FOR ESSAY EXAMS:**

Student will need to dictate the answers for short answer and essay questions.

## **SCRIBE FOR SCANTRON**

Student allowed to answer exams using alternative to scantron forms.

## **SEAT LOCATION:**

Being able to choose seating which makes you feel most comfortable, for example, some students with anxiety feel most comfortable sitting near an exit where they can easily escape from the classroom if they have an anxiety attack.



## **SERVICE ANIMAL:**

A service animal is a dog of any size or breed that is highly trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. Under certain circumstances, miniature horses may also be trained as a service animal and permitted within University buildings. Otherwise, other species of animals, whether trained or untrained, are not recognized as service animals under federal and state law and University policy. Students with service animals should feel that their trained dog is welcome throughout the campus.

## **SPECIAL ALLOWANCES:**

Procedures or allowances for making up missed work. Students with anxiety may miss class time because of panic attacks. In these instances, professors can allow extra time to complete assignments or make up work completed during class.

## **STANDING DURING CLASS TIME:**

Some students have health issues that prevent them from sitting for long periods during lectures, seminars and other activities. Students with this accommodation should be allowed to stand during class either in the back or to the side of the classroom. Where they stand should not block the view of others. If needed, special tables that are taller than other desks or work surfaces in the room will be provided for the student.

## **TACTILE IMAGES OF GRAPHS, ETC. (SWELL FORM):**

Students with limited vision are eligible for this accommodation. This type of software creates a tactile image of graphs, charts, or diagrams from the original two-dimensional image.

## **TALKING CALCULATOR (BASIC AND SCIENTIFIC):**

Provides auditory feedback to persons with limited vision or blindness of basic math calculations entered into calculator.

## **TECHNOLOGY ASSISTANCE:**

Allowing tape recorders in class or lectures. Taking notes can be stressful, for example, those with generalized anxiety disorder may worry so much about getting the notes right, they miss important details in a lecture. Using a tape recorder can help alleviate stress and allow the student to listen and participate more fully in class.

## **TESTING ENVIRONMENT:**

Students are taking online quizzes/exams in their own environments so they can choose their location and manage distractions themselves.

- Reduced Distraction Environment

- Allow short breaks during class or exams.
- Please along wall on in a corner of reduced distraction room
- Adaptive lighting for exams
- Adaptive furniture for exams
- Ability to vocalize during exams

### **TIMING:**

Instructors should adjust the test duration according to the student's accommodations and be flexible with the time of day.

- Extended time (any amount)
- No evening exams
- No morning exams
- AM exams only
- No pop quizzes
- Take in-class quizzes beforehand

### **USE OF CALCULATOR:**

In some cases, students with very Specific Learning Disabilities in math (Dyscalculia) may be approved to use a basic 4 function calculator in class and on exams. Instructors can determine if this fundamentally alters course objectives.

### **USE OF COMPUTER OR OTHER ADAPTIVE EQUIPMENT FOR EXAMS:**

A computer may be needed to:

Type instead of hand-write answers or use a screen-reader program such as Read & Write GOLD.

### **WEB ACCESS:**

Email or web access to class notes. Some professors will post class notes online, allowing students to access the notes before or after class.

# UNREASONABLE ACCOMMODATIONS

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1. I don't need an alarm clock, SCC will call and wake me up each morning.
2. Parents are required to be present when I register and enroll with SCC.
3. I do not need to ask for updates testing in high school because SCC will test me for free
4. Accommodations are only available at some institutions.
5. Admissions/graduation requirements do not apply to me due to my disability
6. SCC will Continue to increase my accommodation until I can pass the class.
7. I qualify for Social Security, meaning I qualify for Accessibly Services at SCC
8. SCC has to pay tuition fees and help with the cost of books for students with disabilities.
9. SCC will help me with all transportation needs
10. SCC will provide course modification that my high school authorized on my 504 plan and IEP
11. Once I enroll, all my accommodations will be taken care of
12. Whatever accommodation I want will be provided
13. Any absences will be excused at SCC
14. If after starting a class I request accommodations, I can retake and redo any assignments, homework or tests
15. SCC will be breaking the law by not providing me with one on one tutoring
16. I see other students with disabilities in my class have a cushion chair, so I should get that too
17. The college will provide a nurse to help me with prescription or personal needs
18. Instructors will provide me with nonverbal cues when I am testing
19. Instructors will let me to test ahead of time, then grade it and allow me to take it again with the rest of the class
20. Instructors will provide me with notes, outlines, study guides, and practice tests at my request
21. Parents can arrange to have weekly progress reports like they did in high school
22. SCC will break the law by not providing me with extras that I added to my IEP
23. My self-concept is low so SCC will arrange for me to succeed however I want
24. As long as I attend class and complete homework, I will pass
25. Since I have provided another institution with documentation about my disability all I need to do is bring my accommodation list to SCC
26. SCC will create an independent study program for me and I can design it myself
27. SCC will provide the exact same accommodations for all my classes
28. My doctor can write my diagnosis on a prescription pad and SCC will accept it
29. I can take fewer and shorter tests, I just have to ask the Accessibly staff to set it up for me
30. SCC will pay for tutoring for whatever tutor I find
31. I do not need to talk with Accessibly staff because my parents will come along and arrange things for me
32. If I need additional testing to verify my disability, SCC will provide it
33. In high school my tests were open book and open notes, SCC will do the same thing for me
34. "Coaching" is a mandated service SCC must provide to students with disabilities
35. SCC will provide 'coaching' to students with ADD