

FACULTY/STAFF GUIDE FOR ACCOMMODATIONS SERVICES

2019-2020

Iowa Central Community College

TABLE OF CONTENTS

Contents

Forward	1
Introduction and Overview of Services	2
Legal Foundations	3
Faculty Rights and Responsibilities	5
Student Rights and Responsibilities	7
Service and Assistance Animals	8
Frequently Asked Questions	9
Types of Disabilities	12
Glossary of Disability Related Terms	19

FORWARD

Iowa Central Community College is proud of its increasingly diverse community of students. In addition to students from 41 states and 30 countries, it also includes students with disabilities. Nationally, more students with disabilities are pursuing a college education than ever before. This trend is reflected at Iowa Central where the number of students seeking accommodation services increases annually.

This guide is intended as a resource for faculty in working with accommodated students. In this guide, faculty will find information about various types of disabilities, characteristics of students with those disabilities, and faculty and student responsibilities.

Effective communication and collaboration are essential to our students' academic success here at Iowa Central Community College. The Iowa Central Accommodations office looks forward to working with you and the students enrolled in your courses and programs. Without your support, the creation of an environment that welcomes diversity would be impossible. By working collaboratively, we strengthen the services we provide to students.

INTRODUCTION AND OVERVIEW OF SERVICES

It is the responsibility of Iowa Central Community College to accommodate students with disabilities. The Accommodations Office works with each student individually to determine and implement reasonable accommodations based on documentation and a personal intake session. Educational and accommodation history will be reviewed at this session along with evidence to show that the student has a disability. Evidence and/or documentation must support the need for accommodations and/or services. The Accommodations Coordinator encourages students to maintain regular contact with our office. This contact provides the opportunity for the Accommodations staff to guide students and to work with them proactively to resolve problems that may arise. Our purpose is to remove barriers for students with disabilities to ensure equal access to educational opportunities.

The Accommodations Office serves as a resource for faculty and staff to work with students with disabilities. We are here to answer questions, consult, and to provide information and services for accommodating students.

The role of the Accommodations Coordinator is the following:

- Assessing, monitoring, and evaluating the needs of the students and developing appropriate initiatives to meet a student's needs.
- Ensuring compliance with federal and state laws and regulations with regards to students with disabilities
- Promoting self-advocacy, independence and skill development
- Maintaining confidentiality of student information
- Facilitating communication between students, faculty and staff

LEGAL FOUNDATIONS

It is important to note that there are two federal laws which prohibit discrimination against individuals with disabilities. The Americans with Disabilities Act (ADA) of 1999, along with the Amendments Act of 2008, prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation and telecommunications. Section 504 of the Federal Rehabilitation Act states, “[n]o otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to , or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal assistance”...

An individual with a disability is defined by the ADA as “...a person who has a physical or mental impairment that limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.” The term “qualified” in post-secondary education means that the student meets the academic and technical standards required for participation in the class, program, or activity but has a physical and/or mental impairment that limits one or more major life activity, including, but not limited to, caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing and working. Major life activities may also include school related tasks such as learning, reading, concentrating, thinking, and communicating.

All students with disabilities must have equal access and equal opportunity to participate in all aspects of higher education. Postsecondary schools are required to provide auxiliary aids and services to ensure that no individual is excluded or treated differently.

The Family Education Rights and Privacy Act (FERPA) gives students the right to confidentiality. The Accommodations Office will not discuss a specific student’s circumstances or record with anyone (including parents or guardians) without that student’s express permission.

LEGAL FOUNDATIONS

Following is a summary of the requirements of current law and what law does not require.

What a college or university MAY NOT do:

- Limit the number of qualified students that have a disability.
- Make pre-admission inquiries as to whether an applicant has a disability.
- Exclude a qualified student with a disability from any course of study.
- Discriminate against a student's eligibility for scholarships on the basis of a disability or provide less financial aid to students with disabilities than is provided to other students.
- Counsel students with a disability into more restrictive career paths.
- Evaluate student achievement using methods that discriminate against a student's actual achievement.
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

What the Law requires:

- Students must be evaluated on ability, not disability.
- Accommodations must be provided when students have educational limitations that affect the ability to acquire information or to demonstrate knowledge of the course material in a standard way.
- Equal access to instruction, services, activities, and facilities of the college.
- Student's right to privacy.
- Equal, not preferential treatment.

What the Law does NOT require:

- The law does not require changing standards of grading policies because a student has a disability.
- The law does not require providing accommodations to a student who has not provided documentation relevant to his/her disability or accommodation needs.
- The law does not require providing personal devices such as hearing aids, wheelchairs, or glasses.
- The law does not require providing accommodations that would fundamentally alter the nature of the program, class or course or that would substantially modify academic program standards.

FACULTY RIGHTS AND RESPONSIBILITIES

Faculty Rights:

- Are not required to directly provide the accommodation but must allow the identified reasonable accommodation.
- Deny a request for an accommodation if the student has not been approved for such accommodation.
- Check on the validity of a student's accommodated services.
- Consult with the Accommodations Office about appropriate academic accommodations.
- Insist that quizzes/exams that are administered outside the classroom be done so in a secure manner.
- Maintain academic standards of the course.
- Receive verification of a documented disability in the form of an accommodation letter produced by the Accommodations Office.
- Be treated respectfully by all students.
- Refuse, especially after collaboration with the Accommodations Coordinator, a request for an unreasonable accommodation, adjustment, or auxiliary aid or service that imposes a fundamental alteration of a program or activity.
- Expect the student to initiate accommodation requests.

Faculty Responsibilities:

- Include the following statement in each course syllabus:
If you have a request for an accommodation based on the impact of a disability, it is Iowa Central's policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The Office for Accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to www.iowacentral.edu/accommodations.
- Send all exams/quizzes to the testing center with the accommodated test cover sheet. Include any pertinent information regarding the specific exam.
- Upon request, provide lecture notes, PowerPoints or other note taking aids.
- Make yourself available to students to discuss accommodations and clarify information.
- Maintain student's right to privacy and confidentiality.
- Submit book orders in a timely manner to allow time for books to be put in electronic format.
- Allow adjustments to desks, tables or chairs or specific seating, if a preference in a classroom would allow a student to better utilize his/her accommodations.

FACULTY RIGHTS AND RESPONSIBILITIES

- Evaluate students on their abilities, not their disabilities.
- Are not allowed to ask a student if he/she has a learning disability, even if the student is experiencing difficulty in class. You may refer students to the Accommodations Office, if you suspect a student has a learning disability.
- Are not allowed to set a limit for the number of accommodations provided during semester OR the number of students with disabilities in a classroom.
- Understand the policies and law regarding students with disabilities.
- Apply the same grading criteria to students with disabilities as those without (e.g., a student's extra time should not be taken into consideration when grading).
- Implement best practices in teaching to reach a diversity of learners.
- Are not allowed to refuse a request for an academic accommodation.
- Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.)
- Hold all students to same essential course requirement and grading standards.
- Utilize only media products with open or closed captioning, and/or provide an alternate format such as a script or written transcript.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights:

- Equal access to academic content and educational opportunities.
- File a formal or informal complaint if discrimination is occurring.
- All records and documentation maintained by the Accommodations Office are confidential and protected from disclosure unless so desired by the student.
- Request by students for accommodations is voluntary. Not all students with disabilities want or require accommodations.
- As determined on an individual basis, reasonable and appropriate accommodations.
- Receive all documentation from the Accommodations Office in a timely manner.
- Stop using an accommodation at some point in the semester.
- Request additional accommodation at some point during the semester, if the need arises.
- Appeal decisions regarding accommodations and auxiliary aids.

Student Responsibilities:

- Identify himself/herself in a timely manner as a student in need of accommodations.
- Meet with the Accommodations Coordinator at least once a semester to arrange accommodations.
- Complete the Request for Accommodations form.
- Provide any and all necessary documentation relevant to the disability that verifies the nature of the disability and the need for specific accommodations.
- Visit with instructors in a timely manner regarding granted accommodations.
- Make reasonable decisions related to their education and act as their own advocate.
- Immediately report any problems or concerns associated with the granted accommodations.
- Read the syllabus provided in each course and complete assignments independently and on time.
- Utilize reasonable accommodations in a manner that protects the integrity of the academic process.
- Understand that they are responsible for their own behavior at all times and are held to the same standards of behavior as all college students.
- Notify the Accommodations Office of changes in disability status (e.g. worsening of condition), class/course changes, and challenges encountered.
- Follow procedures with faculty and the Accommodations Office to get the appropriate accommodations (e.g. testing procedures).

SERVICE AND ASSISTANCE ANIMALS

As established and defined by the American with Disabilities Act (ADA), service animals shall not be excluded from facilities or activities of Iowa Central Community College. Neither service nor assistance animals are to be considered as pets because of the direct relationship they play as an accommodation for an individual with a disability. Service and assistance animals cannot fundamentally alter the nature of the College's services. Students are responsible for complying with all applicable laws and regulations concerning their animals including vaccination, licensure, leash control laws, cleanup rules, and animal health.

SERVICE ANIMALS

Service animals are dogs that are individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other disability.

Examples of work or tasks include, but are not limited to:

- Guiding people who are blind
- Alerting people who are deaf
- Pulling wheelchairs for those with limited mobility
- Assisting an individual during a seizure
- Providing non-violent protection or rescue work
- Retrieving items such as medicine or the telephone
- Providing physical support and assistance with balance and stability
- Reminding a person with a mental illness to take prescribed medications
- Helping an individual with psychiatric and/or neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

ASSISTANCE ANIMALS

Assistance animals are animals that provide emotional support or comfort that alleviates one or more identified symptoms or effects of a person's disability. Assistance animals do not need to be individually trained to perform a task and can include animals other than dogs. Assistance animals are sometimes referred to as "comfort animals" or "emotional support animals". Assistance animals may be a reasonable accommodation, if there is an identifiable relationship between the disability and the assistance the animal provides.

FREQUENTLY ASKED QUESTIONS

- 1. What if I don't really believe a student really needs an accommodation?**
The Accommodations Coordinator bases his/her recommendation on medical documentation, educational information and professional knowledge of a student's disability. If you receive a Student's Notification form, that student's request for accommodations has been granted. *A denial of a legitimate request is a violation of the student's civil rights.*
- 2. If a student with a disability is already getting a good grade in my class, why is it necessary to provide accommodations?**
Students with disabilities must have equal opportunity as established by law. In order to have equal opportunity, the student may require accommodations: extended test time, test read to them, etc.
- 3. What should I do if I have not received a Student Notification form from the Accommodations Office, but instead the student speaks with me personally to negotiate accommodations?**
Refer him or her to the Accommodations Office. Providing an accommodation without verification can establish a precedent which may give an unfair advantage or the perception of an unfair advantage.
- 4. What if an accommodation does not work in my class?**
Please speak with the Accommodations Coordinator to discuss possible alternative accommodation options that will suit the needs of the student and your course.
- 5. Why don't all students request accommodations at the beginning of the semester?**
Students are allowed to request accommodations at any time throughout the semester. It is recommended that students should complete their accommodation request early in order to utilize their accommodations throughout the semester. Please note that accommodations become effective the date the instructor has been provided the Student Notification letter; *accommodations are not retroactive.*
- 6. What if a student asks for a test accommodation the day before an exam?**
Accommodations are set up uniquely for each student. However, it is encouraged that students set up testing procedures two business days in advance with the testing center. Students are also encouraged to remind their instructors that they have test accommodations.

FREQUENTLY ASKED QUESTIONS

7. Is a student required to disclose his or her disability?

No, student is not required to disclose their disability. It is also not appropriate to ask the student to disclose that information.

8. Can students taking Online Courses receive accommodations?

Yes, all student accommodation notifications are communicated directly to both the instructor and the Distance Learning Department by the Accommodations Coordinator.

9. What if a student with a disability causes discipline problems?

Students with disabilities are expected to adhere to the same Code of Conduct as all Iowa Central Community College students. Even if you believe that the behavior is a manifestation of their disability, the issue related to discipline should be referred to the Accommodations Office for guidance.

10. What do I tell other students regarding the exam accommodations for students with disabilities?

Nothing! Confidentiality is extremely important, so you should refrain from discussing any information regarding a student's disability in the presence of other students and/or faculty without the student's consent.

11. What if I give the entire class extra time for a test? Do I still need to give the accommodation of additional extra time to the student?

Yes, the law states that you must provide extended time beyond what the class is provided for each exam.

12. Can parents be involved in the Accommodations process?

This is a student choice. Students will need to complete a Release of Information form if a student wants to allow parents to communicate with the Accommodations Coordinator. However, this consent form does not give faculty permission to communicate with parents of students; it only gives the Accommodations Coordinator the ability to communicate what the student wishes.

FREQUENTLY ASKED QUESTIONS

13. A student told me he would be missing class regularly. Should I accommodate him for missing deadlines?

Students that receive accommodations are to meet the same criteria and deadlines as their peers. Students with a chronic condition may request to have assignments turned in an alternative format.

14. The student has an accommodation of a test reader? Do I need to read the test to the student?

No. Arrangements will be made in the Iowa Central Community College Testing Center for a reader for the student. However, please have your test to the Testing Center two days in advance.

15. How should I grade the work of students with accommodations?

You should grade the work of students with accommodations for documented disabilities the same as you would grade the work of any other student.

16. How do I refer a student to Accommodations Services?

Use of the following options are permissible: gain permission from the student to contact office and include them in on an email, walk them over to the Accommodations Office and/or encourage the student to make an appointment to inquire about services offered. Always keep the door open for communication.

17. By providing accommodations for a student with a disability, am I giving him or her an advantage over other students in my class?

Offering accommodations provides educational equity, not advantage; it is, in fact, "leveling the playing field". Academic accommodations allow students with disabilities the same opportunities as their peers to demonstrate their academic potential.

18. Are faculty/staff allowed to ask an individual about a service animal's purpose if one enters their office or classroom?

Two questions may be asked: 1) Is the dog a service animal required because of a disability? 2) What work or task has the dog been trained to perform? You cannot ask about a person's disability, require a special identification card or training documentation for the dog.

TYPE OF DISABILITIES

A disability can occur at any time during a person's lifetime. While some disabilities may be readily visible, most are not obvious. Many students also have multiple disabilities. The following pages provide information on various types of disabilities that students in your courses may have. Although this list is not comprehensive, listed are disabilities/medical conditions that might qualify for accommodation consideration.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (AD/HD)

ADHD is one of the most common neurobiological disorders that can affect or interfere with a person's ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention, impulsivity, and over-activity.

Characteristics and Associated Difficulties:

- Inability to sustain attention
- Memory problems
- Lack of close attention to details
- Poor time management
- Inadequate organizational skills
- Forgetful in daily activities (e.g., missing appointments) or being prepared for class
- Reading comprehension difficulties
- Inability to listen selectively during lectures, resulting in poor note-taking
- Lack of organization in written work
- Lack of perseverance
- Interrupts
- Often talks excessively
- Failure to understand instructions
- Is easily distracted by extraneous stimuli that are usually and easily ignored by others.
- Procrastinates

TYPE OF DISABILITIES

AUTISM SPECTRUM DISORDER (ASD)

ASD is a developmental disorder that is characterized by deficits in social behavior, use of language and executive functioning (planning, organizing, prioritizing, goal setting, etc.). Students with ASD tend to have communication deficits, such as responding inappropriately in conversations, misreading nonverbal interactions. It is important to note that the characteristics of ASD can vary greatly in individuals from very mild symptoms to much more severe.

Characteristics and Associated Difficulties:

- Poor or unusual eye contact.
- Problems asking for help or taking another's point of view.
- Problems with organization including initiating, planning, carrying out and finishing a task.
- Difficulties with transitioning between tasks.
- Tend to be visual learners.
- Literal understanding of language=difficulty with interpreting idioms, sarcasm and words with double meanings.
- Comments and questions may be repetitive.
- Problems with abstract thinking concepts.
- Written text consists of continuous, unduly prolonged declarations or statements.
- Unusual language characteristics (e.g., exaggerated length of utterances, embedded sentences, or locked in wording).
- Inattention to the listener's needs, clumsy communication and interpersonal interaction.

TYPE OF DISABILITIES

LEARNIN DISABILITIES

A learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Dyslexia, dyscalculia and dysgraphia represent a few terms that describe specific learning disabilities that can impact a student's learning.

Dyslexia: language-based learning disability that is characterized by difficulties with accurate word recognition, decoding, spelling, writing and listening. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede vocabulary and background knowledge.

Dyscalculia: learning disability that affects the student's ability to solve arithmetic problems and grasp math concepts. Students with dyscalculia can have difficulty with both simple and complex math functions and problem solving.

Dysgraphia: learning disability that affects the written formation of letters or words. Students with dysgraphia have difficulty with handwriting, copying and note-taking.

Characteristics and Associated Difficulties:

- Oral and/or written expression
- Reading comprehension an basic reading skills
- Problem solving
- Ability to listen selectively during lectures; this results in note-taking problems
- Mathematical calculation and reasoning
- Interpreting social cues
- Time management
- Memory, sequencing and organization
- Following directions and concentrating
- Visual-motor planning

TYPE OF DISABILITIES

CHRONIC HEALTH CONDITIONS/MEDICAL DISABILITIES

Students may have chronic medical conditions that are not visible but that pose serious difficulties in an educational setting. Chronic health conditions that impact a major life activity may be considered for possible accommodation. A condition does not necessarily qualify for accommodations. Medical documentation must substantiate how the condition impacts the major life activity. Medical disabilities may include chronic illnesses such as asthma, arthritis, diabetes, Crohn's disease, migraines, renal disease, auto-immune disease, multiple chemical sensitivities, cardiac conditions, cancer, fibromyalgia, Multiple Sclerosis, Lupus and epileptic/seizure disorders. Functional limitations and abilities will vary widely even within the same type of disability, thus accommodations also vary greatly and will be determined on an individual basis.

General Considerations:

- Fatigue may affect his or her attention in class
- Condition may fluctuate or deteriorate over time resulting in the need for or type of accommodation varying
- Side effects of medication can cause reduced stamina, inattentiveness and lack of ability to concentrate, as well as dizziness and disorientation.
- A student may need to leave the classroom unexpectedly but is still responsible for any missed instruction.
- Occasional absence or tardiness may be unavoidable.
- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Progress of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.

TYPE OF DISABILITIES

MENTAL HEALTH DISABILITIES

Students with mental health disabilities are a growing population on college campuses. These disabilities are often referred to as invisible because students may experience symptoms without those around them being aware. Mental health disabilities cover a wide range including depression, anxiety, bipolar disorder, posttraumatic stress disorder and chronic mental illness.

Characteristics and Associated Difficulties:

- Trouble with focusing and completing work on time.
- Medications to help alleviate symptoms may have side effects such as drowsiness and disorientation.
- Negative attitudes and behavior.
- Psychological impairments may result in additional symptoms such as poor concentration, irritability, fatigue, anxiety, apathy, perception problems, physical symptoms, and learning disabilities.
- Memory loss and decreased processing/response time.
- Stress can exacerbate symptoms.

TYPE OF DISABILITIES

PHYSICAL/SENSORY DISABILITIES

Physical/sensory disabilities include deafness, limited mobility and visual impairment. Auxiliary services such as sign language interpreting, barrier free access to buildings, and assistive technology serve as means to create equity and access to programs and facilities.

Deaf and Hard of Hearing: A hearing impairment is a condition involving the entire range or spectrum of hearing loss. Deafness refers to a severe hearing loss, and a person suffering from it may use sign language, speech reading, and other non-verbal communication. More individuals in the United States have a hearing impairment than any other type of physical disability.

Characteristics and Associated Difficulties:

- Giving inappropriate responses
- Speaking in an unusually loud or soft voice
- Appearing to pay attention but not actively participating in class discussions
- Responding with nods and smiles but no further comments
- Be skilled at lip reading but many are not; only 30 to 40 percent of spoken English is distinguishable on the mouth and lips under the best conditions
- Have difficulties with speech, reading and writing skills, given the close relationship between language development and hearing.
- Using American Sign Language (ASL) as their first language, with English as their second language
- Withdrawn, introverted, shy, or conversely, demanding and frustrated behavior

Visual Impairment: Depending on the condition, a student with a visual impairment may experience a wide variety of difficulties with sight. While one student may be blind, another student may have spotty vision. Some blind students may need to use a service dog to assist them to get around campus.

- “Totally blind” students learn via Braille or other nonvisual media.
- “Legally blind” indicates that the student has less than 20/200 vision in the more functional eye or a very limited field of vision (20 degrees at the widest point).
- “Low vision” generally refers to a severe vision loss and near vision. These students use a combination of vision and other senses to learn.

TYPE OF DISABILITIES

Mobility Impairment: Many types of orthopedic or neuromuscular disabilities can impact mobility. These disabilities may include cerebral palsy, spinal cord injuries, muscular dystrophy, amputation, stroke and arthritis. Functional limitations and abilities vary widely; the same diagnosis can affect students very differently. Mobility disabilities range from lower body disabilities, which may require use of canes, walkers, or wheelchairs, to upper body disabilities, which may include limited or no use of the upper extremities and hands.

Characteristics and Associated Difficulties:

- Chronic fatigue or pain
- Difficulty maintaining stamina
- Difficulty walking, standing, lifting, or sitting for a long time
- Lateness to class or attendance
- Problems with physical access to, and movement in classrooms and labs
- Difficulty manipulating objects, such as pages, pens, computers, and lab equipment

GLOSSARY OF DISABILITY RELATED TERMS

Accommodation

An adjustment to make a program, facility, or resource accessible to a person with a disability.

Alternate format text

Accessible PDF or otherwise electronically formatted texts that are compatible with a screen reader.

Alternative media

Print material that has been converted to a format that enables a print impaired person to read the materials. This includes, but is not limited to, taped materials, Braille, electronic text, and enlarged print.

Americans with Disabilities Act (ADA)

Americans with Disabilities Act of 1990. This comprehensive federal civil rights law makes it unlawful to discriminate in private sector employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services, employment, public accommodations, transportation, and telecommunication.

Assistive/Adaptive Technology:

Equipment or software items designed or used to compensate for areas of disability or impairment. It allows persons with disabilities the same access to information and production as their peers.

Auxiliary aids

Services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include, but are not limited to, sign language interpreters, real time captioning services, adaptive technology, alternative media, exam accommodations etc.

Captioning

Text that is included with video presentations or broadcasts that enables people with hearing impairments to have access to the audio portion of the material.

Cognitive

A broad term that refers to any class of mental "behaviors" such as reasoning or problem solving. Awareness with perception.

GLOSSARY OF DISABILITY RELATED TERMS

Disability

As defined by the Americans with Disabilities Act (ADA): “(A) a physical or mental impairment that substantially limits one or more major life activities of an individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.”

Documentation:

Comprehensive written validation of a person's disability and the functional limitations of the disability provided by an appropriate professional qualified to make a specific type of diagnosis. This documentation must be given to service providers before appropriate services, accommodations and auxiliary aids can be approved.

Exam accommodations

Legally mandated services that allow students with disabilities to exhibit their knowledge on exams by using auxiliary aids which include, but are not limited to, extra time, a reader/scribe, computers, large print, distraction reduced environment.

Extended testing time

Allows students extra time to complete their exam. The goal is to accurately assess the student's mastery of the material when time is not a factor. The most common time accommodations are time and one half and double time.

Hearing impairments

Complete or partial loss of ability to hear caused by a variety of injuries or diseases including congenital defects.

Major life activities

Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and participating in community activities (Americans with Disabilities Act of 1990).

Mobility Impairment

Disability that affects movement ranging from gross motor skills such as walking to fine motor movement involving manipulation of objects by hand.

GLOSSARY OF DISABILITY RELATED TERMS

Qualified individual with a disability

An individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity (Americans with Disabilities Act of 1990).

Section 508 of the Rehabilitation Act

Legislation that requires federal agencies to develop, procure, and use accessible electronic and information technology.

Service dogs:

Animals that are professionally trained to assist persons with visual impairments in daily functions and activities. Service dogs are working animals and must be allowed in all classes. They are not to be petted or fed by others but rather should be treated as professional attendants.

Universal design

Designing programs, services, tools, and facilities so that they are useable, without modification, by the widest range of users possible, taking into account a variety of abilities and disabilities.

Vocational Rehabilitation Act of 1973

Act prohibiting discrimination on the basis of disability which applies to any program that receives federal financial support. Section 504 of the Act is aimed at making educational programs and facilities accessible to all students. Section 508 of the Act requires that electronic office equipment purchased through federal procurement meets disability access guidelines.

Non-Discrimination Statement

It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-157