

Independence Community College
Academic Accommodations Handbook
Policies and Procedures Manual

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Guidelines for Accommodations

This guide is meant to serve as an informational source and reference regarding services available at ICC for students with disabilities. It is an individual's choice whether to self-identify, as well as if and when to use accommodations.

1 This guide is to be used as a reference.

2 The services listed are the ones commonly provided, but individual needs are also considered.

3 If service requests are not listed, please talk with the person responsible for coordinating services.

4 It is the student's responsibility to self-identify, provide appropriate documentation, and each semester request services in a timely manner.

Students with disabilities should contact the Associate Dean for Tutoring and Accessibility Services to schedule an intake interview and complete a request form. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in this handbook. Documentation must state current functioning and include justification for the requested academic accommodation.

The Associate Dean and the Accommodations Committee will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations.

Students must request accommodations each semester and requests should be made as **far in advance as possible**. Students should make the request prior to the start date of the scheduled class for each semester.

Students must notify the Associate Dean for Tutoring and Accessibility Services of any schedule changes.

What Disabilities Qualify for Accommodations?

The following is a list of **some** of the qualifying disabilities to receive accommodations:

- Acquired Brain Injury
- Attention Deficit Disorder
- Health or Medical Disability
- Hearing Disability
- Learning Disability
- Mental/Emotional Disability
- Physical Disability
- Speech Disability
- Visual Disability

Types of accommodations may include, but are not limited to:

- Notification of instructors concerning needed accommodations
- Notetaker or Scribe
- Course exam accommodations
- Recorded textbooks / materials
- Sign Language Interpreters
- Large print materials
- Braille materials
- Library accommodations
- Assistive technology

ICC does not provide:

- Reduced standards for academic performance.
- Exemptions to graduation requirements, although course substitutions may be allowed in extreme circumstances.
- Personal care assistance (for example, assistance in pushing a wheelchair or assistance with bathroom needs.)
- Accommodations that fundamentally alter the essential nature of the program and /or class.

Other Accommodations

Students requesting additional services should contact the Associate Dean for Tutoring and Accessibility Services. Additional services will be considered on a case-by-case basis. Factors affecting the additional services will be dependent upon disability, documented need, and the compliance requirements of the Americans with Disabilities Act and section 504 of the 1973 Rehabilitation Act.

Short Term Accommodations

Short term accommodations are available for students suffering from concussions, broken arms, etc. While not protected under ADA, ICC recognizes the need to accommodate students in the classroom when these situations arise. ICC will follow the same process used for semester accommodations, including requiring documentation. A special “Concussion Zone” chart has been developed for use in short term accommodations necessary due to m-TBI (concussion.) See Appendix D and E.

Additional Resources

Independence Community College is home to the federally funded TRIO Student Support Services. Student Support Services (SSS) serves low-income students, first generation college students and students with documented disabilities. Please contact 620.332.5423 for more information. Applications are available in the Tutoring Center.

DREAM (Disability.Rights.Education.Activism.Mentoring) is an online community for college students with disabilities. DREAM offers confidential help finding resources for questions or problems related to disability and college, a bi-annual conference, weekly email, monthly mentoring sessions and care packages. For more information contact DREAM@ahead.org (DreamCollegeDisability.org)

Tutoring

Tutoring is not a required accommodation under either the ADA or section 504 of the 1973 Rehabilitation Act. Independence Community College, however, offers many tutoring programs to its students. Students with disabilities are guaranteed equal access to all ICC tutoring programs for which they are eligible.

Independence Community College does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap, nor will sexual harassment be tolerated in its employment practices and/or educational programs or activities. Those concerned about the above should contact Jessica Morgan-Tate, Compliance Office, Independence Community College, 1057 West College Avenue, Independence, KS 67301, 620.332.5672.

ADA/Equal Access

Independence Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns or who need special accommodations should contact Jessica Morgan-Tate, Independence Community College 1057 W. College Ave Independence, KS 67301 620.332.5672 jmorgantate@indycc.edu or Taylor Crawshaw, 620.332.5457, tcrawshaw@indycc.edu

Rights and Responsibilities

Section 504 of The 1973 Rehabilitation Act, and the Americans with Disabilities Act (ADA) of 1990 continue to provide direction and guidance to the College, as it reaches new levels of access in all areas. As such, both the College and student have rights and responsibilities stated as follows.

Institutional Rights and Responsibilities

Independence Community College has the right and responsibility to:

1. Maintain the academic standards of the college.
2. Request qualifying disability documentation in order to verify eligibility for disability accommodations, academic adjustments and/or auxiliary aids.
3. Discuss student's eligibility with diagnosing professionals given signed consent.
4. Select from among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the student.
5. Deny requests for accommodations, academic adjustments and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services or is not provided in a timely manner.
6. Deny requests for accommodations, adjustment and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
 - a. Pose a direct threat to the health and safety of others
 - b. Constitute a substantial change or alteration of an essential course element/program standard, or
 - c. Pose undue financial or administrative burden on the college.

Student Rights and Responsibilities

Every qualified student with a disability has the right to:

1. Equal access to educational and co-curricular programs, services, activities and facilities available through ICC.
2. Reasonable and effective accommodations, academic adjustments and/or auxiliary aids as determined on a case-by-case basis.
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law.

4. Receive information in reasonably accessible formats. (i.e., if the request meets request deadlines to ensure availability).

Every student with a disability has the responsibility to:

1. Meet qualifications including essential technical, academic and institutional standards.
2. Identify as an individual with a disability and request accommodations in a timely manner.
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations and the rationale for specific accommodations being recommended.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids as outlined.

Confidentiality

The Accommodations Office is committed to ensuring that confidentiality is protected. Therefore, the accommodations office will not disclose any relationship with our office nor information contained in the student-client file that is considered part of your educational record and is protected from disclosure under the Family Education Rights and Privacy Act (FERPA). ICC will adhere to the following guidelines regarding confidentiality:

1. Identifying information:
 - A. The Accommodations Office will not release any identifying information about students to any person unless it is necessary to provide access at ICC or with your written consent, which only allows release of information from educational records.
 - B. When a student has not given formal written consent, ICC will only discuss related general information, policies and procedures.
2. Disability-related information
 - A. Disability-related information includes documentation, correspondence, file notes and accommodation records.
 - B. Access to disability-related information is shared only on a need-to-know basis and to insure appropriate access to education and facilities.
 - C. At the student's request or in response to an inquiry, disability-related information will be shared with ICC faculty and staff to assure appropriate access and accommodation.
3. E-mail communication
 - A. No e-mail message is secure and confidential. Your screen name, ID, computer designation or other personal information is transmitted with e-mail and could be intercepted by others.
 - B. To facilitate confidentiality, the Accommodations Office is willing to conduct all business by U.S. mail, phone and in person.
 - C. Independence Community College have in place appropriate physical, electronic and managerial procedures to safeguard and help prevent unauthorized access to e-mail; however, we cannot guarantee that e-mail communications are secure and confidential.

Accepted Forms of Documentation

ICC prefers to accept tertiary documentation for documentation purposes. This may include but is not limited to: **educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.** This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and will be reviewed and considered as requested.

ICC prefers documentation dated within the last 3 years. However, documentation may be accepted as long as it is current and relevant.

Guidelines for Documentation of a Learning Disability

Students requesting accommodations based on a learning disability at Independence Community College are asked to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law.

To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

Therefore, the documentation submitted must meet the five criteria listed below. This will insure that the documentation is complete and supports the request for accommodations. Independence Community College will determine eligibility and appropriate services, case by case, based on the quality, documentation and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individuals educational performance, and the need for academic accommodations.

These guidelines follow the guidelines adapted by the National Association of Higher Education and Disability (AHEAD) and the Kansas affiliate of AHEAD (KanAHEAD).

Any costs associated with the provision of documentation is the sole responsibility of the student.

1. A Qualified Professional Must Conduct the Evaluation

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician, or student clinicians who is being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.

2. Documentation Must be Current

Reasonable accommodations are based on the **current** impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the students learning environment, and show the students **current** level of functioning. If a documentation does not address the individual's current level of functioning, the student will be required to obtain an evaluation. ICC Prefers documentation dated within the last three years.

3. Documentation Must Include a Specific Diagnosis

The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

4. Documentation Must be Comprehensive

The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis.

The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (*standard scores, per-centiles, and grade equivalents*) must be included in the documentation.

5. Recommendations for Accommodations

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation (s) is not clearly identified in the diagnostic report, ICC will seek clarification and, if necessary, more information, and will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. ICC reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

Examples of Typical Measures Used in Adult Assessment of Learning Disabilities (This is not intended to be a complete list, but rather serve as a guide for clinicians)

Aptitude

- A. *Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)*
- B. *Wechsler Adult Intelligence Scale-Revised (WAIS-R)*
- C. *Stanford Binet Intelligence Scale-4th and 5th Edition (SB IV, V)*
- D. *Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Cognitive Ability*
- E. *Woodcock-Johnson Psycho educational Battery– Revised: Tests of Cognitive Ability*
- F. *Kaufman Adolescent and Adult Intelligence Test*

Achievement

- A. *Wechsler Individual Achievement Tests II (WIAT II)*

B. Wechsler Individual Achievement Tests (WIAT)

C. Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Achievement (WJ-III)

D. Woodcock-Johnson Psycho educational Battery-Revised: Tests of Achievement (WJ-R)

E. Stanford Test of Academics Skills (TASK)

F. Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the **Wide Range Achievement Test (WRAT-III)** are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

A. Subtests of the WAIS-R or WAIS-II

B. Subtests of the Woodcock-Johnson Psycho educational Battery: Tests of Cognitive Ability

C. Wechsler Memory Scales-Revised or 3rd Edition

Additional Documentation

Independence Community College uses the following guide during the intake interview and as a tool when determining the accommodation request approval. It has been included in the manual in its entirety for reference purposes.

Disability Resource Professional's Guide to Exploring and Determining Access Standing Committee on Professional Development

Many disability resource professionals have used AHEAD's 2012 Documentation Guidance to assist them in modifying their documentation practices to be more responsive to the broader definition of disability put forward in the ADA as amended. However, since AHEAD recommends a flexible process rather than providing a standard list of documentation characteristics, implementing the Guidance can be challenging. The intentionally fluid and individual approach described requires professional judgment and the ability to listen, question, trust, reflect and analyze.

The following seven steps are offered as a guide for maximizing the wealth of information that can be discovered during conversations with students, processing it, and determining whether it is adequate to respond to a student's request for accommodation. Depending on the student's experiences and fluency and the disability professional's knowledge and observations, there may be no or limited need for external documentation following a complete student interview.

7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story (or read if an email conversation).

A. Based on conversation, determine...

- Why has the student contacted the office in the first place?
- What barriers to access has the student described?
- What is the student requesting?

B. Questions to assist in developing the story and in learning about the barriers present:

- What brought you here today?
- What environments create barriers/challenges for you? What barriers/challenges in the classroom or otherwise are you experiencing currently?
- How does X experience impact you?
- What type of classroom environment do you prefer?
- What solutions have worked in the past?
- What solutions might work in this situation based on your assessment?
- How is X class designed? How are you graded?
- What kind of exams or assessments work well for you?
- What is it about Y test (class, paper, etc.) that meant you didn't need accommodations for it?
- What types of assignments do you enjoy? What types of assignments challenge you?
- What is your experience when reading (focus, comprehension, etc.)?
- How is the housing experience going?
- What accommodations did you use in high school?
- When a student does not indicate a specific condition or impairment in conversation or in answer to the above questions, you may need to explore more specifically to understand whether the situation is related to an underlying disability. While that exploration will likely result from questions that flow naturally from the conversation, the following may be helpful:
 - "I understand the barrier /challenge you've described, but wonder if you can tell me more about why you think X situation may be a problem for you but not for other students?"
 - "You've described the barrier clearly but have not mentioned a disability/impairment/underlying condition. Can you tell me more about that?"

2. Initial professional observations

- Does a disability-related barrier exist?
- Is there a clear connection between the barrier and the student's condition?
- What makes sense based on your conversation with the student?
- Did the student provide any external documentation that is helpful? Is it consistent with the student's report and your observations?
- Is anything not adding up for you at the moment? Start to recognize any gaps in your understanding of the situation.

- Are there factors the student may not have mentioned that could have an impact on the situation, such as the impact of pain or medication?
 - Are there any red flags cycling through your internal filter?
 - Do your concerns have to do with determining access or are you thinking about creating a success plan for the student? Keep in mind that accommodations are about access.
3. Any known environmental barriers, considerations, or fundamental components in play?
- What is the role of the environment in creating and/or maintaining the barrier?
 - Is it immediately obvious that accommodations could create access based on the information provided?
 - Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note-card on exams that test primarily measure recall)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
 - Consider what might warrant additional consultation with others on campus.
 - Is the requested accommodation likely to effectively remove the barrier for the student in that environment?
4. Any gaps between what the student requests, details in the environment and what you believe would create access?
- Put the story, initial observations, and environmental variables together.
 - Can any adjustments in the environment be made, such as seeing if the professor would modify the course to remove the barrier without accommodations?
 - Based on all information gathered, determine where reasonable accommodations can clearly create access (extended time on tests, computer for essay exams, note-takers, etc.) when environmental changes are not feasible.
 - Does the student specifically seek something that does not make sense to you based on the information gathered? This is the gap that needs to be addressed...
 - Are there other questions that you can ask to get to this information?
 - Do you need to let the student know you need time to consider the request?
 - Can you talk to others on campus about the situation, including getting more information from faculty, housing, etc.?
 - Would a review of the student's academic transcript provide any beneficial information?
 - Could you experiment with certain accommodations (a modified response to intervention process) to see what impact it has on the barriers?
5. Your judgment and assessment matter!
- Trust your instincts and common sense abilities.
 - Trust the student.
 - How have similar situations been handled on your campus? What (good and bad) can be learned from past experiences?
 - Do you not trust your ability to make a decision? If so, what is missing for you to have that trust?
 - Is there anything you fear about making a decision in this case?
 - Your judgment and assessment can be documented to support decisions made.

6. Use 3rd party documentation to fill gaps in understanding.

- Before requesting additional 3rd party documentation, ask yourself how it will assist in your decision-making.
- Will it really be a difference-maker in the end?
- What will it address that you cannot address within your office or in consultation with others on campus?
- Why would you feel more confident making the decision with this additional information than without it?
- Request documentation that specifically fills in gaps that cannot be filled otherwise...gaps must be about access only, not treatment or success plans.
- The requested information should clarify the connection between the condition and the environmental barrier for which accommodations are requested.

7. Student or disability office consults with course and department as necessary.

- What next steps does the student need to take?
- Does the disability office need to get involved with access outcomes in some way?
- Might the accommodation result in a fundamental alteration requiring that you consult with faculty, housing, etc. before making a decision?
- Keep the conversations going as necessary, including as changes evolve either with the person or within the environment.
- Identify the appropriate path of action based on the situation at hand.

Access: The Core Mission of the Disability Office

While the student interview is an important step in considering accommodations, disability professionals should always approach these conversations with a clear understanding that the goal of all accommodations is to create access. This requires a fundamental understanding of the two terms: “access” and “accommodation.”

Definition of Access -- An equitable opportunity to full participation resulting from either:

An environment that is designed (proactively) to work for a majority of people; OR

Effective, reasonable modifications to policies, practices, procedures and other environmental barriers (reactive) that result in access.

Using Accommodations as a Path to Access

Reasonable accommodations, such as the ones typically discussed in our field and communicated to faculty through “letters” of accommodation, are retrofits to inaccessibly designed environments put in place on an individual basis to create access. They are not the only course of action.

Access can be achieved through accommodations or when:

An environment is proactively designed from the outset (such as all course videos including captions);

Creative alternatives outside the norm are identified (such as when a professor agrees to facilitate access by giving a student a paper version of a test when all other students take the test online);

The values, behaviors, beliefs, attitudes and/or level of awareness of others are shifted.

Disability professionals often need to facilitate creative solutions to the barriers that exist by learning about and analyzing environmental variables and working proactively to reframe notions of access for faculty and other campus personnel. While some accommodations may not be reasonable because they would fundamentally alter the nature of an academic experience, design modifications and shifts in attitudes can provide access while also removing stigma from students with disabilities and creating an improved experience for all.

Contributors

Adam Meyer, University of Central Florida

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Grievance Procedure

If an individual feels he/she has been denied equal access to a program or activity because of a disability, the Independence Community College Grievance Procedure should be followed as outlined below. The first step is to obtain and complete a Grievance Report form (Appendix G) This form is available through the Associate Dean for Tutoring and Accessibility. After reviewing the completed form, the Associate Dean will attempt to resolve the matter informally among the parties involved. If an informal resolution cannot be worked out, the individual may make a written request for a formal hearing.

Requesting Accommodations Process and Procedures

1. Student completes intake interview and/or completes **Accommodation Request Form**. See **Appendix A**. This form is now housed online and students should complete form using the online source. <http://www.indycc.edu/learning/accessibility/index>
2. Assoc. Dean creates student file in Excel. **Sample**

ID	First	Last	Documentation	Request	Reminder Email	Meeting	Approved	Forms to Instructors	Forms Returned	Notes
000000	James	Montgomery	7/7/2015	7/8/2015	NA	7/10/2015	7/10/2015	7/11/2015	0/5	

3. Student submits necessary documentation at: <http://www.indycc.edu/learning/accessibility/index>
4. Case file created in Maxient.
5. Accommodations Committee reviews request and documentation. Committee approves/denies request and signs **Academic Accommodation Approval Form. Appendix B**.
6. Vice President for Academic Affairs reviews and signs paperwork.
7. Student is notified of accommodation approval/denial by email through Maxient.
8. **Academic Adjustment Form** is created for individual courses and emailed to instructors using Maxient. Appendix C.
9. Instructor and student discuss accommodations to determine a plan for execution.
10. Instructor returns signed form to Associate Dean for Tutoring and Accessibility Services.
11. Associate. Dean for Tutoring and Accessibility Services notes completion of process in Excel File.
12. Documentation and forms are filed in Accessibility office.



Academic Accommodation Request

Semester _____ Year _____

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are you requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

I am requesting the above accommodations for the current semester.

I understand I must complete a new request form each semester.

I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Academic Advising before services will be considered.

I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.

I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.

If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

I understand that it is my responsibility to personally deliver a copy of the Academic Adjustment form to my instructors, discuss it with each instructor, obtain their signature, and return the signed copy to the Office of Tutoring and Accessibility, in order to finalize accommodations for each course.

Student Signature

Date

Appendix B. Academic Accommodation Approval



Independence

COMMUNITY COLLEGE

Academic Accommodation Approval

Semester _____ Year _____

Student's Name: _____ ID# _____

The student listed on this form has provided recent documentation from a qualified professional in the area of assessment or the medical field which supports evidence of a disability covered under ADA or the Rehabilitation Act Section 504.

The information in the documentation supports the following disability and/or functional limitations:

The following academic accommodations/adjustments are recommended by the committee in order to provide reasonable access to programs and services.

Committee Signatures:

_____	_____
_____	_____
_____	_____

Committee Vote: _____

Chief Academic Officer/Dean of Instruction Date

Tutoring Center Coordinator Date



Independence

COMMUNITY COLLEGE

ACADEMIC ADJUSTMENT

Semester: Year:

To:

From: Associate Dean for Tutoring and Accessibility

Re:

Course:

The student identified on this form has provided Independence Community College with documentation supporting the need for accommodations or academic adjustments to help offset the functional limitations of a disability. As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, ICC has an obligation to make accommodations available.

If a student with a disability is unable to perform certain academic tasks in the traditional manner, alternative methods can usually be found to enable his or her full participation in classroom activities and on evaluations. Such academic accommodations are provided below in the spirit of equalizing opportunity rather than lowering standards or waiving requirements. *Please meet with the student individually to discuss specific course requirements, identify areas that may be affected, develop a plan of action, and work out logistics for providing the accommodations listed below.*

Please return the original copy of this form to Taylor Crawshaw with completed signatures. It is suggested that you make a copy of this academic adjustment and retain it for your files.

If you have any concerns about these accommodations compromising an essential requirement of your course, please contact Taylor Crawshaw to discuss these concerns and work out alternatives.

Thank you for your assistance.

Instructor

Date

Student

Date



Short Term Academic Accommodation Request

Time Period:

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are your requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

- I am requesting the above short term accommodations
- I understand these accommodations are temporary and will be reviewed on a weekly basis
- I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Accessibility before services will be considered.
- I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.
- I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.
- If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

Student Signature

Date

Appendix E.

Concussion Return to Learn Plan Zoning Criteria			
Zone	Definition	Instructional Modifications	Definition
RED	*No classes	*Not attending classes	<p>This student has suffered a concussion and should be resting both cognitively and physically in their room.</p> <p>This student has been instructed to avoid all academic work to avoid increasing symptoms.</p> <p>Through daily clinical evaluations, an update will be provided for when this student can return to class.</p> <p>The student will work with their instructors via their Navigator upon return to develop a plan for gradual completion of assignments as the student progresses.</p>
ORANGE	* *	* * * * * * *	

YELLOW	*Full academic day *Limited participation with possible cognitive breaks	* * * * * *	
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BLUE	*Full class attendance with instructional modifications	* * * *	
GREEN	*Full class without instructional modifications		

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