



# Access and ADA Services Handbook

## Moberly Area Community College (MACC)

Columbia  
Hannibal  
Kirksville  
Mexico  
Moberly  
Virtual  
Online  
Dual Credit  
Early College

### **Columbia Location Information**

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Columbia, MO 65203  
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### **Moberly Location Information**

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## Welcome Letter

Dear MACC Student:

Thank you for choosing MACC as your postsecondary institution of choice. Because you are a MACC student, you will have the opportunity to receive the education you want and the services you need. This handbook is made available to help you understand the processes of the Access and ADA Services office.

The Access and ADA Services office is here to assist you in gaining equal access to your education. Through collaboration with you, MACC faculty and Access office staff will assess how to best meet your needs for reasonable accommodations. Our office is the central location for maintaining disability related records and resources, as well as the primary office with staff who have specialized knowledge and experience with disability issues.

For more information about the services provided at MACC, please contact the staff, below:

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## Access and ADA Services Office Locations

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## Mission Statement

*The Access and ADA Services office is committed to providing services to facilitate equal access to education, and upholding the integrity of MACC's mission, goals, and programs through support, collaboration, and compliance.*

## Disability Laws in Postsecondary Education

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks. Someone is a person with a disability if they have a disability, if they have a history of disability, or if they are regarded by others as having a disability.

### The Rehabilitation Act

Title V of the Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

*“No 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 financial assistance.”*

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in this office have the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At MACC, the established office for academic concerns related to disability is the Access and ADA Services office. Employment related questions should be directed to the employee's immediate supervisor or contact Human Resources (ext. 11272). Facilities related questions should be directed to the Director of Plant Operations (ext. 11258).

### The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions have responsibilities under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protections. The ADA expands the definition of “disability” adding to the list of major life activities that may be impacted. The amendment also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

### The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as MACC) have responsibilities under Section 504. The ADA does not take the place of Section 504 but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act.

## Student Rights

### Students with disabilities who attend MACC have the right to:

- Equal access to services, programs, courses, and activities at MACC
- For more information, please review the Office of Civil Rights Frequently Asked Questions regarding Students with Disabilities Preparing for Postsecondary Education at the website below:  
<http://www2.ed.gov/about/offices/list/ocr/transition.html>

## Access and ADA Services Office

The Access and ADA Services office at MACC is committed to providing equal access for students with disabilities as they pursue their academic and personal goals. Students with documented disabilities may be assigned reasonable and appropriate academic accommodations in accordance with Federal laws including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act if those accommodations are necessary to ensure equal access. MACC is committed to equal opportunities for persons with disabilities without regard to disability in the recruitment of, admission to, participation in, treatment in the programs and activities operated and sponsored by MACC.

Services from the Access and ADA Services office are open to any student with a disability.

- The Access and ADA Services office advises MACC administration on policies and procedures relevant to students with disabilities and acts as a general information and referral service for disability-related issues.
- The Access and ADA Services office strives to educate individuals regarding the abilities and needs of persons with disabilities through coordination of programs and involvement in activities on disability-related issues.
- The Access and ADA Services office also provides training for faculty and staff to increase the understanding of the needs of persons with disabilities.

The steps to obtaining accommodation are outlined throughout this handbook; however, here is a quick view of the steps:

**Step 1:** Contact the Access office to let them know you have a disability

**Step 2:** Bring documentation of your disability to the Access office and make a follow up appointment to register fully with our office

**Step 3:** During the appointment your accommodations will be determined on a case-by-case basis depending on both the communicated needs of the student, in addition to supporting documentation provided by the student

**Step 4:** The Access office will review the student's accommodations and the steps to request and use their approved accommodations

## Access and ADA Services Staff

Access and ADA Services staff are duly appointed by MACC administration and are an important component of equal access to student education at MACC. Access office staff are the referral point where a student may request accommodations. Instructors are encouraged to contact Access office staff for assistance in accommodating students with disabilities in the classroom, as well as referring any student who they believe may benefit from our services.

## Confidentiality

Disability related documentation and information is protected by FERPA and shall only be shared with others within the college if there is a legitimate educational need. In other words, faculty members will not generally have access to information regarding a student's disability, only the accommodation(s) that are appropriate and necessary to meet the student's needs. Confidential information is kept in a separate file in the Access and ADA Services office and is not stored with the student's educational record.

The Access and ADA Services office has been assigned the responsibility for receiving and holding disability-related information regarding students in order to guard against the unintentional disclosure of sensitive information. It is generally inappropriate for copies of the student's documentation of disability to be requested or held elsewhere on campus.

## Release of Records

MACC Access office staff will not release records to anyone other than the student. If the student would like a copy of their records, requests can be made by phone, email or in person. With proper identification, records will be released to the individual in person or mailed to a verified address.

## Getting Started

### High School to College Transition

There are many differences between high school and college when it comes to educational accommodations:

#### APPLICABLE LAWS

High School	College
I.D.E.A	A.D.A
Section 504 of the Rehabilitation Act (34 C.F.R Part 104 Subpart D)	Section 504 of the Rehabilitation Act (34 C.F.R Part 104 Subpart E)

#### REQUIRED DOCUMENTATION

High School	College
I.E.P (Individualized Education Plan) and 504 Plan	Varies depending on the disability; I.E.P. and 504 are not necessarily sufficient
School provides evaluation at no cost to student	Student must obtain the evaluation at own expense
School conducts evaluations at prescribed intervals	Student generally not required to be re-tested after initial documentation approved

#### STUDENT'S ROLE IN RELATIONSHIP TO THE ACCESS OFFICE

High School	College
Student is identified and supported by parents and teachers	Student must self-identify to the Access Office
Student does not need to seek out help related to his or her disability	Student is responsible for self-advocacy. Student must self-identify disability and request services; Student required to provide recent documentation of disability; Student must independently seek help using effective communication skills; Services must be requested well in advance.
Student labeled as "special education"	Student not labeled
Personnel talk freely with parent about student progress and planning	Other students and faculty will not know about student's disability without student's permission; Faculty only notified of required accommodations; Personnel cannot discuss student without student's written acknowledgment.
Parents have access to student records and participate in the accommodations process	Without the written consent of a student, parents do not have access to disability-related records.

#### ACADEMIC DIFFERENCES

High School	College
Career decisions not expected	Student expected to know career goal
Student assisted with decisions	Student expected to make independent decisions

High School	College
Limits set for student by parents and teachers	More self-evaluation and self-monitoring required; More independent reading and studying required; Student establishes and attains own goals; Student accountable to whomever pays for education; Interest in learning generated by student
Schedule set by school	Student is responsible for designing a schedule of courses in which they can be successful, including the types and number of classes and the days and times they are offered
Student's time structured by home and school	Student responsible for managing time and commitments; More "free" time during the day; Time management and organizational skills critical
Special education teacher is a liaison between the student, other teachers, administrators, and parents	Student must determine when help is needed
Help is readily available	Student must locate the appropriate resources when help is needed
Student may have been separated from other students in school	Student not educated separately from other students
Step-by-step instructions given for tasks	Student held responsible for developing a method to complete tasks
Grades based on a variety of activities	Grades based on fewer tasks or larger projects; Semester grades sometimes based on two or three tests scores, an exams cover more information
Assignments are modified or shortened	Assignments are not modified or shortened
Extra time is given to complete assignments	Assignments must be completed by deadline. Students are expected to modify course load in order to meet deadlines (i.e. take fewer courses)
Teachers help prepare students for exams	Student responsible for own exam preparation
Exam questions tend to be objective	Exam questions more difficult to predict; Exams require more writing and essay exams are more common
Just memorizing facts may be sufficient to pass tests	Harder work required for earning good grades; more major writing assignments; effective communication skills, paying attention in class, and studying more important
Teachers trained in teacher education programs	Instructors trained in content/skill areas; instruction often provided via lecture; lecture may cover different information than textbook; instructors rarely suggest ways to learn the material; much less direct teacher contact; student must be flexible and learn at a pace established by instructors

High School	College
Homework requires limited time	Student spends two to four hours doing homework for every hour spent in class
Homework assigned on a day-to-day basis	Long-range comprehensive exams given
Instruction more experiential; student learns by doing and experiencing	Effective reading comprehension skills, good note-taking, and identifying main ideas more important; few visual and study aids provided
Most classes meet every day	Classes may meet less often; less time in the classroom
Monitoring of progress done by other people	Student progress may not be monitored closely by instructors; student needs to self-monitor
Exam questions may be clarified or paraphrased	Reader for exams only reads questions exactly as written (no paraphrasing or clarification of questions)
Teachers recognize the need to help students and provide the help	Student must independently seek additional and supplementary sources of information; Student must initiate requests for additional help

## Admittance

Qualified persons with disabilities must meet MACC's general admission and program standards. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary, nor recommended, that students disclose their disability in the application process.

Students with disabilities requiring accommodation(s) must contact the Access and ADA Services office to request these services. The student may be required to furnish appropriate documentation of the disability to the Access and ADA Services office in order to receive services or accommodations.

## Eligibility for Services

A person may become eligible for services and/or accommodations if he/she:

- Is considered a person with a disability,
- Has self-identified as a person with a disability to MACC through the Access and ADA Services office, and
- Has presented appropriate information and/or documentation regarding the disability to MACC as required by the Access and ADA Services office.

Services must be disability-related, contingent upon the documented nature of the disability and those functional limitations accompanying the disability.

## Disability Definition

Section 504 defines a person with a disability as a person:

- With a physical or mental impairment that substantially limits one or more major life activities,
- Who has a record of the disability, OR
- Who is regarded as having a disability

## Initial Appointment

In order to begin receiving services through the Access and ADA Services office, students must first set up an appointment. This appointment will assess the student's eligibility for services and familiarize them with the procedures of the office. Students should bring with them any pertinent information regarding their impairment and limitations so that the Access office staff may assess what accommodations may be appropriate as well if other additional documentation is needed. It may be necessary to meet more than once. If students are unable to travel to the Moberly or Columbia campus for an appointment, arrangements can be made to meet at other locations or via phone or internet.

## Documentation of Disability

Documentation of a disability may be required in order to provide appropriate accommodations. Documentation provides the Access office staff with information to better understand the impact of the disability and associated limitations. It also helps the staff determine how to address the disability and limitations in the postsecondary setting.

## Documentation Guidelines

Postsecondary institutions differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to discuss that student's classroom instructional accommodations. This is not the case with colleges and universities. The legislation states that in order to receive services from a postsecondary institution, a person with a disability must first disclose his/her disability to the institution. In most cases, the person would disclose this to the Access and ADA Services office. Students may be required to provide documentation regarding their disability.

General guidelines for documentation are listed below; however, documentation requirements may vary depending on the disability. Documentation may be needed in order to certify that a disability is present. It is also used to clarify how the disability will impact the student in college courses so that appropriate accommodations can be identified. Students can discuss individual documentation requirements in more detail with our staff.

### General Guidelines for Documentation:

- Statement of diagnosis that identifies the disability and date of original diagnosis
- Description of diagnostic methods used, such as criteria, evaluations, or testing information
- Description of current functional limitations related to the educational setting
- Documentation must be on official letterhead or cite the credentials of the medical, psychiatric, or psychological professional qualified in the particular area of disability
- If relevant, current medications and possible effects on physical, cognitive or other abilities
- If relevant, a description of current or past accommodations or assistive aids can be especially helpful in the process of determining eligibility, along with their effectiveness in reducing functional limitations

Additional notes on documentation:

- Documentation should be relatively recent in order to reflect current conditions and limitations.
- Individual Education Plans (IEPs) and 504 Plans from high school can provide helpful information but may not be sufficient documentation. Formal evaluations conducted during high school usually include the diagnostic information listed above and typically do fulfill documentation requirements.
- All disability documentation remains private and separate from the student academic records.
- The Access office is not limited to the recommendations found in the documentation, but will use the documentation as well as the interview process to determine reasonable accommodations.

## Temporary Disabilities

- Students experiencing short term or temporary changes in their medical, functional or mobility status are advised to meet with the Access and ADA Services office.
- With authorization from the Access office, students may request temporary accommodations.
- If a student's condition becomes permanent, they may want to register with the Access office for a permanent accommodation plan.

A temporary medical condition may not legally qualify as a disability and thus, may not be covered either under the Americans with Disabilities Act (ADA) of 1990 or under Section 504 of the Rehabilitation Act. Therefore, it is possible that students experiencing temporary medical conditions will not qualify for legally mandated accommodations. However, Moberly Area Community College recognizes temporary medical conditions may arise that can adversely affect a student's ability to fully participate in their academic endeavors. Access office staff will assist these students in coordinating short-term support both as a courtesy and as a demonstration of commitment to student support.

## Services Not Provided

Pursuant to current law, the Access and ADA Services office does not provide the following services:

- **Personal attendants/aides:** The Access office does not provide "personal aides" for students. Students needing personal assistance for activities such as getting in and out of wheel chairs or providing cleaning and attendant services should be advised that they need to make personal arrangements for such services.
- **Individually prescribed devices for personal use or study:** This may include laptops, readers, magnifiers and specialized software for use at home or outside of campus, and are not provided.
- **Tutoring Services:** The Access office does NOT provide tutoring for students. Tutoring services are available to all MACC students through the Library and Academic Resource Center (LARC).
- **Supplemental Skills Support:** Instruction for typing, use of technology, and navigation of MACC software and processes are not specifically provided by the Access office. These services are available through various MACC and community resources such as Discovering Technology courses, various departments within MACC (Instructional Technology, Student Affairs), MACC workshops, and community agencies. Please refer to the Student Resource Guide or MACC staff for additional information.
- **Transportation:** Getting to college, between campuses or between buildings is the responsibility of the student. Accessible parking is sufficiently available at all campuses.
- **Diagnostic Evaluations:** MACC does not provide or pay for diagnostic evaluations and documentation which support student requests for accommodations. If needed, it is the responsibility of the student to provide such documentation to the Access office.
- **Fundamental Alterations:** Any services or adjustments that would fundamentally alter the objectives of the course, or integrity of MACC's educational program.
- **Services or supports that cause undue hardship:** MACC does not provide any services or supports that cause undue financial hardship to the institution.

## Responsibilities of the Student

MACC offers support services to any qualified student with a disability who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he or she is ultimately responsible for his/her own academic success and/or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his/her own work and grade in each course.

It is the responsibility of each student to know and abide by all MACC and Access and ADA Services office guidelines and procedures.

Students must take the initiative to familiarize themselves with these guidelines and procedures. Failure to do so will not exclude the student from consequence of violating any MACC or Access and ADA Services office guidelines and procedures.

- Register with the Access office and be assessed for accommodations.
- Follow all procedures to register for services.
- Furnish any needed documentation to the Access office.
- Notify instructors at the beginning of each semester of which accommodations they would like to use for the particular class.
- If approved for alternate format textbooks, request the specific text for each class.
- Attend any meetings that may be necessary to facilitate appropriate accommodations.
- Check out and return any equipment needed for accommodations that are borrowed from the Access office.
- If approved for testing accommodations, follow all procedures to schedule tests/quizzes with the Access office.
- If a situation is not working well for the student, notify the Access and ADA Services office, and participate in the finding of a workable solution.
- Maintain timely communication with the Access office and instructors.
  - A majority of communication is done via email. If students are unable to access email, they should notify their instructor and the Access office so that alternative methods can be arranged.
- Notify Access office of any schedule changes.
- Notify Access office if returning after missing a Spring or Fall semester.

## Responsibilities of the Instructor

- Implement any accommodation that has been approved by the Access office AND specifically requested by the student for the course
  - This may include completion of Test Request forms, making arrangements for testing accommodations, identification of Peer Note-Takers, adding testing time to the Learning Management System, etc.
- Communicate any concerns regarding an accommodation to the Access office
- Maintain appropriate confidentiality of student information
- Attend any meetings that may be necessary to facilitate accommodations
- Provide appropriate contact information to Access office as requested in order to facilitate accommodations (for instance, during testing).

## Responsibilities of the Access Office Staff

- Assess student's eligibility for accommodations
- Determine appropriate accommodations for the student and courses
- Maintain appropriate confidentiality of student information
- Attend all meetings that may be necessary to facilitate accommodations
- Mediate instructor/student concerns regarding accommodations

## Accommodations & Services

Approved accommodations indicate specifically what is required for academic access. The Americans with Disabilities Act (ADA) clearly specifies the importance and liability that educational institutions have in addressing access needs for students with disabilities. An Accommodation Plan indicates in writing what support services a specific student is eligible to receive. This can involve such things as classroom assistance (ASL interpreters), or testing accommodations (time extensions, distraction-reduced room, etc.). Although it is the responsibility of the student to indicate what support services would be helpful for effective access, students sometimes are not quite sure what they need or may need at the onset of the semester.

The Access and ADA Services office can assist the student with determining the scope of services needed by requesting secondary school records and pertinent medical information, if necessary. Copies of the Accommodation Plan are signed, provided to the student, and kept by the Access office.

**Below is detailed information on many accommodations for reference** A student's accommodations will be determined on a case by case manner, and not all students will qualify for all accommodations. It is vital that accommodations do not interfere with the integrity of the courses and programs offered through MACC and are appropriate in terms of the disability and limitation of the student.

Reasonable Accommodations Defined:

Reasonable accommodations are academic adjustments or services that:

- Provide equal access to education
- Are appropriate to the individual needs of the student
- Result from a clearly defined connection to a significant impairment or disability

Accommodations may not:

- Compromise the integrity of the course or create a fundamental alteration to the course
- Reduce the educational rigor of the course or course activities
- Involve personal aids or devices for personal use
- Cause undue financial hardship to the institution

## Starting Accommodations

Once students have established their Accommodation Plan with the Access office, they will need to contact each instructor to notify them of which accommodations they would like to use for their course. Some accommodations have additional requirements and procedures that are outlined in this handbook. These procedures will also be reviewed when the student's Accommodation Plan is established. These procedures, including notifying the student's instructor(s), must be completed by the student for each semester and for each specified class for which they want to utilize accommodations.

## Testing Accommodations

It is the student's responsibility to begin the process of scheduling testing accommodations. This can be requested from the instructor or through the Access offices in Moberly or Columbia. To schedule testing with the Access offices, complete a Testing Accommodation Request form. These forms are available at the Access offices or by requesting the form by e-mail (ADAServices@macc.edu). The student must complete the Student section of the form, ask the instructor to complete the Instructor section, and then the form must be returned to the Access office so the test can be scheduled.

For online proctored exams, registered students may utilize the Access office as a proctor site. A Testing Accommodation Request form should be used to request proctoring, as for any other proctored test.

If students are unable to test during regular Access office hours, please discuss this with Access office staff.

## Procedure for Scheduling Exams with the Access Offices in Moberly and Columbia

1. The student will pick up a Test Accommodation Request Form from the Access office or request a fillable form to be sent to their student email.
2. The student will fill out the "Student Information" section of the form.
3. The student must give or email the form to their instructor.
4. Once the instructor has filled out their section of the form, the instructor should return the form to the student.
5. Students are asked to bring or email the form to schedule their tests at least 3 weekdays prior to the test to allow for planning and testing room availability.

**Note:** If students need the services of a reader and/or scribe for their exams, it is extremely helpful if the Test Request Form is completed in a timely manner. The Access office staff is quite small, so in order to make sure that the student will receive the attention they need during their exam, the Access office will need to get it scheduled early so that other appointments and tests are not overlapping with the student's time.

## Testing Room Rules and Procedures

- Pop quizzes and tests that are announced by the instructor with less than 3 days' notice can still be accommodated. Contact the Access office as soon as the student finds out in order to set up testing plans.
- No cellphones, food, or other items will be allowed during testing.
- All personal items not approved by the instructor for use during the exam will be placed into a plastic tub, or cabinet in the testing room for safe-keeping until the student has completed their exam.
- Large or bulky coats may not be worn and must be placed in a tub.
- Students are required to adhere to the MACC academic honesty policy; and any violations of this policy will be reported.
- Students who do not take their exam before the instructor's written deadline will not be able to make up the exam without first receiving written permission from the instructor.
- The Access office provides all scratch paper.
- Readers are not allowed to paraphrase, reword, or clarify anything written on the exam.
- It is the student's responsibility to schedule exams in a way that doesn't prevent the student from being present for class lectures/labs. Testing in the Access office is not an excuse to miss other classes. If students need help looking at their schedule to determine the best time(s), the Access office staff would be more than happy to help them.
- Once students begin their exams, they may not leave the room. If they have an accommodation that allows them to take their exam with breaks, they MUST notify the testing room supervisor so they can parse out the exam for them.
- *Always let the Access office staff know if something is wrong so they can assist if there is an issue!* 😊

## Testing Accommodations at Sites That Don't Have a Designated Access Office

Students who attend classes at sites that don't have a designated Access office should discuss their testing accommodations with their instructor. It is the responsibility of the student and instructor to work out a plan to allow students to use their testing accommodations. If the instructor is not able to proctor a student's test the instructor should meet with their site director and they should develop a plan to accommodate the student's testing needs. If they are not able to develop a plan utilizing staff on campus to proctor the test they should immediately call the Access and ADA Services staff for assistance in arranging testing accommodations.

## Online Testing

The student will provide the instructor with a copy of their Letter of Accommodation and will notify the instructor they would like to use the extended time accommodation for all upcoming tests and quizzes for the semester. The instructor will then extend the time, as shown on the student letter of accommodation, for each online test and/or quiz given. Students should review their testing time before starting their test. Students will need to let their instructor, as well as the ADA office, know if their extended time is not showing up on their tests and quizzes.

## Proctored Testing for Online Courses

Students taking courses that require proctored mid-term and/or final exams may schedule them with the Access office at either the Moberly or Columbia campus in order to use their testing accommodations. There is a quiet ADA testing room available at both locations, and Access office staff will gladly proctor the exams. If students are unable to test at the Moberly or Columbia testing centers they should contact their instructor and the instructor should help the student arrange the appropriate testing situation at the MACC campus that is closest to the student's home.

## After Hours Testing Requests

The Access office, as well as MACC faculty and staff, will make every effort to meet testing time requests. Please submit these requests with as much notice as possible and understand that flexibility on the student's part may be required. Regular testing office hours for the Columbia ADA testing rooms are 8:30 a.m. - 7:30 p.m. Monday, Tuesday, and Thursday; and Wednesday and Friday from 8:30 a.m. - 5:00 p.m. Regular office hours for the Moberly Access office are from 9:00 a.m. - 5:00 p.m. Monday through Friday; however, testing may be arranged outside these hours, as needed. If students require proctoring outside of these hours, please schedule as soon as possible. The Access and ADA Services office will work with the student and work out a plan to accommodate the student's testing needs.

## Note-Taking Assistance

### Peer Note-Taker

The most common form of note-taking assistance is the use of a peer note-taker. A peer note-taker is another student in the same class; because of this, students may have multiple peer note-takers. For example, if the student has three different classes in which they would like to utilize a peer note-taker accommodation, they will probably have three different peer note-takers—one for each class. In order to utilize this service, please follow the procedure below.

#### Peer Note-Taker Procedure

1. Student contacts instructor and lets instructor know that he/she wants to use the accommodation of Peer Note-taker for the class.
2. Instructor requests a volunteer. Instructor can either (1) make an announcement to the class, requesting a volunteer who is willing to share a copy of their class notes with a student who is not able to take notes, or (2) if the Instructor knows a student in the class who is likely to be a reliable note-taker, the Instructor may wish to ask that student specifically rather than make an open request.
3. Volunteer provides contact information. Instructor gives it to Recipient. Volunteer writes down name and contact information and provides to Instructor. Instructor later privately passes this contact information on to the Student Recipient.
4. Student Recipient contacts the Volunteer to discuss method of transferring notes.

**Note:** Carbonless note-taking paper is provided for free at the Access offices in Moberly and Columbia or at the

front office at other MACC locations. If students opt not to use the note-taking paper, they may get copies of their notes made by office staff at no charge.

#### *Examples of methods for transferring notes:*

- i. Volunteer could use the carbonless note-taking paper to take notes, then simply tear off the bottom copy and hand it to the Recipient at the end of class.
  - ii. If Recipient wishes to be more anonymous, Volunteer could drop off the notes at the front office and ask them to be held for pick-up by Recipient's Name.
  - iii. If Volunteer takes notes on a laptop, the notes could be emailed to Recipient after class. Recipient and Volunteer work out the method themselves.
5. If Volunteer is absent, it is the Recipient's responsibility to alert instructor and request to have a different volunteer for that class period.

#### *Additional Information about peer note-takers:*

- Notes are only to be provided for class periods in which the Recipient is in attendance.
- The Access office will issue individual Certificates of Appreciation to volunteers to express the college's gratitude and recognition of their service to fellow students. Instructor or Volunteer would need to provide the Volunteer's name to the Access office toward end of semester in order to generate the certificate.

### Copies of Displayed Materials and/or Instructor Notes

- If a student has this accommodation on their plan and they have discussed getting copies of displayed materials or instructor's notes the instructor can provide the student this information.
- *Instructors are not required to create notes or materials from their memorized content for students.*

### Permission to Record Lectures

- If a student has this accommodation on their plan and they have discussed recording the class with their instructor, they can bring their own recording device or may check out recorders from the Access and ADA office after signing an Equipment Check-out Agreement.
- *The Access office does **not** consider cellular phones to be a recording device.*

### Service Animals

A service animal is a dog or miniature horse that has been trained to do work to support an individual with a disability.

- Students who are using a service animal do not have to register the animal with the office of Access and ADA Services.
- Service animals are **not** considered an accommodation and so students **do not** need to have this listed on their Student Accommodation Plan to utilize their service animal.

MACC follows the ADA and the most recent guidance from the Department of Justice (DOJ) regarding service animals. In accordance with ADA and DOJ, MACC provides the following guidelines for service animals on campus.

### Questions for a Service Animal Handler

In order to protect the privacy of the individual with a service animal, ADA law restricts employees to only two questions that can be legally asked:

1. Is the service animal required because of a disability?
2. What work or task has the animal been trained to perform?

### Definition of Service Animal

Service animals are defined by ADA and DOJ as follows:

*"Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities" (DOJ)*

Per Missouri state statutes:

*"1. Any person who knowingly impersonates a person with a disability for the purpose of receiving the accommodations regarding service dogs under the Americans with Disabilities Act, 42 U.S.C. Section 12101, et seq., is*

guilty of a class C misdemeanor and shall also be civilly liable for the amount of any actual damages resulting from such impersonation. Any second or subsequent violation of this section is a class B misdemeanor. For purposes of this section, "**impersonates a person with a disability**" means a representation by word or action as a person with a disability.

2. No person shall knowingly misrepresent a dog as a service dog for the purpose of receiving the accommodations regarding service dogs under the Americans with Disabilities Act, 42 U.S.C. Section 12101, et seq. For purposes of this section, "**misrepresent a dog as a service dog**" means a representation by word or action that a dog has been trained as a service dog, as defined in section [209.200](#). Misrepresentation of a service dog \*includes, but is not\* limited to:

- (1) Knowingly creating documents that falsely represent that a dog is a service dog;
- (2) Knowingly providing to another person documents falsely stating that a dog is a service dog;
- (3) Knowingly fitting a dog, if the dog is not a service dog, with a harness, collar, vest, or sign of the type commonly used by a person with a disability to indicate a dog is a service dog; or
- (4) Knowingly representing that a dog is a service dog if the dog has not completed training to perform disability-related tasks or do disability-related work for a person with a disability.

A person who violates this subsection is guilty of a class C misdemeanor and shall also be civilly liable for any actual damages resulting from such misrepresentation. Any second or subsequent violation of this subsection is a class B misdemeanor.

3. No person shall knowingly misrepresent any animal as an assistance animal for the purpose of receiving the accommodations regarding assistance animals under the Fair Housing Act, 42 U.S.C. Section 3601, et seq., or the Rehabilitation Act, 29 U.S.C. Section 701, et seq. For the purposes of this section an "**assistance animal**" is an animal that works, provides assistance, or performs tasks, or is being trained to work, provide assistance, or perform 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. While dogs are the most common type of assistance animal, other animals can and may also be assistance animals. Misrepresentation of an assistance animal \*includes, but is not\* limited to:

- (1) Knowingly creating documents that falsely represent that an animal is an assistance animal;
- (2) Knowingly providing to another person documents falsely stating that an animal is an assistance animal;
- (3) Knowingly fitting an animal, if the animal is not an assistance animal, with a harness, collar, vest, or sign of the type commonly used by a person with a disability to indicate an animal is an assistance animal; or
- (4) Knowingly and intentionally misrepresenting a material fact to a health care provider for the purpose of Obtaining documentation from the health care provider necessary to designate an animal as an assistance animal. All documentation for an assistance animal shall\*\* be from a qualified professional as permitted under the Fair Housing Act, 42 U.S.C. Section 3601, et seq., or the Rehabilitation Act, 29 U.S.C. Section 701, et seq.

A person who violates this subsection is guilty of a class C misdemeanor and shall also be civilly liable for any actual damages resulting from such misrepresentation. Any second or subsequent violation of this subsection is a class B misdemeanor." (Missouri Revised Statutes 209.204)

## Handler's Responsibilities (Service Animal)

1. Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls." (U.S. Department of Justice Civil Rights Division)
2. The handler is financially responsible for the actions of the approved service animal. These actions include bodily injury and/or property damage and handlers must take appropriate precautions to prevent injury and/or property damage. Any damage to MACC property caused by the service animal or above and beyond normal maintenance cleaning will be charged to the handler's MACC student account.
3. At all times, the cost of care and maintenance of health and well-being are the sole responsibility of the handler. Service animals must be in good health and meet all local ordinances regarding vaccinations and proper licensure.

4. Out of courtesy to others, as much as possible the handler should ensure that the service animal does not approach and sniff other individuals, dining tables, or the personal belongings of others.
5. The handler must assure that the service animal does not block identified fire/emergency exits.
6. It is the handler's responsibility to assure that the service animal does not display behaviors or noises that are deemed disruptive to others, unless said noise/behaviors are part of the needed disability service to the handler.
7. Waste cleanup is the sole responsibility of the handler. If the handler is not physically capable of cleaning up after the service animal, the handler must hire someone who is physically capable and incur the cost of such hire. Service animal waste cleanup should include appropriate waste clean-up equipment and proper disposal of waste in an appropriate container. An appropriate container is an outside receptacle (i.e. dumpsters).

## Service Animals in Residence Halls and On Campus

Service animals may travel freely with their handler throughout the Residence Halls and MACC property. MACC may restrict the use of Service Animals in certain locations based on health and safety restrictions. These instances will be evaluated on a case-by-case basis. Please contact the Access office with any concerns or questions.

## Removal of Service Animal

MACC may ask that a service animal be removed from MACC premises if:

- (1) The service animal is out of control and the handler does not take effective action to control it. If improper animal behavior happens repeatedly, the handler may be prohibited from bringing the animal into any college facility until the handler can demonstrate that s/he has taken significant steps to mitigate the behavior.
- (2) The service animal is not housebroken.
- (3) The service animal is a direct threat. A handler may be directed to remove an animal MACC determines to be a substantial and direct threat to the health and safety of individuals.

When there is a legitimate reason to ask that a service animal be removed, Access office staff will work with the person with the disability to obtain goods or services without the animal's presence.

## Emotional Support/Therapy Animals

An emotional support animal is an animal that does not do work, but whose presence provides some kind of support to a student.

- Students may only bring approved Emotional Support Animals on campus, and this accommodation must be registered with the Access office.
- Use of an Emotional Support Animal is considered an accommodation and documentation must be presented to the MACC Access office.
- Documentation must come from a medical professional and must document the student's disability, the reason for the emotional support animal, and the individual needs of the student.
- The documentation will be evaluated by the Director of Access and ADA Services and a determination will be made regarding the allowance of this accommodation.
- If students are dissatisfied with the decision of the Director, they can appeal this decision using the ADA Grievance Procedure listed in this handbook.
- Use of an emotional support animal on campus must be listed as an accommodation on the Student Accommodation Plan.
- **Students may not bring an Emotional Support Animal on campus without going through the process listed above.**
- Emotional Support Animals are held to the same rules listed for service animals at all MACC locations.

## Medical Absence Accommodation

- In most cases, class attendance is critical to a student's mastery of the knowledge and skills that are taught in a specific course and students are expected to follow the attendance policy established by the instructor in each class.
- **This accommodation does not automatically apply for all classes and/or assignments/tests and is subject to review by the Access office and instructor on a class by class basis.**
- It is **vital** that the student notifies their instructor as soon as possible of any absence that may require the Medical Absence Accommodation.
- It is important for the student to realize that even if excused, absences could impact the student's academic performance because the student will not have the benefit of such things as full classroom interaction and the opportunity to ask questions while the material is being presented.

## Advising by Appointment

- If students have this accommodation on their plan, they are allowed to register for classes by appointment each academic semester.
- The purpose of this accommodation is to allow students with disabilities the ability to schedule classes in a manner which allows their schedule to conform to the needs associated with their disability.

## Reduced Course Load

- Students who require a reduced course-load, less than 12 credit hours, as an appropriate accommodation due to their disability, may initiate the Reduced Course Load procedure to request this accommodation.

### Reduced Course Load Procedure

- Requests for reduced course loads are submitted to the Access and ADA Services office. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability.
- The Director evaluates the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.
- If the request is denied, the student may appeal the Director's decision through the standard accommodation grievance procedures.
- If the request is approved, the potential consequences of the reduced course load on progress towards graduation, financial aid, billing, etc. will be explained to the student by the Director. The Director will indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full time status for the semester in question and that he/she cannot drop below this without placing their full-time status in jeopardy.
- The student and the Director sign the Reduced Load Approval Form. Copies are sent to the Registrar, Financial Aid, Cashiering, Housing, the student's Dean and the student's Advisor.
- At the agreed upon credit load the student will be considered as full time and entitled to all of the services, benefits, rights and privileges of full-time status.
- Cashiering will adjust the student's bill. For approvals dated before the end of the official drop period for the semester MACC will prorate the student's tuition based on the enrolled credit load and per credit charges if the adjustment results in a figure lower than full time tuition. Other charges (activity fees, room, board, etc.) are not affected by this accommodation.
- Based on the billing adjustments and reduced credit load the student's financial aid will be adjusted. Within the limits of Federal financial aid regulations every effort will be made to ensure that the student has an adequate financial aid package to pursue their studies.

## Course Substitution

- Course substitution is an accommodation that must be evaluated through the accommodation review process. This must be requested for each course in which the student is requesting a substitution.

### Steps to request a course substitution:

- To request a course substitution, the student should send a written request to the Director of Access and ADA Services. The student should send information related to their disability and why they must have a substitution based on how their disability affects them. The student should submit information from their doctor or psychologist in order to justify their request.

#### Information Needed:

1. Disability Documentation
  2. Evidence of Disability Related Need
  3. Justification regarding the request as reasonable and/or
  4. Supporting Documentation
- The director will review the request and will call and discuss the reasoning for the substitution and additional documentation (if needed).
  - Once the student submits the requested documentation and written request, the Director of Access and ADA reviews the request and consults with the Dean to determine if the request would cause a fundamental alteration to the core components of course material, program, degree, or certificate.
  - The Director of Access and ADA Services will submit their decision within 1 week of receiving written requests for course substitution.
  - If the request is denied an explanation as to the reason for the denial will be sent to the student.
  - If the substitution is denied the student can request an appeal to the decision by submitting an appeal letter to the Dean of Student Affairs and Enrollment Management. The Dean will set up a review committee to further review the request, and will follow the accommodation request review procedure to consider this accommodation.

## Speech-to-Text Software

- Speech-to-Text software is available on all Windows-based computers.
- The Access office testing areas (Moberly and Columbia) have additional specialized programs that can be used by students who are eligible for this accommodation due to a disability.
- Students may schedule a time with the Access office to use these computers if they wish.
- **The Access office does not provide software for individual use off premise (such as use on the student's personal laptop or home computer). However, the Access office staff can assist students with locating various free programs that they can use on their own.**
- Text-to-speech software will only write down/type exactly what is said by the student. It will not add punctuation, correct for grammar, or capitalization. The scribe may ask the student to further explain their meaning or spell a word. It is important that the student to be clear and thorough in their statements. Students will have the opportunity to review what has been scribed and make corrections. They will be responsible for making sure that responses are accurate.

## Scribe

- Use of a scribe is generally used for testing (See note-taking options for information regarding assistance with note-taking). However, there may be other situations based on individual needs that a student may request to use a scribe.
- The scribe may ask the student to further explain their meaning or spell a word. It is important to be clear and

thorough in their statements. The student will have the opportunity to review what has been scribed for them and make corrections. The student will be responsible for making sure that responses are accurate.

## Sign Language Interpreter or Transcription Services

- The interpreter is expected to interpret from spoken language into the appropriate visual language mode and from visual language into spoken language.
- Conceptual accuracy is stressed and the student should be made aware of the proper use and spelling of all relevant vocabulary.

***If students are approved for use of a Sign Language interpreter or Transcription services, please follow the below procedures.***

### **Sign Language Interpreter or Transcription Services Procedures:**

*For classes or standing appointments (such as tutoring):*

1. Once the student has registered for classes, they should contact the Access office so they can request an interpreter for their courses.
2. The student should notify the Access office immediately of any changes to their schedule.
3. The student should also notify the Access office of any ongoing tutoring they may want to set up.
4. Students using interpreters should notify the Access office as soon as possible if they will not be attending class or student meeting. We request at least 48 hours' notice to cancel.
5. The Access office staff understand that there may be times that students are unable to provide 48 hours' notice, but ask as a courtesy that they make their best effort to do so.
6. On the first day of class or in any new situation, students should introduce themselves to the interpreter.
7. Students should be on time for all classes, labs, and meetings.
8. Students should sit in a place that provides the best distance, lighting, background, and angle for seeing the interpreter.
9. If students have any questions relating to class materials, ask the instructor.
10. Personal conversations with the interpreter should not occur during the class. These should be handled before or after the class.
11. If students have difficulty understanding the interpreter, discuss it with that person. If this does not solve the problem, they should contact the Access office.
12. If the interpreter does not come to class, notify the Access office.

Students should let the interpreter and the Access office know if:

- Their class is canceled.
- There will be a video shown in class.
- The student will be making a presentation.
- They will not be attending class

*For one-time appointments (advising, instructor meetings etc.):*

1. Students should contact the Access office as soon as they are aware of the meeting, or would like to schedule one
2. Please provide at least 48 hours' notice. ***The Access office will make every effort to meet requests made with less than 48 hours' notice, but they cannot guarantee the request be met.***

### **No-shows:**

If a student misses two consecutive classes, and does not contact the Access office, the interpreter (or CART services) will be cancelled. If the student would like to re-instate interpreter services, they should contact the Access office to do so.

Requesting a specific interpreter or interpreter Agency:

MACC will make every effort to secure interpreting with the students desired agency and interpreter of choice. At times this may not be possible; however, students are ensured a competent properly accredited interpreter with the appropriate skill level required for their course and/or subject.

## Alternative Format Textbooks

Alternate format textbooks can be provided by Access office if students qualify for this accommodation.

To use this accommodation, follow these 2 steps each semester:

1. **After enrolling for classes, students should contact the Access office to let the staff know for which classes they would like to request alternate format textbooks.** The Access office will begin the process of acquiring the alternate formats after students have contacted our office. (Note: This process takes 2-3 weeks, depending on availability.)
2. **After purchasing the regular-print textbooks, contact the Access office to get the alternate textbook formats.** Students should be sure to save the receipt for each textbook. Access office staff must make a copy for the record, per publisher requirements.

## Online/Hybrid Accommodations

- If students are taking an online course, they can use their accommodations.
- **Testing:** To request testing accommodations, use the Testing Accommodation Request form, available in the Access offices or requested by e-mail ([ADAServices@macc.edu](mailto:ADAServices@macc.edu)). Students can email the form to their instructor with a message in which they tell them which accommodations they would like to use for the online test(s).
- If tests need to be proctored, students can have the instructor fill out the testing form and email it to [ADAtesting@macc.edu](mailto:ADAtesting@macc.edu) for Columbia, and Mexico, or to [ADAMOBCtesting@macc.edu](mailto:ADAMOBCtesting@macc.edu) for Kirksville, Hannibal, and Moberly campuses. Once the Access office receives the request, the Access office staff will contact the student to set up an appointment for the proctored exam.
- Students should be sure to check their test time and to let instructors know if they want to use their extended time for their tests and quizzes. They usually automatically add the time in Canvas and other online testing modalities, but if the students believe it was not added correctly please let the instructor know immediately. If the instructor is unable to resolve the extended time issue, please also let the Access office know.
- If the student needs other accommodations for their online courses, please follow standard protocol and email the instructor to request the needed accommodations.

## Other Assistive Technology

- The Access office has a variety of software and hardware available for students (Smart Pens, magnifiers, recorders, specialized software etc.). If students are eligible to use these devices, they may check them out through the Access office as needed. Most devices are available for daily check out only and may not be taken offsite. Please refer to the Loan Procedure within this handbook for additional information.
- If the Access office is not in possession of a specific device or piece of technology that students require in order to access their education, please speak with an Access office specialist to request the device. Access office staff will make every effort to meet the student's request, but may offer an alternative solution.

## Emergency Evacuation

If a student requires assistance with evacuation during an emergency an evacuation letter will be sent to the student's instructor, the site director, and security officers. The access and ADA office requests that faculty read the letters and assist student with evacuation as necessary.

# Additional Processes and Procedures

## Accommodation Review Process (Level One)

The following process is used to approve or deny accommodations:

- The student requests an accommodation during their plan meeting with the Access office.
- The Access office staff will review the request and will grant or deny the accommodation.
- If Access office staff denies an accommodation, an alternative accommodation will be proposed that could meet the student's needs.
- Accommodations will be denied if...
  1. The accommodations requested do not meet the student's need related to their documented disability.
  2. They cause a fundamental alteration to a core component of a course or program.
  3. They cause undue financial hardship on the institution.
- The student can accept or not accept the Access office's decision.
- If student does not accept the decision of the Access office, they can begin the Level 2 review.

Steps for Students If Approved Accommodation Are Not Granted

- Students should first contact the instructor and discuss the accommodation request.
- If there is no resolution they should contact the Access office by phone, e-mail, or in person to discuss the issue.
- The Access office staff will contact the instructor and/or set up a meeting regarding the situation.
- At the meeting the Access office staff will discuss the accommodation with the instructor and inquire about the reasons for denial. The instructor should be prepared to verbalize the reasons and the Access office will be prepared to evaluate what is required by disability law in regard to accommodations.
- If a consensus can be reached at this meeting that is amicable with the student and the instructor, then the decision reached will be recorded in writing and given to both the instructor and the student.
- If a consensus is not reached at this meeting the student, the instructor, or the Director of Access Services can write a letter requesting a Level 2 review.

## Accommodation Review Process (Level Two)

A level 2 accommodation review can be initiated by a student, faculty member, or the Director of Access and ADA Services.

- The Level 2 accommodation review may be initiated when a student's requested accommodation has been denied by the Access office staff.
- The level 2 accommodation review may also be initiated by the Director of Access and ADA Services when an instructor believes that an approved accommodation could cause a fundamental alteration to the core components of their course.
- The level 2 accommodation review can be initiated by an instructor if they believe an accommodation assigned by the Access office and requested by a student causes a fundamental alteration to their course.

### How to Begin the Level 2 Process

- **Student Initiated Level 2 Review:** The student can begin this process by writing a letter to the Dean of Student Affairs and Enrollment Management and Director of Access and ADA Services. The letter should state the requested accommodation and the reasons it is being requested, and why the student disagrees with the denial of the accommodation and proposal of the alternative accommodation.
- **Instructor Initiated Level 2 Review:** If an instructor believes that an accommodation that is requested by a student and approved through the Access office poses a fundamental alteration to their course, they should contact Access office staff immediately to discuss the accommodation. Instructors should not tell students that they cannot allow an accommodation before speaking with the Access office staff. The Access office staff will discuss the concerns with the instructor and assist the instructor and student with possible developing possible

solutions to the problem. If a solution cannot be reached, the instructor can initiate a level 2 accommodation review. The instructor can initiate this process by writing a letter or email to the Director of Access and ADA Services, and Dean of Student Affairs and Enrollment Management.

- This letter should explain the reason they do not agree with the Access offices' decision regarding an accommodation and should also explain the fundamental core components of their course.
- **Access office initiate Level 2 Review:** The Director of Access and ADA Services can initiate a Level 2 review when a decision cannot be reached regarding the use of an accommodation. The Director will initiate this process by sending an email to the Dean of Student Affairs and Enrollment Management explaining the situation and requesting a Level 2 review.

### The Level 2 Process

- After receiving letters from the student, instructor, and/or Director of Access and ADA Services, the Dean of Student Affairs and Enrollment Management will form a committee to evaluate the accommodation request. The committee will include an Access office representative, an instructor who is knowledgeable of the subject area, and a Dean (or representative of the Dean), who is knowledgeable about the requirements of the program of study.
- The accommodation reconsideration committee will review the request, gather information from the student, instructor, and Access office in order to fully understand the situation. They will evaluate the accommodation, the fundamental components of the course/program of study, the student's individual limitations and needs, and the latest research or current information regarding the particular disability and associated reasonable accommodations. This team will work together to meet the student's needs, ensure the fundamentals of the course are not compromised, and maintain compliance with the American's with Disabilities Act and Section 504 requirement.

## Behavior

Students are held to the MACC Code of Conduct. Please see the MACC policy regarding behavior on campus and in courses. Problematic behavior will be addressed on an individual basis.

## Student Housing

If a student would like to make accommodation requests related to student housing at MACC, please contact the Access and ADA Services office.

## Equipment Loan Process/Procedure

The Access office has a limited number of assistive technology devices that can be loaned out to students. The devices that we have must be used on campus and must be checked out and returned the same day. Students must agree to the checkout process and sign the checkout form each time a piece of equipment is checked out from the Access office.

## GLOSSARY OF TERMS

**Academic Accommodation:** Changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for the accommodations based on the documentation of their disability. A few examples of accommodations include note takers, speech-to-text providers, sign language interpreter, recorded textbooks, extended test time, and the use of assistive technology during class and exams.

**Age of Onset:** The age at which a person acquires a disability and related limitations.

**Amplification:** The use of hearing aids or any other technology used by a person with a hearing loss to amplify sound.

**American Sign Language (ASL):** A natural visual-gestural language with syntax, structure, and grammar rules different from English.

**Assistive Listening Device (ALD):** Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise. Also known as Hearing Assistive Technology.

**Closed Captioning:** Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are "closed" until the viewer activates them through a decoder.

**Communication Access Real-time Translation (CART):** A speech-to-text service that uses specialized computer software, and human input, to provide a transcript of the lecture and class discussion, meant to be word-for-word.

**Cued Speech:** A visual mode of communication that uses hand shapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.

**Deaf Person:** Someone whose hearing loss makes it impossible for him/her to understand speech and spoken language with or without the use of hearing aids. An individual who seeks out other deaf people for social interaction and emotional support may view himself as a member of the Deaf community and value Deaf culture.

**Degree of Hearing Loss:** The extent of hearing impairment usually categorized as "slight," "mild," "moderate," "severe," or "profound."

**Documentation:** A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed. Since there are some variations among colleges regarding the documentation required to receive services, students are encouraged to inquire at all colleges of interest.

**Equal Access:** Providing to students with disabilities (who are "otherwise qualified") the same educational opportunities and full participation in programs and activities as provided to all other students.

**Hard of Hearing Person:** The term "hard of hearing" may be used to describe all degrees of hearing loss up to and including total deafness. A person who is hard of hearing generally uses speech and residual hearing (with or without amplification) to communicate.

**Interpreter/Transliterators:** A trained professional who is bound by a code of professional conduct to facilitate communication between deaf and hearing persons. Interpreters and Transliterators may be fluent in American Sign Language; or they may provide Cued Speech transliteration; or they may be oral interpreters who mouth words without voice so individuals who are deaf or hard of hearing can speech read the information presented.

**Note-taker:** A person, typically a student in the class, who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.

**Open Captioning:** Text from a television program, video, or movie that appears automatically on the screen to convey the spoken information. No special decoder is needed.

**Otherwise Qualified:** As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, a student with a disability is required to meet the instructor's expectations for all students in regard to class participation, work standards, attendance, and ability to demonstrate acquired knowledge, unless they are eligible for an accommodation, pertaining to one of the issues/topics.

**Registry of Interpreters for the Deaf (RID):** A national professional organization that is responsible for testing and certifying interpreters, and maintaining the Code of Professional Conduct.

**Residual Hearing:** Any usable hearing that a person may have.

**Speech Reading (also known as lip reading):** The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speech reading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

**Speech-to-Text Service:** A service provided to facilitate communication by using technology to provide a text format for auditory information. The service provider uses special software and a display device, and types all of the spoken information so the student is able to read the lecture or class discussion, or communication.

**Telecommunications Relay Service (TRS):** Services that facilitate two-way telephone communication between a person who uses a TTY or a computer and a person who does not use such a device.

**TTY:** A telecommunication device used by persons who are deaf who cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer. Currently, referred to as a TDD.

**Video Relay Service (VRS):** A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing persons.

## Getting Started Checklist

Contact the MACC Access and ADA Services office

**Stacy Donald, Director of Access and ADA Services**

Columbia Site – Parkade Center, Room 119

Email: [StacyDonald@macc.edu](mailto:StacyDonald@macc.edu)

Phone: (573) 234-1067 ext. 12120

**Kris Mosley, Coordinator of Access and ADA Services**

Moberly Site – Main Building, Room 232

Email: [KrisMosley@macc.edu](mailto:KrisMosley@macc.edu)

Phone: (660) 263-4100 ext. 11240

**Beth Azdell, ADA Services Specialist**

Columbia Site – Parkade Center, Room 117

(573) 234-1067 ext. 12121

Email: [BethAzdell@macc.edu](mailto:BethAzdell@macc.edu)

**ADA Services Assistant**

Columbia Site – Parkade Center, Room 116

(573) 234-1067 ext. 12150

Email: [ADAServices@macc.edu](mailto:ADAServices@macc.edu)

**To Access the ADA online referral form, go to:**

<http://www.macc.edu/services/access-office>

- Submit documentation to Access and ADA Services (be sure to review the ‘Documentation Guidelines’ in this
- Access and ADA Services Handbook)
- Meet with an Access and ADA Services staff person to set up and review Student Accommodation Plan.
- Contact instructors for each course (each semester) to let them know you wish to use your accommodations.