

Monmouth College

Handbook for Students with Disabilities

Introduction

Monmouth College and the Teaching and Learning Center (TLC) are committed to providing a supportive and challenging environment for all students with disabilities who attend the College. Additionally, the College and the TLC will work to provide students with disabilities a learning and community environment that affords them full participation, equal access, and reasonable accommodation of their disabilities. The majority of accommodations and services for students with disabilities are coordinated by the TLC. Housing accommodations are coordinated by the Department of Residence Life.

Monmouth College provides reasonable and appropriate accommodations for students with documented disabilities that severely restricts the individual from doing activities that are of central importance to most people's daily lives (as amended in 2008).

Examples of common accommodations include classroom modifications, adaptive equipment, testing arrangements, and air conditioned rooms in the residence halls. Documentation of a student's disability must be current and comprehensive, must include a specific diagnosis, and must be from a qualified professional.

Goals for Providing Services to Students with Disabilities

1. To work individually with qualified students with disabilities to provide reasonable accommodations that will allow the student to demonstrate his or her academic capability at Monmouth College.
2. To assist qualified students with disabilities through the transition process from high school to Monmouth College.
3. To work collaboratively with other offices at Monmouth College, including faculty, to ensure equal access for all students.

Rights and Responsibilities

Self-identifying as a student with a disability and asking for accommodations are personal decisions. If a student requests accommodations at Monmouth College, he or she is responsible for completing the accommodation process that begins with informing the Teaching & Learning Center.

Student Rights

1. To full and equal access to the same educational experience as students without disabilities.
2. To have accommodation requests reviewed and authorized quickly and fairly by instructors and by the Teaching & Learning Center staff.
3. To have disability documentation held confidentially and released only to designated individuals with the student's written request or permission.

Student Responsibilities

1. To self-identify his or her disability and provide professional and appropriate documentation of the disability.
2. To consult with the Director of Academic Support Programs to discuss appropriate accommodations.
3. To consult with faculty at the beginning of each semester to discuss accommodation needs.
4. To provide timely notification of special needs and changes in accommodation needs/services.
5. To arrange exam accommodations with faculty well in advance of exam dates.
6. To notify the Teaching & Learning Center if requested accommodations are not being provided or are not effective.

Teaching & Learning Center Responsibilities

1. Determine, with students, appropriate academic adjustments consistent with the student's documentation.
2. Administer policies and guidelines regarding "reasonable accommodations."
3. Maintain confidential records that document the plan for the provision of selected accommodations.
4. Assist students with disabilities by developing the role of self-advocate.
5. Provide instruction in learning strategies (e.g., attention and memory strategies, planning, self-monitoring, time management, and organization, problem-solving).
6. Meet with prospective students, and when appropriate with their parents/guardians, to discuss services available at Monmouth College.
7. Establish rights and responsibilities with respect to service provisions for students with disabilities.
8. Implement appropriate academic disability support services for Monmouth College.
9. To refer a student for additional testing or supplemental testing as needed.
10. Provide consultation with faculty and staff regarding accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.
11. Provide disability awareness training for campus constituencies as requested/needed.
11. Collect and assess student feedback to measure satisfaction with disability services and to monitor use of disability services.

Accommodations

What is a “Reasonable Accommodation”?

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or residence hall room that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact.

Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment.
2. The possible accommodations that might remove the barriers.
3. Whether or not the student has access to the course, program, service, or activity, without accommodations.
4. Whether or not essential elements of the course, program, service, or activity are compromised by the accommodations.

Classroom Accommodations

Accommodations for qualified students provided through the Teaching & Learning Center may include, but are not limited to, the following:

Test Proctoring

Students can make arrangements to have their tests proctored in the Teaching & Learning Center. Tests can be administered orally and/or test time can be extended. In addition, an alternate location of quiet space, as needed, is available.

Note Takers

Note takers may be provided to any student who has difficulty taking lecture notes because of a documented physical or learning disability. Monmouth College believes that student participation is essential for a quality educational experience. This accommodation is in no way meant to replace classroom attendance or a student’s own note taking efforts.

Textbooks on Tape

Arrangements can be made for students with visual impairments or learning disabilities to obtain textbooks on tape (CD) as available.

Documentation Guidelines

Under the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973*, individuals with disabilities are guaranteed certain protection and rights to accommodations based upon documentation. The documentation must indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of accommodations, academic adjustments, and/or auxiliary aids.

- Documentation must be from a signature of licensed professional, qualified in the appropriate specialty area for which accommodations are being requested and who is not related to the student. Documentation should be on official letterhead.
- Documentation should be current. (General standards are 3 years for ADHD, 5 years for a learning disability, 1 year for a psychiatric disability) However, the College may use its discretion in cases in which the condition is considered permanent and the documentation is greater than three years old.
- 504 Plans and IEP's can be considered and reviewed as appropriate documentation. The College, however, may requested additional documentation in some instances.

When applicable, the documentation should include the following information:

- A clear statement of the diagnosed disability including the DSM-IV diagnosis if applicable
- An education, developmental, and medical history or summary of presenting symptoms as it related to the diagnosis
- A list of all assessment instruments and relevant scores used to make the diagnosis (if possible)
- A description of the functional limitations resulting from the disability
- A list of the recommended educational accommodations
- A statement of why the disability qualified the applicant for accommodations requested
- Discuss the impact of medication on the student's ability to function in an academic environment.

Documentation NOT accepted:

- A brief note from a doctor that simply requests an accommodation
- Information or notes written on prescription pads
- Copy of after-care instructions
- Documentation of learning disabilities which is not comprehensive or which identifies "learning problems" or "learning challenges" but does not specifically diagnose a learning disability

For specific Housing Accommodation requests, separate paperwork found on the disability services website at:

<http://www.monmouthcollege.edu/life/disability-services>

How to be your own self advocate

1. **YOU** are responsible for managing your disability in college. You choose when you will take advantage of your accommodations. There may be classes in which you determine accommodations to be helpful and other classes where you determine that accommodations are not necessary.
2. The Teaching and Learning Center will initiate communication with your faculty regarding your accommodations; you will be copied on the email correspondence. From there, it is up to you to speak to your professors in the classes where you need assistance.
3. Speaking with your professors
 - a. You can catch your professor before or after class to speak with them.
 - b. You can find the professor's office hours on the syllabus and stop by the professor's office during these times to speak with him/her.
 - c. You can send your professor a professional email and request a chance to meet with them.
 - d. Once you have a chance to speak with your professor, indicate:
 - Although, they should have received notification from the Teaching and Learning Center re: your accommodations in the classroom, it would be advisable to take a copy of the email with you.
 - You would like to use ____ (whatever accommodation) in their class.
 - Ask how they would like to proceed.

Opening the dialogue with your professor does not mean you need to share your disability details. It merely helps create open communication lines regarding how they can assist you best in their class.
4. Activating your accommodations can occur at any time. The sooner you realize you need to activate/utilize an accommodation in a particular class, the sooner you will be successful. Speak with your professor right away if you find you need your accommodations for their class.
5. If you find you run into problems accessing your accommodations with your professors, please speak to the Teaching and Learning Center as soon as possible.
6. Accommodations are here to support your success at Monmouth College. There is no shame in utilizing the support services available to you. If it helps you become a more diligent, focused, and successful student, we want you to self-advocate for your own success!
7. The TLC staff can be your partner to assist you and to communicate with the faculty, but it is important that you manage your own educational experience...and ask for help when needed.

The Difference between High School & College related to ADA needs

High School	College
The K-12 educational system is governed by two laws that apply to students with disabilities – the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504.	Institutions of Higher Education are governed by two laws that apply to students with disabilities – the Rehabilitation Act of 1973, Section 504 and the American with Disabilities Act (ADA) of 1990, amended 2008.
Under IDEA, children with disabilities are entitled to a “Free and Appropriate Public Education”.	Equal access to education is the governing principle in higher education. Students have civil rights and must advocate for themselves in order to enjoy those rights.
Public schools include services to assure a student’s success. Public schools are responsible for outreach to students.	Section 504 upholds the institution’s right to maintain academic standards. No accommodations may be permitted to reduce that standard for any student. There is no “free” education, and accommodations must be reasonable and must ensure each student’s access , not success.
Public schools receive Federal funding to provide remedial and special education services.	Colleges are required to provide reasonable accommodations, but receive no additional financial support to provide support services, and are not required to provide remedial services if such services are not provided for all students.
Plans, either the Individual Education Plan (IEP) or a 504 Plan, drive all school services and accommodations. These plans involve teachers, school psychologists, and administration. A parent’s signature is required; the student’s participation in the planning is optional.	The student is responsible for advocating for the accommodations that are needed. Students make individual decisions on all coursework selection. Parents are not involved in the educational process without the student’s permission.
Students are qualified for public education simply by being of the appropriate age and because they have a disability.	“Otherwise qualified” in colleges means that the student must meet all entrance and academic requirements with or without reasonable accommodations.
Public schools, for the most part, are responsible for appropriate assessment of a student’s disability.	Colleges do not have to provide assessment for disabilities, but can expect that the students will provide documentation of their disability that meets accepted guidelines.
While the student is in school, the school provides assessment, physical, or other therapy, or personal care.	The student is responsible for personal services, (arranging and paying for) personal care, medical and related requirements, just as if they were living independently and not attending school.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors need to know only that which applies to the accommodation the student requests.

Adapted from Connecticut College, March 2013

FAQ's

1. How are services for students with disabilities at Monmouth College different from services provided in high school or from other institutions?

Students should not assume that accommodations provided at one school will be provided at Monmouth College. Accommodations are approved on a case-by-case basis and must be consistent with the College's academic goals and standards. A student's request, documentation, and past educational experiences will all be taken into consideration when determining the appropriate accommodations. Ultimately, college students are solely responsible for the success of their college career.

2. Are 504 Plans and IEP's (Individualized Education Plans) acceptable documentation of a disability at the college level?

504 Plans and IEP's can be considered and reviewed as appropriate documentation. These documents are useful in understanding prior academic experiences of the student. Testing used to document a disability must be current (usually within three years) and administered by a qualified professional. Testing and evaluation determining a substantially limiting disability must meet the Documentation Guidelines as outlined in this handbook and deemed adequate by the College.

3. What is considered acceptable documentation?

Documentation must be current, be completed by a qualified professional, and explain the 'substantial limitations' as a result of the disability, and provide accommodation recommendations. If you are unsure whether your documentation is current, please consult with the Teaching and Learning Center. The College reserves the right to determine the adequacy of submitted documentation and to require additional documentation and/or testing.

4. I believe I have a disability but no current documentation. What should I do?

If you have not received an evaluation or your documentation is determined to be outdated, the College can assist in obtaining information about local practitioners who can perform the evaluation. In some instances, our College Counselor may be able to issue a diagnosis. If not, you can be referred to other agencies or find an agency in your hometown area. All costs incurred for obtaining appropriate documentation are your responsibility.

5. Who do I share my disability documentation with and when?

Monmouth College students should contact the Teaching and Learning Center as soon as possible to determine what services and accommodations may be available. If you are a prospective student to Monmouth College, you should arrange a meeting with the Director of Academic Support Programs in the Teaching and Learning Center to discuss your documentation and potential services available. Students with disabilities accepted to Monmouth College should contact the TLC as soon as possible to discuss the coordination of services.

6. **Are housing accommodations available?**

Yes, upon acceptance to Monmouth College, students with disabilities with specific housing needs should fill out the paperwork for the Office of Residence Life, which can be found on our Disability Services website:

<http://www.monmouthcollege.edu/life/disability-services/housing-meals.aspx>

Grievance Procedures

In accordance with civil rights legislation and Monmouth College's commitment, it is the policy of the College not to discriminate against any individual on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, marital or veteran status in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. It is also College policy to ensure no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any College program or activity.

In response to a request made by a qualified student with a documented disability who is registered with the Teaching and Learning Center, the College will arrange, at no cost to the student, for the provision of educational auxiliary aids, including sign language interpreters, real-time captioners, note takers, readers, and tutors determined by the College to be necessary to afford the student with a disability the opportunity for full participation in College programs. If a Monmouth College student believes any College personnel have discriminated against him or her because of a disability, he or she has the right to seek a review of such concerns. Students have the option of pursuing either an informal complaint or a formal grievance. If a student opts to pursue an informal complaint, he or she may later pursue a formal grievance if not satisfied with the resolution of the informal process.

Informal Complaint Procedures

It is recommended, but not required, the student speak first about the concerns to his or her instructor, department chair, program coordinator, or a dean. Results of this discussion may include developing strategies for empowering the student to deal with the situation him or herself, having the person who has received the grievance take it under review, or another satisfactory resolution may be readily found. A student who is uncertain about filing a formal grievance may consult informally with the Teaching and Learning Center, with the Director of Academic Support Programs.

A student who makes use of the informal complaint procedures shall not be retaliated against for doing so. A student may choose another student, faculty, or staff member to accompany him or her through the steps of the procedure.

Formal Complaint Procedures

A student who wishes to file a formal grievance regarding **academic** accommodations (i.e. testing or course accommodations) must do so in writing to the Vice President for Student Affairs, 1st floor Poling Hall, 309-457-2114. The purpose of the review is to determine whether or not College policy has been followed and, if not, to address any resulting consequences and to take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The Vice President for Student Affairs or his or her designee will promptly undertake an investigation and provide a written finding to the student upon completion of the review.

A student who wishes to file a formal grievance regarding **non-academic** accommodations (i.e. housing or mobility complaints) must do so in writing to the Associate Dean of Students/Director of Residence Life, 1st floor Poling Hall, 309-457-2114. The purpose of the review is to determine whether or not College policy has been followed and, if not, to address any resulting consequences and to take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The Associate Dean of Students/Director of Residence Life or his or her designee will promptly undertake an investigation and provide a written finding to the student upon completion of the review.

A student who makes use of the grievance procedure shall not be retaliated against for doing so. A student may choose another student, faculty, or staff member to accompany him or her through the steps of the procedure.

Test Proctoring Policy

In an effort to assist the faculty, the Teaching & Learning Center can assist, when available, with proctoring exams for individual courses. This allows for a student to utilize the accommodation of an alternate location and/or extended time on exams/quizzes. If a professor chooses, they can make their own arrangements with a student. If that is the case, the Teaching & Learning Center does not need to be notified.

However, if a student and a faculty member need assistance with proctoring, the following guidelines should be observed:

- a. The student should speak with the professor at least one week before the exam (as per dates on the syllabus) to indicate the exam/quiz upcoming is one they would like to utilize their accommodations of alternate location and/or extended time.
- b. Once the professor has been notified and agrees, the student should contact the Teaching & Learning Center in advance of the exam (at least 48 hours, not including a weekend).
- c. The student should fill out the on line test proctoring request for located at: <http://www.monmouthcollege.edu/life/disability-services/forms/test-proctoring.aspx>
- d. The Teaching & Learning Center (Director of Academic Support Programs or designee) will make arrangements via email with the student and professor regarding a date and time when the exam is to be proctored.
- e. The faculty will be asked to submit the exam within 24 hours of the scheduled proctored time. Exams can be submitted electronically to the Director or dropped off at the office (2nd floor Poling Hall) in a hard copy. The professor will also be asked to explain any special instructions so we can best represent you at the time of proctoring and/or have an understanding of what materials, if any, can be used by the student (notes, book, calculators, etc.).
- f. Once the exam has been proctored, the Teaching & Learning Center will return the exam to the professor in a timely manner (usually the next business day). The exam is traditionally placed in an envelope and slid under the office door of the professor.

Final Exam Proctoring Policy

In an effort to assist the faculty, the Teaching & Learning Center (TLC) can assist, when available, with proctoring exams final exams for students with accommodations.

Proctored final exams are hosted by the TLC during business hours (8am-4:30pm) and only during the weekdays (M-F). If a final exam is scheduled with the College on a weekend or after 4:30pm, the TLC will work with the faculty & student to reschedule this exam within the weekday, business hour format.

This may mean that the student takes the exam before or after the normal class time. If a professor does not prefer that to happen, they are welcome to proctor the exam with the student, acknowledging their accommodation needs, on the actual day/time of the exam.

The following guidelines for final exam proctoring will occur:

- a. Approximately two-three weeks before final exams, the Director of Academic Support Programs will notify, via email, all ADA students encouraging them to review their final exam schedule and determine what, if any, courses they need an exam proctored.
- b. A deadline will be set for the student to notify the TLC of those exams so they can be appropriately scheduled.
- c. The student should speak with the professor by the same designated deadline to indicate the final exam is one they would like to utilize their accommodations of alternate location and/or extended time.
- d. Once the professor has been notified and agrees, the student should fill out the on line test proctoring request for located at: <http://www.monmouthcollege.edu/life/disability-services/forms/test-proctoring.aspx>
- e. The Teaching & Learning Center (Director of Academic Support Programs or designee) will make arrangements via email with the student and professor regarding a date and time when the exam is to be proctored.
- f. The faculty will be asked to submit the exam the day before the final exam is to be proctored. (Monday exams are needed on Friday). Exams can be submitted electronically to the Director or dropped off at the office (2nd floor Poling Hall) in a hard copy. The professor will also be asked to explain any special instructions so we can best represent you at the time of proctoring and/or have an understanding of what materials, if any, can be used by the student (notes, book, calculators, etc.).
- g. Once the exam has been proctored, the Teaching & Learning Center will return the exam to the professor in a timely manner (usually the next business day). The exam is traditionally placed in an envelope and slid under the office door of the professor.

Note Taker Information

It is the student's responsibility to approach you if he/she feels as though he/she needs a note taker for your class. Here are some suggestions as to how you might help a student arrange a note taker:

If the student indicates that he/she is in need of a note taker do the following:

- Announce in class that a student in the course is in need of a note taker (**For obvious reasons do not share the students' name or point the student out**) Explain that a volunteer is needed who would simply take notes as he/she would normally.
- Notes can be taken on NCR paper available at the Teaching and Learning Center or notes can be typed and submitted to the Professor or Director of Academic Support and then emailed to the student as soon as possible.
- Explain that following class the note taker simply peels off the back portion of the NCR page (unless typing notes), and leaves it with the professor for the student to pick up
- Instruct the student volunteer to contact the Teaching & Learning Center if NCR paper is needed. We can be reached at tlc@monmouthcolleged.edu or 309-457-2257.
- Please feel free to contact The Director of Academic Support Programs at tlc@monmouthcollege.edu or 309-457-2214 if there are any difficulties in finding a note taker.