College of The Albemarle Procedure

Procedure Number: 5.3.4.3

Title: Requesting Accommodations (Students)

Related Policy: 2.3.7 - Americans with Disabilities Act; 5.3.4 - Discrimination and Harassment; 5.4.5 - Service Animals and Other Animals on Campus; 7.7 - Digital Technology Accessibility

Division of Responsibility: Student Success and Enrollment Management

The College shall comply with the Americans with Disabilities Act of 1990, As Amended ("ADA") and Section 504 of the Rehabilitations Act of 1973 ("Section 504"). All requests for reasonable accommodations will be considered following the appropriate federal and state laws as outlined in this procedure. Information provided by students is voluntary and strict confidentiality will be maintained.

I. DEFINITION OF DISABILITY

A. Disability - The term "disability" means, with respect to an individual—
   1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
   2. a record of such an impairment; or
   3. being regarded as having such an impairment

B. Major Life Activities
   1. In general - include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
   2. Major bodily functions - include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

II. REQUESTING REASONABLE ACCOMMODATIONS

Students wishing to make a request for reasonable accommodations must self identify by contacting the coordinator of accessibility (coordinator) located within the division of Student Success and Enrollment Management. A Request for Accommodations Form must be completed by the student with supporting documentation of the disability as defined by ADA and Section 504 from a qualified professional. Documentation should be current (within the past five years) and will be used to evaluate requests for reasonable accommodations. The evaluation process will include the impact of the documentation on the goals and standards of the programs, course, and/or activity. The documentation should provide enough information for the student and the College to decide what is an appropriate adjustment to make the relevant College programs, courses, and/or activities accessible to the individual. When submitting an individualized education plan (IEP) or Section 504 plan for documentation, the coordinator, or designee may require additional documentation.

Supporting documentation should include:

A. a current diagnostic statement identifying the disability;
B. the date of the current diagnostic evaluation;
C. the credentials of the diagnosing professional.

Supporting documentation may include:

A. the date of the original diagnosis;
B. a description of the diagnostic criteria and/or the diagnostic test used;
C. a description of the current functional impact;
D. all treatments, medications, assistive devices/services currently prescribed or in use; and;
E. professional recommendations regarding accommodations and services.

III. PROCESSING REQUESTS FOR REASONABLE ACCOMMODATIONS

Upon receipt of all forms and documents, within 10 college working days, the coordinator and student will work together to develop an accommodation plan based on the documentation provided and the student's needs. Whenever necessary, the coordinator will contact the instructor, program chair or academic dean to determine what reasonable accommodations may be provided.

Students requesting reasonable accommodations for instruction/class should submit the request form and documentation four weeks prior to the start of the class. Requests made after the start of the term will be processed in a timely manner; however, accommodations are not retroactive.

Students who have not attended for two consecutive semesters will need to complete a new Request for Accommodations Form. New, supporting documentation may be required as well.

IV. INCOMPLETE REQUESTS FOR ACCOMMODATIONS

Incomplete requests for reasonable accommodations will be maintained by the College for one year from the date the request for accommodations form was received. Students enrolling at the College after one year, will be required to submit a new request form and may be required to submit updated documentation from a qualified professional.

V. EDUCATIONAL ACCOMMODATION PLANS

The appropriate accommodations must be determined based on disability and individual needs. Accommodations may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure the Student’s access to equal educational opportunities. In providing accommodations, the College will consider whether such would lower or substantially modify the essential requirements of the programs, courses, and/or activities offered. Similarly, the College shall consider whether the sought accommodations would fundamentally alter the nature of these services, programs, or activities or create an undue financial or administrative burden on the College.

Approved reasonable accommodations for students may include, but are not limited to, the following:

A. Extended Time on Tests - Students are given extra time on tests unless it substantially alters the curriculum such as with a timed skill assessment.

1. Time and One Half
2. Double Time

B. Isolated, Distraction-Free Environment for Tests - Isolated, distraction free testing environments are provided as needed with advance notice from students.

C. Reader/Read Aloud for Test - The student requires printed materials to be read aloud either by a person or with the use of assistive technology on a computer.

D. Alternative Format for Test - Students can take the test in a different format (i.e. pencil and paper instead of digital) unless it substantially alters the nature of the test/course.

E. Adaptive Equipment for Test - Students may use assistive technology during tests or exams. Students who require assistive technology must request from the coordinator of accessibility each device or software separately. The provision of such shall require a meeting with the instructors and the student to discuss and agree upon guidelines for each class. Once approved, the technology can be used.

F. Tape Recording Privileges (for classroom lectures) - Students may use a recording device to class for the purpose of notes.

G. Service-Use of Calculator - Students are able to use a calculator unless it substantially alters the curriculum.

H. Service-Use of Computer - Students may use a computing device to class for notes and writing assignments.

I. Service-Use of Pocket Speller - Students are able to use a pocket spell checker during class for assignments.

J. Service-Use of RFB Services (recorded textbooks) - Printed materials are in an audio or electronic format or the use of a personal device with screen reading software is permissible.

K. Service-Use of Braille and Speak - Students may use a Braille 'n Speak device to class for notes and writing assignments.

L. **Service-Use of Flat, Table Top Desk** - Students have access to a flat, table top desk.

M. **Service-Use of Raised Height Desk to Accommodate Wheelchair Height** - Students have access to desks that are the appropriate height to accommodate a wheelchair.

N. **Service-Use of Closed Captioning for Videos** - Closed Captioning shall be provided for all videos, both in class and online.

O. **Service-Use of FM Sound Amplifications System** - Requesting that the instructor wears a transmitter and the students wear ear molds to hear the teacher.

P. **Enlarged Print** - Adaptations of materials with larger print.

Q. **Staff Assistance for Sign Language** - Assistance in finding sign language services.

R. **Staff Assistance for Cued Speech** - Assistance in finding cued speech services.

S. **Staff Assistance for Scribe** - Assistance in finding scribe services.

T. **Staff Assistance for Study Strategy Sessions** - Assistance in finding resources for study sessions or staff providing study strategy sessions.

U. **Staff Assistance for Staff Note Takers** - Note taking services are on a volunteer basis. Students may speak with the instructor about the possibility of a note taker for that class.

V. **Staff Assistance for Instructor's Notes** - Provision of the instructor's lecture notes, presentation slides, and/or study guide if available for the purpose of following along in class and/or studying.

W. **Facility Access for Service Animal** - A Service Animal is permitted to accompany the student anywhere the student goes on campus with the following exception: Any room, studio, or classroom, with sharp metal cuttings or glass shards on the floor; hot materials such as molten metal; excessive dust; or moving machinery may pose a danger to the service animal. When a person with a service animal must be in one of these areas as a course requirement, alternative arrangements will be considered for providing access; or the student may sign a waiver confirming their understanding of the potential danger. Reasonable accommodations will be provided to ensure equal access to all College programs, activities and employment.

X. **Facility Access for Mobility Orientation to Campus** - Students have access for their personal Orientation and Mobility Specialist to teach safe, efficient, and effective travel skills around the campus.

Y. **Facility Access for Wheelchair Accessibility** - Students have access to wheelchair accessible entryways, ramps, and other wheelchair accessible areas of campus.

Z. **Facility Access for DMV Handicapped Parking** - Access to park in the Division of Motor Vehicles Handicapped designated parking spots.

AA. **Same Seat for All Class Meetings** - Students are allowed to sit in the same seat for all class meetings.

BB. **Academic/Student Support** - The coordinator will make referrals for academic support and/or provide resources and tips for encouraging participation in workshops on campus for executive functioning, study skills, and time management.

CC. **Permission to Leave Class, Rest** - Students may take breaks as needed or at agreed upon intervals during class and labs. Examples include but are not limited to: Stepping out of the classroom to get a beverage or snack, fresh air, or use the restroom. Students are expected to return to class in a timely manner. Certain programs may have contact hour requirements dictated by the state or national board policies and cannot be waived.

DD. **Permission to Stand and Stretch During Class** - Students may stand and stretch at the back of the classroom so long as it is not a distraction to others.

EE. **Flexible Attendance** - Students may require more than the allowable absences in a course and may be provided additional excused medical absences. These absences cannot be so excessive that the student cannot achieve the student learning outcomes. Established guidelines will be created for each course between the instructor, the coordinator, and the student. Some programs may follow a more rigid attendance policy due to regulations set by accrediting boards, state, and federal licensing agencies.

FF. **Extended Time on Assignments** - Extended time on assignments may be granted as an accommodation where possible but may not apply to all assignments. The student must request extended time on each assignment they are seeking the accommodation for, obtain a new due date from their instructor, and keep in communication with their instructor.

Testing Accommodations: Students with approved reasonable accommodations who need testing accommodations must submit the Testing Accommodations Request Form to the Testing Center at least 48 College working hours before the scheduled exam.

Educational Accommodation Plan Renewal: Educational accommodation plans are valid for one academic semester unless otherwise noted. Students must update and sign a new educational accommodation plan at the beginning of each academic semester.

The coordinator or designee must contact the instructor and/or appropriate academic dean prior to approval of accommodations not included in the above list.

The coordinator or designee will send a student's approved Educational Accommodation Plan to the student's instructor(s) on record the week prior to the start of the appropriate term. If the plan is not signed before the beginning of the semester, the coordinator or designee will send the student's Educational Accommodation Plan to the student's instructors within five (5) College working days of signing the plan. Notifications to instructors by the coordinator or designee do not remove the student's responsibility to communicate with their instructors about using their accommodations requiring student requests for each use.

VI. Appeal

A. A student who believes that an accommodation is not appropriate or has not been provided must first go to the coordinator of accessibility and attempt to informally resolve the matter within five (5) College working days of becoming aware of the decision, action or event giving rise to the grievance. The coordinator, or designee, will make every effort to resolve the complaint on an informal basis. If an informal resolution is not possible, the student may file a formal appeal with the vice president of student success and enrollment management in writing within five (5) College working days after the conclusion of the informal resolution via the online reporting system or email.

B. The vice president, or designee, shall review the written appeal and record and conduct whatever further investigation, if any, is necessary to determine if the appeal should be addressed according to Procedure 5.3.4.2 Unlawful Discrimination and Harassment or Procedure 5.3.6.1 Student Grievance.

For more information regarding the unlawful discrimination and harassment and student grievance procedures, see Procedure 5.3.4.2 Unlawful Discrimination and Harassment or Procedure 5.3.6.1 Student Grievance.

October 21, 2024	October 05, 2026	October 05, 2026
Date Approved by President's Leadership Team	**Date of Last Review**	**Date of Last Revision**