

2024-2025

Disability Resources & Access Student Handbook



*Quad City Campus
Building 1 Room 241
309-796-796-5900*

*East Campus
Building A Room 236
309-854-1713*



Welcome to Black Hawk College!

We are SO excited that you chose Black Hawk College as your next step! Transitioning to postsecondary education can be scary at times, but Black Hawk College has a wide array of support services to help guide you through your journey.

This handbook should be used as a general guide to services available to students with disabilities. This handbook does not in any way replace the policies noted in the College Catalog or the Student Handbook. Also, based on specific accommodations, additional forms and guidelines will be provided to you. In this handbook the Disability Resources & Access Coordinator and Academic Support Services Staff will be recognized as Disability Resources Staff.

The decision to use services for your disability in postsecondary education is a matter of individual choice. Your need for services may vary semester-to-semester depending upon your classes. The responsibility to use services belongs with you, the student. You will need to request services **each** semester by contacting the Disability Resources & Access Office.

Black Hawk College is committed to offering equal access in its application and enrollment procedures, educational programs, student clubs/ organizations and cultural events. Black Hawk College students with disabilities vary in their personal sense of independence and self-understanding of their disability. Your time at Black Hawk College provides an opportunity to further develop knowledge of your disability, independence, creative problem-solving techniques and further develop your self-advocacy skills. Our experience with students has shown that students who are determined and who understand and clearly communicate their needs are "set up" for success.

We are looking forward to working with you!

Jen Holldorf

Disability Resources & Access Coordinator

East Campus: Jennalynn Cisna, Office Assistant (part-time)

QC Campus: Jodee Gravert, Office Assistant (mornings)

QC Campus: Halle Heath, Office Assistant (afternoons)

Rights and Responsibilities:

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, students with disabilities and Black Hawk College share the following rights and responsibilities.

Students with disabilities who attend Black Hawk College have the *right to...*

- Equal access to all educational opportunities offered at BHC, including services, programs, courses, activities, jobs and facilities.
- Equal opportunity to learn and receive reasonable accommodations and services.
- Confidentiality of all disability documentation, as well as the right to decide which parties outside BHC may receive this information, whenever appropriate.
- Information about services, programs and/or resources available in accessible formats (print, large print, audio, Braille).

Students who attend Black Hawk College have the *responsibility to...*

- Meet qualification criteria and maintain student code of conduct for services, programs, courses, activities, jobs and facilities.
- Provide required and sufficient disability documentation from an appropriate professional demonstrating how the disability impacts education or limits participation in programs, courses, activities and facilities.
- Identify as a person with a disability when accommodation and assistance is needed.
- Follow the appropriate procedures for obtaining reasonable accommodations and other services.
- Take an active role in making accommodations work (give it your best shot) and in resolving concerns with appropriate professionals.

Black Hawk College has the *right to...*

- Identify and establish standards for courses, programs, services, activities, jobs and facilities as well as to evaluate students on this basis.
- Request current, complete documentation that supports the need for accommodation and/or other services.
- Deny requests for accommodation and/or other services if the documentation provided does not support such a need, is insufficient or inappropriate.
- Select among equally effective accommodations, adjustments and/or auxiliary aides or services.
- Deny an unreasonable request for an accommodation and/or service that fundamentally alters a program or activity at the college.

Black Hawk College has the *responsibility to...*

- Ensure that courses, programs, services, activities, jobs and facilities, when viewed in their entirety, are available and useable in the most integrated and appropriate settings.
- Provide or arrange reasonable accommodations and services for persons with disabilities in college programs, services, jobs, activities and facilities.
- Maintain confidentiality of documentation and other personal information, except where permitted or required by law to make disclosure.
- Provide information on programs, services and/or resources in an accessible format.
- Promote student independence and self-advocacy

Americans with Disabilities Act

The Americans with Disabilities Act was passed by Congress in 1990. It was amended by Congress in 2009. This is the law that protects the civil rights of people with disabilities in many aspects of public life.

ADA Title II

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the services, program, or activity being provided.

www.ada.gov

Section 504 of the Rehabilitation Act of 1973

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the US Department of Health and Human Services (DHHS).

Who is Protected from Discrimination?

Section 504 protects **qualified individuals with disabilities**. Under this law, **individuals with disabilities** are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or what are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addition, heart disease, and mental illness.

In addition to meeting the above definition, for the purposes of receiving services, education or training, **qualified individuals with disabilities** are persons who meet normal and essential eligibility requirements.

www.hhs.gov

Eligibility for Services

Any "qualified" student with a documented disability may request or discuss disability services and accommodations. In order to receive services or accommodations, the **student must first provide written documentation and information about his or her disability**. The documentation can't be more than 5 years old. The student should bring this information directly to the Disability Resources & Access office after registering for classes.

Administering accommodations is a shared responsibility between the student and the College. Students requesting accommodations are required to participate in the interactive process.

Documentation of a Disability

Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the college. To establish that an individual is covered under the ADA, documentation must indicate that the disability substantially limits a major life activity. Documentation must not be more than 5 years old. If academic or classroom-based adjustments and accommodations are requested, learning must be one of the major life activities affected.

Documentation submitted must:

- Be appropriate to verify eligibility **AND**
- Demonstrate a current substantial impact of one or more major life activities **AND**
- Support the request for accommodations, academic adjustments and or auxiliary aids.

To qualify for accommodations through the Disability Resources & Access office, students are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairments. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. All documentation must be submitted on the official letterhead of the professional describing the disability. The report should be dated and signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the college has the right to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is the responsibility of the student.

In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family.

Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions.

Student Code of Conduct*

*Abbreviated

The Student Code of Conduct has been established to maintain order on campus and to guarantee the broadest range of freedom for all who come to learn at Black Hawk College. All students are required to conduct themselves in accordance with the regulations of the College and such laws of the city, state, and federal governments. Out-of-state online students are governed by the same procedures. The actions of students or visitors on campus or college-sponsored events must not violate the rights of others or disrupt the normal processes of the institution.

Each student is responsible for knowledge of and compliance with this Code of Student Conduct, which is available in the Student Handbook at www.bhc.edu/catalog.

**The information in this Handbook has been abbreviated for space. The complete Student Code of Conduct can be found at the link above.*

Scope and Jurisdiction

The Code of Conduct covers acts of all students and/or student guests occurring on campus, as well as on property owned, leased, or controlled by the College. The Code of Conduct also covers conduct and behavior occurring off campus, including, but not limited to, online behavior, which affects a clear and distinct interest of the College. Interests of the College are affected if the behavior negatively impacts the achievement of the College's academic goals, the safety and freedom of individuals, or the orderly operation of the College.

The following are examples of situations that could affect a clear and distinct interest of the College:

1. Conduct occurring at a college-sponsored activity, sporting event, or educational activity (e.g. residency, internship, service-learning experience, field trip) or at a student organization-sponsored activity
2. Conduct occurring while the accused or complainant was acting in an official capacity for the College
3. Conduct which constitutes a violation of federal, state, or local law or ordinance
4. Conduct which violates a College rule or policy
5. Conduct which demonstrates a threat to campus safety and security.

Please note that the aforementioned list is not exhaustive and does not include all conduct prohibited herein. Violations of this Policy involving violent conduct, alcohol, or drugs are presumed to affect a clear and distinct interest of the College.

The Student Code of Conduct applies whether or not the College is in session. The Code of Conduct is applicable to a student from the time of application for admission through the actual awarding of a degree, even though the conduct which violates the policy may not be discovered until after a degree is awarded.

Proscribed Conduct

Students at Black Hawk College are expected to demonstrate qualities of honesty, trust, fairness, respect, responsibility and civility. Behavior that violates these standards for which discipline may be imposed, but is not limited to, the following:

1. Academic Dishonesty
2. Plagiarism
3. Non-Academic Dishonesty
4. Disruptive Conduct
5. Computer Misuse
6. Alcohol Violation
7. Drug Violation
8. Sexual Harassment
9. Harassment
10. Discrimination
11. Stalking
12. Infliction of Bodily Harm
13. Weapons
14. Theft
15. Forcible or Unauthorized Entry
16. Destruction of Property
17. Gambling
18. Unauthorized Trademark Use
19. Unattended Children
20. Failure to Comply
21. Failure to Respond or Comply with Code of Conduct Requests or Sanctions
22. Violations of Local, State, or Federal Law
23. Violation of Written College Policy, Regulations and Announcement
24. Conduct Detrimental to the College
25. Abuse of the Conduct System

Release of Information/Confidentiality

The Disability Resources & Access office maintains the highest confidentiality standards. If you have concerns about this issue please contact us directly. Because documentation concerning disabilities is confidential, it is kept in the Disability Resources & Access Office, separate from other school records. The Disability Resources & Access office does not, and cannot, discuss a student's disability with anyone without permission. The only exception is the case of a direct threat to personal safety of the student or others. Students are encouraged to discuss required accommodations with their instructors and may request the release of their information through a "Consent to Release Information" form available in the Disability Resources & Access office.

All information obtained by the Disability Resources & Access office is solely for the purpose of assisting the student and will be kept confidential, as required by law. In addition, the Disability Resources & Access office adheres to the following guidelines:

- No one has direct access to a student's file (both physical and electronic) except the Disability Resources staff, including the Coordinator, Office Assistants, and in very limited circumstances a student worker.
- College faculty and staff do not have a right to access information regarding a student's disability and will only be provided information relating to the accommodations as needed.
- Students who sign the confidentiality agreement, authorize the Disability Resources Staff permission to share only necessary and appropriate information with BHC's faculty and staff to better serve the student, including verifying registration with our office.
- A student's information will not be released without a student's written consent unless under the following circumstances:
 - The student states that they intend to harm themselves or another person(s);

- The student describes or reports any physical abuse, neglect or sexual abuse.
- The student reports being a victim of a crime on BHC property
- A student's information may be released with a court order or subpoena.
- Disability Resources & Access will keep a copy of all information received for the period the student is active or for five years if a student is not active. **After a seven-year time period, files are shredded.**
- If a student wishes to have his or her information destroyed, they must provide a written request to the Disability Resources Staff who will make the determination on whether to retain or destroy the information.
- A student has the right to review his or her own records upon written request to the Disability Resources Staff. (Other specific rights apply under the Family Educational Rights and Privacy Act- FERPA).
- If additional information is requested by Disability Resources & Access from parties outside of the college (a doctor, psychologist, etc.) the student must sign a separate written authorization consenting to the release of such records.

Disclosure of Student Information: FERPA

FERPA establishes the right of students to inspect and review their education records; provides that personally identifiable information will not, with certain exceptions, be disclosed without the student's written permission; provides for guidelines for the correction of inaccurate or misleading data through informal or formal hearings; grants the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures of the College to comply; and makes provisions for notice to the students concerning their rights.

Black Hawk College's faculty and staff use records to meet the needs of individual students and help develop ways to improve programs, services and academic success. Student records are confidential. Faculty and staff members may not disclose information about students without the student's written consent.

Students have the right to inspect and review their academic records. A student who wishes to review his/her academic records must make a request in writing and submit it to the Registrar's Office. Parents and spouses have no inherent right to receive information about students. Only if the student has signed a release form can specified information be given to the identified party.

Additional information regarding FERPA can be found in the Black Hawk College catalog or student handbook.

Educational Records

Documentation such as an IEP or 504 Plan from high school is an educational record that rarely stands on its own as documentation of an adult disability. While it may serve to supplement clinical information, a child's needs of special education does not necessarily mean that the child will become

an adult with a disability as indicated by more general regulations confirming disability rights. However, educational records such as an IEP contain comprehensive disability assessment prepared by an authoritative provider. Records of that kind are routinely taken by Disability Resources & Access as authoritative disability documentation, and they should be submitted in support of the students' reasonable accommodation request.

Classroom and Testing Accommodations

While the ADA requires consideration be given to specific student requests, it does not imply that a particular accommodation must be granted if other suitable interventions are available.

A wide variety of accommodations (instructor notes, extended test time, sign language interpreters) are available to meet the unique needs of each student. The particular accommodation needs of the student are identified by considering information about the student's disability and the demands of the class in which the student is enrolled. The Disability Resources & Access Coordinator discusses appropriate accommodations with the student after they have developed a schedule of classes and provided all required documentation.

Accommodations do not lower course standards or alter program requirements, but instead give the student an opportunity to demonstrate their academic ability. Accommodations do not guarantee success in a course but do ensure that a student with a disability has equal access.

It is important to remember not all accommodation requests will be granted, and the College is not required to approve accommodations that would fundamentally alter its programs to accommodate a student. In some cases, the institution may provide an alternative reasonable accommodation rather than the specific accommodation requested.

Granted accommodations are not retroactive (meaning that once accommodations are granted, students will not be able to re-do assignments or re-take exams that were completed before accommodations were requested and/or established).

Approved accommodation(s) provided to students with diagnosed disabilities will not require the college to lower academic or non-academic standards. Students receiving accommodation(s) are expected to develop the essential skills and competencies expected of all students in their program of study, as defined by the curriculum.

Accommodation Forms

As soon as you have registered for classes, provide a copy of your schedule to Disability Resources staff. **Please remember that you will need to do this each semester.** Specific information about your disability and how it affects you as a student, as well as information about demands of the classes in which you have enrolled, are crucial to the development of an effective accommodations plan. Students are not required to meet with the Disability Resources Coordinator every semester, however it is a good idea to meet and discuss your courses and existing accommodations.

Some accommodations such as E-books or Sign Language Interpreters take time to arrange. **Request accommodation for these services early-before classes start for that semester. Students receiving E-books (or Audio Books) are required to purchase the book and send proof of purchase to the Disability Resources office. This will initiate the process for the office to obtain the book/s.**

Accommodations Form are completed to assist you in communicating your needs to your instructors. New accommodations forms need to be sent out **each** semester. The Accommodation form makes your request "official" to your instructor as it indicates that you have "registered" with the Disability Resources & Access office and have provided documentation of a disability which supports your request for specific disability related accommodations.

Accommodation forms will be sent electronically to your instructors before the start of the semester or when the form is approved by the student. Students are encouraged to meet with their instructor/s during the first week of class to discuss accommodation needs and the details for arranging those accommodations.

Testing Accommodations Process

Student utilizing their testing accommodations should meet with the instructor and discuss their testing accommodations. Depending on the nature of the course and the extent of the accommodations, students can complete their tests several different ways. They do not necessarily have to complete them in the Disability Resources & Access office. The instructor can choose to provide accommodations in the classroom or in an adjacent room at their discretion, however this may not always be feasible due to room scheduling and faculty teaching schedules. The only way to ensure extra time for testing is to test in the Disability Resources office.

Students should test in Disability Resources & Access if they receive accommodations that would not be available from the instructor. These may include minimum distraction testing, scribe, reader, test enlarged, use of computer to type answers, or use of reader software. Be aware that faculty and classroom schedules may not allow for extended time if you choose not to test in Disability Resources & Access.

Tests administered online should have the allotted time adjusted through Canvas. Make sure the time is correct before proceeding with the exam.

Testing in Disability Resources & Access

Students taking their tests in Disability Resources & Access:

- Must schedule at least **four business days** in advance.
 - Requests can be made through email, phone or stopping in the office, and need to include the test date, time, course and instructor's information.
 - **We cannot guarantee we will be able to get your test without proper advanced notice.**

- Make sure to arrive at your scheduled test time and be prepared for testing with everything that you need.
- Students are encouraged to use the restroom prior to testing. Students are only permitted to leave the office area in case of emergency.
- All phones, smartwatches, bookbags, hoodies, purses, etc. will need to be placed in a cubby in the lobby area and powered off.
- Disability Resources staff will notify the instructor the day and time you will test, and what testing accommodations you have been approved for. If you need to change your test day or time, please notify our office as soon as possible.
- Instructors are NOT required to modify when their tests are due beyond a students' extended time and have the right to not accept a test that is taken after the deadline. **It is the STUDENTS responsibility to schedule their tests in accordance to the course test deadline.**
- Students must complete their test in one sitting, unless the instructor's note otherwise.
- Make sure you schedule enough time to complete the test in the allotted time.
- Extended time will be 1 ½ times for regular tests/quizzes and double time for finals.
- Testers will be monitored through video cameras in the testing rooms.
- Those needing music will be given a pre-selected playlist without internet. Students are asked to bring their own headphones.

Should staff suspect cheating during testing, the Disability Resources & Access Coordinator will be notified, a Test Irregularity Report will be completed, the test will be stopped and the instructor will immediately be informed of the situation. It will be up to the instructor what happens to the students.

Temporary Accommodation Forms

Some students may be faced with disability impairments that are temporary in nature resulting from injury, surgery, or short-term medical condition and may need access to services and resources through the Disability Resources & Access office. Temporary accommodations are granted on a case-by-case basis to allow students time to get the required disability documentation.

To receive temporary accommodations, students must submit documentation detailing the nature, severity, limitations, prognosis, and estimated duration of the disabling condition, in addition to how this will impact their education. Other helpful information could include any adverse side-effects of current medication and recommendations for assistance. This documentation should be recent enough to define current limitations and come from a certified, licensed or otherwise qualified person whose training is commonly accepted for establishing diagnosis.

Temporary accommodations do not reflect a determination that ongoing accommodations will be granted and/or which reasonable accommodations are appropriate. They also do not create an obligation on the part of the College to continue accommodations past the established, temporary timeline.

Temporary accommodations may also be available to students who self-identify with the Disability Resources & Access office as having a disability, but do not have current documentation. These temporary accommodations would only be applicable for the current semester to allow time for the student to

obtain proper documentation. Students must participate in the interactive process and be able to articulate what their disability is and how it impacts their education.

Class Scheduling

You are strongly encouraged to **meet with your Assigned Academic Advisor each semester** for assistance in selecting your classes. (Academic Advisors are assigned based on major/last name). Some students may want to consider **enrolling in classes on a part-time basis** to balance the extra effort you may have to put forth, due to your disability, to complete all the requirements. This is especially true in your first semester when college is new to you and you are new to college.

You should consider spacing classes an hour apart from each other rather than back to back. Having a break between classes will provide time after your class to review new information, then prepare for the next class. It also can provide time to talk to your instructor.

Develop a balance of classes between those which will be very demanding for you, and those which will be easier, based upon your disability. **Learning as much as possible about your classes before you register can help you decide how to balance classes.**

It is certainly appropriate for you to contact instructors before you register or prior to the beginning of the semester to gain an understanding of the demands their classes will place on you.

Questions you might ask the instructor would include:

- How are concepts taught? By lecture? By group discussion?
- Are key points presented on the whiteboard or through PowerPoint?
- Are study guides or lecture outlines provided to the student?
- What are the reading demands of the class?
- How are the students evaluated? How are tests given?
- What types of writing assignments are required?
- How are students graded?
- Is an extensive project required for this class?

Tutoring and Academic Assistance

Although tutoring is not considered an academic accommodation, it is a service available to all Black Hawk College students, and can be particularly helpful to a student with a disability who is experiencing difficulty with learning and understanding the content of a particular course. To request a tutor, students should contact the Student Success Center.

Please note tutors are not guaranteed. Disability Resources & Access Office does not provide tutoring services. Sometimes due to the subject matter or schedules, a tutor is not found for a student. Once you have been assigned a tutor, it will be helpful if you can explain to the tutor how you learn best. The Disability Resources & Access office can assist you in communicating with the tutor if needed.

Personal Services

According to the US Department of Education, Office for Civil Rights:

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution.

Black Hawk College encourages students to seek assistance from the Illinois Division of Rehabilitation Services for personal needs. Disability Resources staff can refer students to DRS as well as other community agencies for personal services.

Students using Personal Assistants should contact Disability Resources & Access at the beginning of every semester to complete an agreement that outlines the role of the Personal Assistant while on campus.

Personal Attendants

Black Hawk College recognizes some students may require a Personal Assistant (PA) to access their education. The College recommends that it is in the student's best interest to hire an impartial PA who is not a family member. The College does not assume coordination or financial responsibilities for personal attendant services. The Personal Assistant is not an employee of the College and the College is not responsible for providing benefits to the Personal Attendant including staff parking, space to store personal items, or other services.

The student and PA should meet with the Disability Resources & Access Coordinator prior to the start of **each** semester that the student is enrolled. If either of these individuals request third party documentation, the student is responsible for providing it. Based on the conversation with the student and the documentation provided, it will be determined which accommodations, if any, are warranted, as well as if a PA is necessary in the classroom.

The Accommodations Form will indicate what accommodations have been approved for the student. If a PA has been approved to be in the classroom, that will also be indicated on the Accommodations Form. The professor will be reminded of the role of the PA as outlined in the Student Handbook.

It is the student's responsibility to:

- Secure a PA prior to attending any college-related activity (i.e. placement testing, enrollment and class). The College will not be responsible for providing a PA on an interim basis.
- Sign the Personal Assistant Agreement form each semester.
- Ensure that each PA registers with the Disability Resources & Access office and signs the Personal Care Assistant Agreement each semester.
- Ensure that if personnel changes occur during the semester, he/she and the new PA register with the Disability Resources & Access and sign a new PA Agreement Form.
- Direct and supervise the activities of the personal care attendant while at the College.
- Have a back-up plan should the regular PA not be available to work on a particular day/class.
- Follow the College's policies and abide by the Student Handbook.

A PA is expected to:

- Follow all applicable College policies, rules, regulations, and procedures.
- Allow the student to take responsibility for his/her own progress or behavior.
- Refrain from contact with or asking questions of faculty, staff, or others in the classroom on behalf of the student.
- The PA will protect the student's right to confidentiality by refraining from discussing any confidential information about the student with faculty, staff or student.

Service Animal Policy

Service animals are individually trained to do work or perform tasks for people with disabilities. Beginning March 15, 2011, only dogs and small horses, where reasonable, are recognized as service animals under Titles II and III of the Americans With Disabilities Act. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. **Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.**

Students and visitors who utilize service animals on campus are strongly encouraged to register with Disability Resources & Access. There may be additional accommodations that can be provided to support a student's disability at the College.

Responsibilities of Handlers/Student:

- The handler **MUST** be in control of the service animal at all times.
- The animal must be on a leash at all times unless the user is unable to use a leash, using the leash would harm the handler, or if the animal must perform a task without the use of a leash.
- Handlers are responsible for complying with the county and city ordinances, including displaying tags documenting their service animals are vaccinated. The college reserves the right to ask for proof of current vaccination.
- The college reserves the right to ask about the disability-related services the animal is trained to provide.
- The college reserves the right to ask that the animal be removed if it becomes disruptive or displays threatening behavior toward others.
- The college may prohibit the use of service animals in certain locations if it poses a direct threat to the health or safety of others or where service animals may be in danger. Such locations may include, but are not limited to, metal/machine shops, welding rooms, and medical clinical sites.
- The college is not responsible for the care or supervision of a service animal.
- The service animal must be housebroken. The student is required to waste clean-up.

Access can be restricted if:

- The presence of the dog would cause safety or health hazards
- The dog is not under control
- The dog is not housebroken

Medical Absences and Classroom Attendance

Regular class attendance is a student obligation. A student is responsible for all the work, including tests and written work for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability related medical situations) are excused **only** by the instructor. The Disability Resources & Access office will work closely with the student. If deemed appropriate, the Disability Resources Staff will request medical documentation about a student's specific medical situation. Then, Disability Resources Staff can verify the fact that the student is absent because of a *legitimate* medical problem. However, only the instructor has the authority to excuse the student, and communication with the faculty regarding absence is the responsibility of the student.

Accessibility of Campus

Occasionally, students may encounter specific accessibility problems in buildings, classrooms or at campus events. Students with visual impairments who require mobility assistance on campus may be assisted by the Illinois Division of Rehabilitation Services. Students with mobility disabilities may want to sign up with Disability Resources & Access office to receive notification if an elevator is down or power is out on campus.

In the event that a building or classroom is inaccessible (for example due to an equipment breakdown), Disability Resources & Access will contact the academic department or area involved and work out a solution to the problem. Whenever possible, an attempt will be made to relocate the class to a more accessible location.

Accessibility for events, such as physical access or sign language interpreting, must be requested at minimum of 5 business days in advance through Disability Resources & Access. Some events may require significant lead time to arrange. Students are encouraged to submit requests as soon as a need becomes known.

Student Informal Complaint Process for Reasonable Accommodations

When A Requested Accommodation is not effective or provided in a timely manner:

If Disability Resources & Access does not provide a requested accommodation in an appropriate and timely manner and the Disability Resources Staff has been contacted, the student should contact the Vice President of Student Services to try to resolve the situation.

When Requested Accommodations are denied by Disability Resources & Access:

When an accommodation request is denied and the student wants to appeal the decision of the Disability Resources & Access Staff, the student should contact the Vice President of Student Services.

When a Faculty Member Denies Accommodation(s) Approved by Disability Resources & Access:

If a student believes that an instructor has not provided reasonable academic adjustments or auxiliary aids that have been approved by the Disability Resources & Access Coordinator, the student should contact the instructor to discuss the issue. If the issue is not resolved, the student should contact Disability Resources & Access.

For Complaints of Disability Discrimination for Reasons Other Than Academic Adjustments or Reasonable Accommodations:

If at any time during the process of application, admission, and enrollment, for reasons other than accommodation or academic adjustments, an individual feels that he/she has been discriminated against because of a disability, the individual is encouraged to notify the Director of Human Resources located in Building 1 or call (309) 796-5225. Incidents, which have occurred more than 120 days prior to making the complaint, may or may not be given consideration.

Outside Remedies

The right of a person to prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the responsible federal and state agencies. Use of this complaint process is not a prerequisite to pursuing other remedies with outside agencies.

These agencies are:

Illinois Department of Human Rights
222 South College St., 1st Floor
Springfield, IL 62704
(217) 785-5100 (217) 785 -5179 (TDD)

<http://www.state.il.us/dhr/>

U.S. Dept of Education, Office for Civil
Rights
111 N. Canal Street, Suite 1053
Chicago, IL 60606-7204
(312) 886-8434 (877) 521-2172 (TDD)

To obtain this complaint process in alternative formats, please contact Disability Resources & Access at (309) 796-5900

Requesting a Reduced Course Load While Maintaining Full-Time Student Status

Based on individual circumstances related to a disability, a student may not be able to take a full course load of 12 credit hours. A student with a documented disability may request a reduced course load as an accommodation. Disability Resources & Access will recommend a reduced course load, on an individual basis, for students with disabilities based on the following:

1. The nature of the disability
2. Course design
3. Demands of the course
4. Time student needs to complete certain academic tasks
5. Nature and the effects of medication the student may be taking
6. The impact of other accommodations
7. Stability of the disability

A reduced course load may impact a student's financial aid status and his/ her eligibility to be covered by parents' insurance policy. Disability Resources & Access can provide a letter, if requested, certifying that a student's reduced course load is a valid accommodation. A student receiving financial aid should consult with a financial aid counselor prior to requesting a reduced course load. *Letters in support of reduced course load accommodation from Disability Resources & Access will not override the policies of any particular agency, office, or department.*

Requests for reduced course load need to be made each semester as the nature of coursework and the disability may change. Requests for a reduced course load must be arranged prior to the deadline to drop classes.

Student Responsibilities:

1. Follow appropriate Disability Resources & Access procedures.
2. Request a reduced course load accommodation from Disability Resources & Access.
3. If request is approved, the student is responsible for forwarding the letter from Disability Resources & Access to the appropriate departments or organizations.
4. Contact departments or organizations (within or outside the college) about the reduced course load decision as necessary to your circumstances. Understand the impact that a reduced course load can have on other services you receive.

Disability Resources & Access Responsibilities:

1. Review documentation to determine if request is an appropriate accommodation.
2. If approved, provide a letter in support of a reduced course load accommodation.
3. Arrange to meet with the student and discuss the impact of the accommodation.

Accommodations for Dual Credit Students

For high school students attending classes on Black Hawk Colleges' campus or a course taught by a Black Hawk College faculty member, students must provide documentation and meet with the Disability Resources & Access Coordinator to discuss accommodations and develop an accommodation plan using information from your IEP or 504 plan. Additional required forms are available on our website: www.bhc.edu/disability.

For high school students enrolled in courses taught at their high school and taught by a high school faculty member, work with your high school IEP team to set up accommodations according to acceptable college course standards and disability laws. There is no need for the students to meet with the Disability Resources & Access Coordinator.

Accommodation Differences Between High School and College

Differences in Disability Law Between High School (Secondary) and College (Postsecondary) Education	
High School	College
<ul style="list-style-type: none"> • Covered under IDEA (Individuals with Disabilities Education Act) and Section 504 (D) of the Rehabilitation Act of 1973 • School districts are responsible for identifying the student’s disability • Students have IEPs (Individual Education Plans) outlining educational and transition goals and accommodations • Parents are actively involved in their student’s education and have access to their records; advocates for the student • Disruptive behavior may be accommodated based on the students’ disability 	<ul style="list-style-type: none"> • Covered under ADA (Americans with Disabilities Act) and Section 504 (E) of the Rehabilitation Act of 1973 • Students must self-identify by requesting accommodations and providing documentation • Students do not have IEPs, but accommodation forms to ensure equal access to educational opportunities • Students are responsible for making decisions and signing documentation themselves • Students are responsible for their own transportation • Students must follow the College “Code of Conduct”; behavior issues could deem a student “Not qualified” and they could be dismissed
High School	College
Accommodations typically NOT allowed in College	Accommodations allowed in College
<ul style="list-style-type: none"> • Having only 50% of questions on a test • Having only choices A and B on a multiple-choice test • Unlimited time on exam • Writing a 5-page paper instead of a 10-page paper • Turning in assignments late or taking tests multiple times to improve grade • Study guides or note cards for tests • Curriculum modifications 	<ul style="list-style-type: none"> • Extended test time • Testing in a reduced distraction area • Use of text-to-speech software, such as Read Write to have test read aloud • Accessible textbooks • Copy of lecture notes from student or instructor • Faculty are NOT required to modify curriculum; accommodations cannot fundamentally alter the learning objectives

Parental Involvement

Disability legislation (ADA, ADAAA and Section 504 or the Rehabilitation Act) provides boundaries for appropriate parental involvement which maintains the long-term best interest of the developing adult at the forefront. Therefore, parental involvement, as it relates to Disability Resources & Access, should mainly involve parental advising and encouraging the student from the sidelines. It is imperative that the student learns self-advocacy skills that will translate to future employment and general life experiences. Self-advocacy skills include requesting reasonable accommodations, asking for assistance and reporting concerns. **Disability Resources & Access will only take action when the student directly addresses their needs.** Only in extreme circumstances, such as situations that threaten the health and safety of the student or other students, staff or faculty, should a parent become involved.

Resources for Students Provided by Disability Resources & Access

- **Canvas Course:** designed to give you all of the resources you will need! This course is only for students registered with our office and will give students the chance to interact with others, find resources for studying and time management, learn about upcoming campus events, and more!
- **ReadWrite:** FREE software download that can be used as a screen reader, read PDF, text and documents out loud, help with research and writing, and has a great study skill tool!
- **Assistive Technology Loans:**
 - ECHO 2 Smart Pen: record lectures, take notes, transcribes recording
 - Digital voice recorders for recording class lectures
 - Pocket Talker: personal amplifier
 - Magnifier
 - Scan Marker: reads printed text
 - Talking Calculator
 - Roger Pen: amplifies sound in loud areas and over distance
- **Academic Skill and Transition Support:**
 - Study Skills
 - Time Management
 - Understanding your syllabus
 - Test anxiety
- **Adaptive Technology:**
 - Wireless and roller ball mouse
 - Keyboard trays
 - Oversized chairs
 - Accessible desks/tables
- **Community Resource Referrals:**
 - Assistance with finding resources for food, housing, transportation, etc.
- **Disability advocacy, awareness and support:**
 - We are here to be your advocate and support you in your college journey

East Campus:

309-854-1713

accessEC@bhc.edu

Hours: Monday, Wednesday, Friday 8:00 a.m.-4:00 p.m.; Tuesday/Thursday as needed

Quad City Campus:

309-796-5900

accessQC@bhc.edu

Hours: Monday-Friday 7:30 a.m.-5:00 p.m.

Additional Black Hawk College Resources for Students

OFFICE	Hours	Contact Info
<p>Advising Student appointments, educational plans, progress evaluation, vocational information, transfer information, registration and schedule changes</p>	<p>EAST: Monday-Friday 8:00 a.m.-5:00 p.m. QC: Monday & Tuesday 8:00 a.m.-5:30 p.m. Wednesday-Friday 8:00 a.m.-5:00 p.m.</p>	<p>EAST: 309-854-1709 berryv@bhc.edu or hjelmgrenm@bhc.edu QC: 309-796-5100 advqc@bhc.edu</p>
<p>Black Hawk College Police Department Parking, emergency notification system, lost and found, safety regulation enforcement, escorts on campus to vehicle, investigations and crime prevention</p>	<p>BHC PD is available 24/7/365 at both campuses</p>	<p>EAST: 309-854-1784 QC: 309-796-5913</p>
<p>Bursar Refunds, payments, charges</p>	<p>EAST: Monday-Friday 8:00 a.m.-5:00 p.m. QC: Monday & Tuesday 8:00 a.m.-5:30 p.m. Wednesday-Friday 8:00 a.m.-5:00 p.m.</p>	<p>309-796-5200 bursar@bhc.edu</p>
<p>Career Services Career exploration, job listings, interview skills, work study positions, internships, resumes, cover letters and online job assistance</p>	<p>Monday-Friday 8:00 a.m.-5:00 p.m. East Campus by appointment</p>	<p>309-796-5129 striegela@bhc.edu</p>
<p>Counseling Student's personal issues, community referrals, access to the BHC emergency food pantry</p>	<p>By Appointment</p>	<p>309-796-5199 counseling@bhc.edu</p>
<p>Enrollment Services Transcript evaluations, change of address, change of program, placement scores, AP and CLEP tests, graduation, official transcripts: www.bhc.edu/student-resources/transcripts</p>	<p>Monday-Friday 8:00 a.m.-5:00 p.m.</p>	<p>309-796-5300 registrar@bhc.edu</p>
<p>Financial Aid FAFSA applications, federal and state financial aid programs, outside scholarships</p>	<p>EAST: Wednesday 9:00 a.m.-4:00 p.m. QC: Monday-Friday 8:00 a.m.-Noon and 1:00 p.m.-5:00 p.m.</p>	<p>East: 309-854-1710 QC: 309-796-5400 finaid@bhc.edu www.bhc.edu/financialaid</p>
	<p>Monday-Thursday</p>	<p>EAST:</p>

<p>Library Research assistance, books and eBooks, research databases, computer lab, printing and scanning, study rooms, loanable technology</p>	<p>8:00 a.m.-5:00 p.m. Friday 8:00 a.m.-3:00 p.m.</p>	<p>309-854-1730 QC: 309-796-5700 library@bhc.edu http://bhc.libanswers.com www.bhc.edu/library</p>
<p>Perkins Laptop loans, tutoring, academic skills workshops, advising and community referrals for CTE students</p>	<p>Monday-Friday 8:00 a.m.-4:30 p.m.</p>	<p>309-796-5486</p>
<p>Student Life Group orientation sessions, student activities, campus clubs and organizations, leadership opportunities</p>	<p>No set hours, email for appointment</p>	<p>QC: kochj@bhc.edu 309-796-5177 or studentlife@bhc.edu 309-796-5467</p>
<p>Testing Center Online testing, paper/pencil testing, GED, Accuplacer, Pearson Vue, PAN/PSI, Scantron</p>	<p>Monday-Thursday 8:00 a.m.-5:00 p.m. Friday 8:00 a.m.-3:00 p.m.</p>	<p>EAST: 309-854-1732 ECILC@bhc.edu QC: 309-796-5170 testingcenter@bhc.edu</p>
<p>TRiO Student Support Services-QC ONLY Academic & study skills building, individualized advising, career guidance, goal planning, financial literacy, tutoring, transfer advising and campus visits, textbook access, cultural activities, grant aid scholarship opportunities</p>	<p>Monday-Friday 8:00 a.m.-5:00 p.m.</p>	<p>309-796-5128 triossc@bhc.edu www.bhc.edu/TRiOAPP</p>
<p>Tutoring Tutoring and academic success services and resources 24-hour tutoring through Tutor.com is available through Canvas</p>	<p>QC: Monday-Friday 10:00 a.m.-2:00 p.m. in person or through Zoom OR by appointment Summer hours may vary</p>	<p>EAST: 309-854-1732 hillmanc@bhc.edu QC: 309-796-5138 tutor@bhc.edu</p>
<p>Veterans Resource Center Open to all military students and veterans for resources, referrals, comradery and coffee</p>	<p>Monday-Friday 8:00 a.m.-4:30 p.m. Or as needed</p>	<p>309-796-5501 reagent@bhc.edu</p>