

Information for Students
Regarding
DISABILITY SERVICES
at
Black Hawk College



Disability Services Office

Quad Cities Campus
Building 1 Room 241
(309) 796-5900

East Campus Room A-248
(309) 854-1713

Welcome to Black Hawk College!

Your decision to pursue education beyond high school will be both challenging and rewarding. 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. We have enclosed copies of these forms to show you what to expect. In this handbook, the Disability Services Coordinator and Educational Advisor will be recognized as Disability Services Staff.

The decision to use disability services 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. For Quad City Campus, you will need to request services each semester by contacting the Disability Services Office, 796-5900. The office is located on the ground floor of Building 1- Room 241 next to the Financial Aid Office. Office hours are from 7:30 a.m. – 5:00 p.m., Monday-Friday. For East Campus, contact Rachael Weeks, Educational Advisor at (309) 854-1713. This office is on the Main Campus in Room A-248. Office hours are from 8:00am to 4:30pm. Calling ahead and making an appointment ensures that the Disability Services Staff is available to meet with you.

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 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.

Rights and Responsibilities:

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In accordance with the Americans with Disabilities Act of 1990 as well as the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, students with disabilities and Black Hawk College share the following rights and responsibilities.

Students Rights and Responsibilities

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

- Equal access to all educational opportunities offered at BHC. This includes 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 or on disk/e-text).

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

- Meet qualification criteria and maintain essential institutional conduct for services, programs, courses, activities, jobs and facilities.
- Provide required and sufficient documentation of disability from an appropriate professional that demonstrates how the disability is limiting in the participation of services, programs, courses, activities, jobs and facilities.
- Identify as a person with a disability when accommodation is needed and seek information, academic/personal counseling and assistance when 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.

College's Rights and Responsibilities

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 and receive, through the Disability Services Staff, 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

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 self-disclose and provide written documentation and information about his or her disability.** The student can bring this information directly to the Disability Services Staff's office, or they may sign a release of information at the Disability Services Staff's office which will be sent to the appropriate organization for disability documentation.

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 (i.e. notetakers, 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 Services Staff discusses appropriate accommodations with the student after they have developed a schedule of classes. Services do not lower course standards or alter program requirements, but instead give the student access to the information.

Release of Information/Confidentiality

The Disability Services 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 Services Office, separate from other school records. The Disability Services Office does not, and cannot, discuss a student's disability with anyone without written permission. The only exception is the case of 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 accommodation information to through a "Release of Information" that is available in the Disability Services Office.

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

- No one has direct access to a student's file except the Disability Services staff, including the Coordinator/Educational Advisor, Office Assistants, and in limited capacity, student workers. 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 Services' Staff permission to share only necessary and appropriate information with BHC's faculty and staff in order to better serve the student.
- 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 and has no means to report the abuse to authorities.
 - 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 Support Services will keep a copy of all information received for the time the student is active or for seven 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 Services 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 Services Staff. (Other specific rights apply under the Family Educational Rights and Privacy Act- FERPA). See Disability Services Staff for more details.
- If additional information is requested by Disability Services from parties outside of the college (ex., a doctor, psychologist, etc.) the student must sign a separate written authorization consenting to the release of such records.

Documentation of Disability

Pursuant to the Americans with Disabilities Act (ADA) and the ADA Amendment Acts of 2008, 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. 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
- Demonstrate a current substantial impact of one or more major life activities, and
- Support the request for accommodations, academic adjustments and or auxiliary aids.
- Cannot be more than 5 years old

To qualify for accommodations through the Disability Services, 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 discretion to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by 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. Students must complete and return BHC's Disability Information Sheet with the disability documentation.

Educational Records

Documentation such as an IEP or Section 504 Plan from high school is an educational record that rarely stands on its own as documentation of adult disability. While it may serve to supplement clinical information, a child's need 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. Frequently, educational records such as an IEP contain comprehensive disability assessment prepared by an authoritative provider, however, records of that kind are routinely taken by Disability Services as authoritative disability documentation. They should be submitted in support of the student's reasonable accommodation request.

Disability Accommodations Notification Form

As soon as you have registered for classes, provide a copy of your schedule to Disability Services to identify and request appropriate classroom accommodations. Please remember that you will need to do this each semester. Some accommodations such as getting textbooks on tapes or scheduling Sign Language Interpreters take time to arrange. **Request accommodation services early-before classes start for that 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.

A Disability Accommodations Notification Form is completed at this time to assist you in communicating your needs to your instructors. This form is signed by both the student and the Disability Services Office and identifies your anticipated needs. This accommodations form needs to be up-dated and signed each semester as classes/faculty change. It is important for a student to identify to Disability Services if a change in accommodations is needed at any time.

The accommodations form makes your request "official" to your instructor as it indicates that you have "registered" with the Disability Services Office and have provided documentation of a disability which supports your request for specific disability related accommodations. You will need to deliver this form to your instructors.

Once classes start, meet with your instructor during the first week of class to discuss your accommodation needs and the details for arranging those accommodations. In a separate section, specific information is provided on testing accommodations.

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 the student with a disability who is experiencing difficulty with learning and understanding the content of a particular course. To request a tutor, the student should contact the Student Success Center. A tutor is often a Black Hawk College student who has demonstrated competency in a particular subject area. **Please note: tutors are not guaranteed.** 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 Services Office can assist you in communicating with the tutor if needed. Additional services in the Student Success Center/TRIO Program include study skills help and personalized tutoring for students that meet certain criteria.

CLASS SCHEDULING

You are strongly encouraged to **meet with the same Academic Advisor each semester** for assistance in selecting your classes. 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, and then prepare for the next class. It also can provide time to talk to instructors. If you need extended time for exams, this is an accommodation that may be provided by Disability Services. Contact the Disability Services office for more information.

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 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 blackboard?
- Are study guides or lecture outlines provided to the student?
- What are the reading demands of the class?
- How are students evaluated? How many tests are given?
- What types of writing assignments are required?
- How are students graded?
- Is an extensive project required for this class?

Another way to learn about a class is to look through the class text in the college bookstore.

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 Services staff can refer students to DRS as well as other community agencies for personal services.

Students using Personal Assistants should contact Disability Services at the beginning of every semester to complete an agreement form that outlines the role of the Personal Attendant while on campus and the responsibilities of the student using the Personal Assistant/Attendant.

Service and Comfort Animal Policy

Service animals are allowed on BHC Campuses. Students and visitors who utilize service animals are encouraged to inform Disability Services Office. Beginning March 15, 2011, only dogs and small horses are recognized as service animals under Titles I and III of the Americans with Disabilities Act. The law does not recognize emotional or comfort animals as service animals. Therefore, the college does not allow such animals on campuses. Students using service animals as an accommodation are responsible for the legal requirements for maintaining and keeping that animal. The service animal must also be registered with the Animal Control Center and have updated records for shots and vaccinations. The student is also responsible for the service animal's behavior, thus keeping the service animal under control and adhering to clean-up rules.

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 Services Office will work closely with the student. If deemed appropriate, the Disability Services Coordinator will request medical documentation about a student's specific medical situation. Then, Disability Services 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.

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.

In the event that a building or classroom is inaccessible (for example due to an equipment breakdown), the DSS office 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 in advance through Disability Services. Some events may require significant lead time to arrange, so 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 Services does not provide a requested accommodation in an appropriate and timely manner and the Disability Services Coordinator has been contacted, the student needs to contact the Dean of Student Success to try to resolve the situation.

When Requested Accommodations are denied by Disability Services:

If Disability Services does not provide a requested accommodation in an appropriate and timely manner and the Disability Services Coordinator has been contacted, the student needs to contact the Dean of Student Success to try to resolve the situation.

When an accommodation request is denied and the student wants to appeal the decision of the Disability Services Coordinator, the student should contact the Dean of Student Success.

When a Faculty Member Denies Accommodation(s) Approved by Disability Services

If a student believes that an instructor has not provided reasonable academic adjustments or auxiliary aids, the student should contact the instructor to discuss the issue. If the issue is not resolved, the student should contact the Disability Services Coordinator as well.

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 Affirmative Action/EEOC on campus. 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 Services at (309) 796-5900.

Testing Accommodations Process

- Student receives Accommodations Form from Disability Services, after providing documentation.
- Student meets with the instructor and discusses 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 Disability Services. The instructor can choose to provide accommodations in the classroom or in an adjacent room. The Testing Center is also appropriate if a student only needs extended time.
- Students should tests in Disability Services if they receive accommodations that would not be available in the Testing Center or from the instructor. These may include minimum distraction testing, scribe, reader, test enlarged, use of computer to type answers, or use of a Screen Reader Software.
- If the student takes tests in the Testing Center then arrangements can be made between the Testing Center, the instructor, and the student. Tests should then be sent directly to the Testing Center, not Disability Services.

Testing in Disability Services

If the student will take tests in the Disability Services office then the following guidelines apply-

- Students are asked to give Disability Services at least a 4 day notice when scheduling an upcoming test. Test date, time, course and Instructors information will be asked at the time of scheduling the upcoming test. This can be done with a quick phone call or email. Students do not need to speak to the Disability Services Coordinator if they give sufficient notice- they can call the main number at 796-5900.
- Disability Services will send an electronic “Gold Form” to the instructor.
- Instructors should fill out their section on the electronic “Gold Form” and return it to the office. Instructors can also email the test as an attachment as long as any information needed that would have been filled out on the yellow sheet (open book, calculator ok, etc.) is placed in the email. The instructor can also email the Gold Form with a password, if the test is online.
- Disability Services will make a reminder call or email to the instructor if we have not received the test by the afternoon before it is scheduled and we have not heard from the instructor.

- Once the student completes the test, the test is returned to the instructor in Disability Services envelopes. Disability Services typically returns morning tests in the mid afternoon and afternoon tests the next morning. They are hand delivered to the ASC office assistant unless the instructor indicates he/she will pick the test up.
- If a faculty member cannot locate a returned test they should check with their ASC or Disability Services to see how it was returned.

Additional Information:

It is not uncommon for it to take some time for students to get used to the process for each individual test. However, students should make their best effort to notify Disability Services and their instructor in a timely manner.

Instructors can choose to send a whole semesters worth of tests to Disability Services. However, Disability Services will still expect students to let us know the time and date that they plan to take the test.

It is very important that students who use scribes, readers, or software give Disability Services enough notice to make those arrangements. It is also important that instructors send tests down in time for us to have them ready in time.

Unless an instructor gives explicit instructions otherwise, Disability Services will expect a student to complete a test in one setting. It is the student's responsibility to schedule tests with enough time to complete the test and/or use the allotted amount of time. Sometimes, a student will need to take a test outside of the normally scheduled class time because of back to back classes.

Typically, a student will begin a test no more than a half hour before the class time in Disability Services. Evening tests are usually scheduled at 3 PM.

In the event a student is caught cheating or suspected of cheating on the camera, DS Staff will interrupt the student, ask to see what is in their pocket or take their cell phone. Staff will then complete an "Testing Irregularity" form and send this to the professor, along with the test. This is the policy of BHC's Testing Center and we follow the same steps as well.

Guidelines on Requesting a Reduced Course Load While Maintaining Full-Time 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 Services 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. Stability of the disability
7. The impact of other accommodations

A reduced course load may impact a student's financial aid status and his/ her eligibility to be covered by parents' insurance policy. Disability Services 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 Services 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 Services procedures.
2. Request a reduced course load accommodation from Disability Services.
3. If request is approved, the student is responsible for forwarding letter from Disability Services 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 Services Responsibilities:

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

The following are the main forms that are used by Disability Services.

Information on Personal Attendants and Agreement

Black Hawk College recognizes some students may require a Personal Attendant (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 Attendant 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 Coordinator (QC Campus) or the Educational Advisor/Disability Services (East Campus) prior to the start of the 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, it 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.

A Scribe will be provided as a Classroom Accommodation to take notes, assist with tests and other "hands on" duties (this includes emptying backpack, holding book/turning pages, assisting in the lab, removing coat) while in the classroom. For Testing Accommodations, a scribe will be utilized by Disability Services staff, should the student need to take their tests in DS Office.

It is the student's responsibility to:

- Secure a PA prior to attending any college-related activity i.e. placement testing enrollment and class attendance (The College will not be responsible for providing a PA on an interim basis).
- Sign the Personal Attendant Agreement form each semester.
- Ensure that each PA registers with the Disability Services Office and signs the Personal Care Attendant Agreement each semester.
- Ensure that if personnel changes occur during the semester, he/she and the new PA registers with the Disability Office 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 or alternative plan of action should the regular PA not be available to work with them on a particular day or in a particular 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 students.

Name of PA _____

Current Address _____

Contact Information (email and cell) _____

If a PA fails to abide by the above policies and procedures, the Disability Office may determine that the PA will not be allowed to accompany the student to the classroom and/or other college activities.

AGREEMENT:

I have read the above agreement and understand my responsibilities.

The Student and the PA will need to sign this agreement each semester.

Campus _____

Semester _____

I understand and agree to the guidelines as outlined above.

Student

Date

Personal Attendant

Date

Disability Services
SAMPLE

Disability Services Staff

Date

How would you describe your disability? _____

What is the greatest difficulty you experience in school because of your disability?

Date of your most recent psycho educational or medical evaluation: _____

If you received assistance, based on your disability, in high school or at another college, check those accommodations received below:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Note taker | <input type="checkbox"/> Distraction free testing environment |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Extended time for tests |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> Alternative Text Format |
| <input type="checkbox"/> Typist | <input type="checkbox"/> Sign Language Interpreter |
| <input type="checkbox"/> Other: _____ | |
-

What accommodation(s) are you requesting?

- | | |
|---|---|
| <input type="checkbox"/> Books-on-tape | <input type="checkbox"/> Extended time for tests |
| <input type="checkbox"/> Note taker | <input type="checkbox"/> Distraction-free testing environment |
| <input type="checkbox"/> Reader for exams | <input type="checkbox"/> Sign Language Interpreter |
| <input type="checkbox"/> Scribe for Exams | |
| <input type="checkbox"/> Other: _____ | |
-

What assistive technology have you used?

- | | |
|---|---|
| <input type="checkbox"/> Text-to speech | <input type="checkbox"/> Screen reader |
| <input type="checkbox"/> Voice recognition | <input type="checkbox"/> Alternative pointing device |
| <input type="checkbox"/> CCTV magnification | <input type="checkbox"/> Textbook modifications (BOT, E-text) |
| <input type="checkbox"/> Ergonomic keyboard | |
| <input type="checkbox"/> Other: _____ | |
-

If someone assisted you in filling this form out please list their name(s): _____

To ensure the provision of reasonable and appropriate services for students with disabilities at Black Hawk College, students needing such a service are required to provide current and comprehensive documentation of their disability. This documentation should include diagnosis of condition(s), describe the functional difficulties and limitations in an educational setting, indicate the severity and longevity of the conditions, and offer recommendations for accommodations.

Consent to Release Information

I understand that if a Black Hawk College faculty or staff member is asked to provide a disability-related accommodation, that person may contact Disability Services for verification of my disability and clarification of appropriate accommodations.

While Disability Services staff will not release specific documentation about a disability, they will verify that the appropriate disability documentation is on file and share with the faculty/staff the necessary/appropriate accommodations.

I authorize Disability Services to share more specific detailed information regarding my disability with BHC personnel who have a legitimate need to know in order to provide appropriate accommodations. This may include: Faculty, Academic Advisors, Counselors, Academic Dean, Departmental Chairpersons, College Administrators, or others whose response to my request for accommodations may require knowledge regarding my disability.

Initial _____

I authorize Disability Services to discuss my disability, accommodations, and general progress with:
Parents or Guardians (list names): _____

Initial _____

I authorize Disability Services to discuss information regarding my disability, accommodations, and general progress with the following:

Community Agency/Persons: _____

Initial _____

I understand that I can amend, change or cancel any or all parts of this release at any time through written notice with Disability Services.

Student Signature: _____ Date: _____

Student ID: _____

I have reviewed this agreement with the student and witnessed the student's signature.

Disability Services Staff Signature: _____ Date: _____

Black Hawk College will make all educational and personnel decisions without regard to race, color, religion, gender, sexual orientation marital status, national origin or ancestry, age physical or mental disability unrelated to ability, or status as a disabled veteran or Vietnam ere veteran, except as specifically exempted by law.

Verification and Documentation of Disability

Name of Student: _____

Student Signature requesting release of information to Black Hawk College:

To ensure the provision of reasonable and appropriate service for students with disabilities at Black Hawk College, students needing such a service are required to provide current and comprehensive documentation of their disability. The Disability Service staff has the right to follow up with the medical profession/doctor completing this form, in the event they need future documentation on the disability or have questions about the student's limitations. This documentation should include:

To facilitate the gathering of such critical information, we ask that you respond to the following questions. You may also provide an evaluation/diagnostic report instead of this document.

1. Medical Diagnosis or DSM-IVR Diagnosis: _____

2. Date of Diagnosis: _____

3. Date of last contact with student: _____

4. Procedures and observation used to make the diagnosis
(Please attach diagnostic report)

5. Describe symptoms shown by this student, which meet the criteria for this diagnosis with approximate date of onset: _____

6. Describe this student's functional limitations in an educational setting:

7. What measures were used to assess current educational achievement (If applicable)?

8. What recommendations do you make regarding effective academic accommodations to equalize this student's educational opportunities at post-secondary level: (describe services/ accommodations in exam administration, classroom or study activities, course requirements, transportation or adjustment of the classroom physical environment).

9. Does this student continue to need the above services or accommodations when utilizing any recommended medications? YES NO

In addition to the diagnostic report, please attach other information relevant to this student's academic adjustment.

Signature: _____

Phone: _____ Date: _____

Print name and Title/Credentials:

Address:

Please Return To: Susan Sacco, Disability Services Coordinator
Contact information is listed on the front of this document.

SAMPLE

DISABILITY ACCOMMODATIONS NOTIFICATION

Student Name:
COURSE:

INSTRUCTOR NAME:
SEMESTER:

The student whose name appears above is registered with Disability Services. The accommodations below are appropriate and reasonable for this student based on documentation provided. The student has been instructed to meet with you to discuss their accommodation needs and to come to agreement with you concerning the accommodations necessary for your specific class. Accommodations are a cooperative arrangement in which the student plays a vital part.

Classroom Accommodations:

- Sign Language Interpreter
- Copy of Instructor's Notes and Peer Note Taker

Testing Accommodations:

- Extended Time
- Testing in the Disability Office

Additional Information: Testing in the Disability Office is appropriate.

Please note that this request for accommodations is based on currently known and reported academic circumstances that directly impact the disability. It is not always possible to predict precisely how a disability will impact performance within each course. Therefore, it may be necessary to amend this accommodation request during the semester. Further, instructors are not legally required to substantially alter their courses as an accommodation.

Whenever it is considered that the accommodation request is insufficient or unacceptable within the context of a particular course, please contact Disability Services immediately. Disability Services will schedule a meeting with those involved in order to facilitate the identification of a mutually acceptable accommodation solution.

Additional information for Faculty on accommodations is available on myBlackHawk as well.

If any questions should arise concerning the implementation of accommodations, please call Disability Services at 796-5900.

Student: _____ Date: _____

Disability Services Staff: _____