



Disability Services Handbook

University of Arkansas Community College at Batesville

P.O. Box 3350 / Batesville, Arkansas 72503-3350 / 870-612-2000 / Fax 870-793-4988
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Testing & Disability Services

Mission Statement

Our Testing and Disability Services office is dedicated to addressing the needs of students in their individual paths to academic and career success.

Role of Disability Services

Disability Services assists in providing equal access for qualified students with disabilities to all curricular and co-curricular opportunities offered by the institution. Specifically, Testing and Disability Services works diligently to:

- Ensure that qualified individuals with disabilities receive reasonable and appropriate accommodations so as to have equal access to all institutional programs and services regardless of the type and extent of the disability in compliance with section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act (ADA) of 1990; and the ADA Amendments Act (ADAAA) of 2008
- Inform the campus community of the availability of equipment and technology helpful to those with disabilities
- Define and describe the procedures for obtaining services and accommodations
- Advocate for equal access, accommodations, and respect for students with disabilities within the campus community

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Rights and Responsibilities

The University of Arkansas Community College at Batesville has the responsibility to:

- Provide reasonable and appropriate access to all education and co-curricular programs, services, activities, and facilities, as required by law.

The Testing & Disability Services Office has the right and responsibility to:

- Maintain the integrity and rigor of the College's academic standards
- Select the most appropriate or effective accommodations through discussion with the student
- Deny a request for an accommodation if it is not reasonable based on eligibility
- Refuse an unreasonable accommodation request that imposes a fundamental alteration on a course, program or activity of the institution
- Provide information regarding policies and procedures to students with disabilities and ensure it is available in accessible formats upon request
- Maintain appropriate confidentiality of records and communication concerning students with disabilities

Students with disabilities have the right and responsibility to:

- Meet the institution's technical, academic, and admission standards
- Have equal access to education and co-curricular programs, services, activities, and facilities
- Inform the Testing & Disability Services Specialist that you are an individual with a disability and that you are requesting accommodations
- Follow established procedures for obtaining accommodations and auxiliary aids
- Meet with faculty regarding your faculty accommodation letter
- Inform Testing & Disability Services in a timely manner when concerns arise
- Return any borrowed assistive technology or be charged for it
- Provide for independent living needs or other personal disability-related needs

Faculty have the right and responsibility to:

- Hold the same academic standards for students with disabilities as held for students without disabilities
- Provide accommodations as determined by Testing & Disability Services
- Consult with the Testing & Disability Services Specialist if questions arise regarding accommodations
- Maintain confidentiality of students' accommodations and disability related information

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Accommodation Request Process

When to Begin the Process

Students with disabilities should begin the accommodation process as early as possible. Arranging accommodations can require time so students should register with the Testing and Disability Services office a minimum of ten business days prior to the start of each semester to ensure accommodations are available by the first day of classes. Examples of accommodations that take significant time include, but are not limited to, texts in alternate formats and procuring additional technology. Some accommodations, such as sign language interpreters, may need more than ten days to arrange.

Students may request services at any point during the semester; however, accommodations cannot be used until students have completed the interactive accommodation process with the Testing & Disability Services Specialist, or his or her designee, and accommodations are not retroactive.

How to Receive Accommodations and Services

STEP 1: Student meets with the Testing & Disability Services Specialist, or his or her designee, for a “registration meeting” to self-identify and discuss accommodation needs and documentation that might be required (Call or e-mail for appointment)

STEP 2: Student provides necessary documentation, if needed, of a disability and/or health condition to the Testing & Disability Services Specialist, or his or her designee.

STEP 3: Based on the information received in the registration meeting and the supporting documentation provided the Testing & Disability Services Specialist, or his or her designee, determines appropriate accommodations and completes Faculty Accommodation Letters (FALs).

STEP 4: The student meets with the Testing & Disability Services Specialist, or his or her designee, to discuss the FAL and to receive copies of the FAL to give to faculty members.

STEP 5: The student delivers the FAL to their faculty members and meets to discuss accommodation needs.

STEP 6: Faculty member signs and returns FAL to Testing & Disability Services Specialist, or his or her designee.

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STEP 7: The student keeps the Testing & Disability Services Specialist, or his or her designee, up-to-date and discusses any request to change or update accommodations; if necessary, new FALs can be issued.

NOTE: A student must request new FALs from the Testing & Disability Services Specialist, or his or her designee, every semester.

Documentation Guidance

The Testing & Disability Services Specialist will consider all forms of documentation including student self-report, observation and interaction with the student, and external information from outside sources such as professionals who have diagnosed or treated the condition. External information can be a valuable tool for helping the Specialist understand the student's barriers, identify strategies for success, and assign reasonable accommodations which facilitate access.

Information describing a student's disability, their past use of accommodations, and the likely impact of the disability on their educational experiences might be required by the Testing & Disability Services Specialist. Types of helpful documentation supportive of such requests include medical records, psycho-educational testing reports, and school records. If students do not have this documentation readily available, they are encouraged to meet with the Testing & Disability Services Specialist to discuss ways to demonstrate a connection between their condition and any academic barriers they anticipate in the college environment.

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Disability Services Procedures

Requesting Testing Accommodations

FACULTY INSTRUCTIONS

Each instructor should receive a *Faculty Accommodation Letter* from the Testing & Disability Services Office verifying the student is eligible for testing accommodations before requesting testing accommodations.

Preferably, the instructor will administer the test. If the instructor cannot provide a requested accommodation, she or he should schedule the test via email at testing@uaccb.edu and include the following information in the email:

- Student's name and course
- Date and time of the exam
- Amount of time student is allowed for the exam
- **Specify ALL exam accommodations that are listed on the accommodation letter.**
- Any items allowed during testing (e.g. textbook, note cards, notes, calculator, etc.)
- How the test should be returned to the instructor (instructor will pick up, put in instructor's mailbox, slide under instructor's door, etc.)
- Exam may be attached to the email, if available.

*Test arrangements should be made **one week in advance** or as soon as the exam is announced in class. Due to limited personnel and the need to reserve rooms or record tests orally, tests might not be given on the requested date if arrangements are not made in advance.*

Instructors are responsible for delivering the quiz or test to the proctor before the date of the exam.

Instructors should notify the student of the date, time, and location of the test.

If possible, tests are scheduled on the same day and time they will be given in class. Tests can be scheduled at another time with approval from the instructor.

Please contact Sherrie Stagner, 870-612-2056, or Louise Hughes, 870-612-2013, if you have any questions regarding this procedure.

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Recording of Lectures

Students that are allowed to record lectures as part of the accommodation process should be aware of the requirements that accompany this accommodation.

- Lectures that are recorded as part of an accommodation may not be shared with other people without the consent of the lecturer; this includes, but is not limited to letting another student listen to the lecture, putting the lecture online, giving another student a copy of the lecture, etc.
- Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments.
- Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than individual study.

Students may be required to sign a form for each faculty member agreeing to use the recordings in a proper and legal manner.

Alternative Formats

Alternative formats of texts and classroom materials may be an accommodation for students with disabilities. If alternative texts are required students should be aware of the following.

- Students must purchase their own textbooks and provide proof of purchase before receiving the alternative texts requested.
- If students change their schedule after requesting alternative texts they will be required to inform the Testing & Disability Services Specialist.
- Requests for alternative textbooks will be processed in the order they are received by the Testing & Disability Services Specialist.
- Notification to students that items are ready for pick up is made by phone and/or email by the Testing & Disability Services Specialist.
- If assistive technology is needed to use alternative formats, you will need to sign an assistive technology loan agreement.

If alternative formats of classroom materials (handouts, worksheets, etc.) are needed the student should let the faculty member know, unless already stated on the faculty accommodation letter. The faculty member will either make them available or contact the Testing & Disability Services Specialist to discuss their options.

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Assistive Technology Loan Agreement

Assistive Technology is loaned to students with disabilities to ensure appropriate accommodations are available for the classroom. The following is an excerpt from an Assistive Technology Loan agreement. This is an example of what a student signs to loan assistive technology.

I agree to use this equipment solely for the benefit of my education at the University of Arkansas Community College at Batesville (UACCB). I will return the equipment and all accessories provided by Testing & Disability Services to the UACCB Testing & Disability Services office on or before _____ or on the day I withdraw from UACCB if I withdraw from classes before the date listed in this agreement.

Further, I acknowledge that I am responsible for this equipment. I will exercise extreme care with this equipment including securing the equipment whether in use or not, on or off campus. I understand that I am responsible for any damage to the equipment and if I knowingly harm the equipment or let harm occur I will be subject to actual replacement costs of the equipment (approximately \$xxx). Additionally, I understand that I may be billed the replacement costs of the equipment, and the charges will be placed on my UACCB student account if I fail to return the equipment in its original condition (excluding ordinary wear and any repairs covered by warranty) or fail to immediately report to Testing & Disability Services any damage having occurred to the equipment. For the purpose of this agreement, damage to the equipment is defined as damage to the equipment, equipment case, or equipment cords that result in a loss of value in the equipment. This may be cosmetic or functional.

If the equipment is stolen, I will report the theft to Testing & Disability Services at the time the theft occurred and provide Testing & Disability Services with a police report documenting the theft of the equipment. I acknowledge that I will also be billed for the replacement costs of the equipment if I fail to report the theft of the equipment in a timely manner and fail to provide a police report.

I understand that Testing & Disability Services reserves the right to place a hold on my account, preventing me from registering for future classes and obtaining my transcripts if I fail to return the equipment or pay the replacement costs.

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Service Animals on Campus

UACCB intends to provide the broadest possible access to service animals in all of its public areas. UACCB is also committed to ensuring that individuals with disabilities requiring the use of a service animal can fully participate in classes, services, and activities on the UACCB campus.

Definitions

The Department of Justice defines service animals as “dogs that are individually trained to do work or perform tasks for people with disabilities.” The work or tasks must be directly related to the individual’s disability such as guiding a person with impaired vision, alerting a person who is hearing impaired, pulling a wheelchair, alerting or protecting a person having a seizure, or reminding a person with a mental illness to take a prescribed medication. (Miniature horses *may* be considered a service animal as defined by the U.S. Department of Justice, Civil Rights Division.)

Dogs that are not trained to perform tasks that mitigate the effects of a disability, including dogs that are used purely for emotion support, comfort, therapeutic benefit, or companionship, are not service animals under the ADA.

Inquiries Regarding Service Animals

When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: *1) Is the dog a service animal required because of a disability? 2) What work or task has the dog been trained to perform?*

Staff cannot ask about the person’s disability, require medical documentation, require a special identification or training documentation, or ask that the dog demonstrate a task.

Responsibilities of the Handler

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. If this is the case, the individual must maintain control of the animal through voice, signal, or other effective controls.

The handler of the service animal is also responsible for:

- Ensuring the animal is clean and in good health including being up-to-date on all immunizations and vaccinations required of service animals by laws and/or current city ordinances.
- Properly disposing of the animal’s waste, or if unable to properly dispose of the animal’s waste without assistance, coordinating with college staff for the proper disposal of waste

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- Any harm or damage that the animal causes to persons or property

Exclusions of Service Animals

A person with a disability may be asked to remove a service animal from the premises if the dog is out of control and the handler does not take effective action to control the dog or the dog is not housebroken; if the animal's behavior, such as barking, is disruptive to the other participants within the facility; or if the animal poses a direct threat to the health and safety of others.

UACCB Procedures

Compliance Statement

The University of Arkansas at Batesville (UACCB) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, gender identity, sexual orientation, age, pregnancy, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by Policy are prohibited.

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ADA Grievance Procedures

The University of Arkansas Community College at Batesville (UACCB) has adopted an internal grievance procedure to allow for prompt and equitable resolution of complaints alleging any action prohibited by Title II of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation, be denied the benefits for, or be subjected to discrimination in programs or activities sponsored by a public entity.”

Individuals who wish to resolve a complaint informally may contact the Testing and Disability Services Specialist before filing a formal grievance. The person should first discuss his/her complaint with the person responsible for the action, interpretation, or application of the regulations leading to the problem.

Formal grievances should be addressed to: Director of Student Development, University of Arkansas Community College at Batesville, P.O. Box 3350, Batesville, AR 72503, who has been designated to coordinate ADA compliance for students.

- The grievance must be in writing and include the complainant’s name and address, and briefly describe the alleged violation of the regulations.
- A grievance must be filed within 30 days of the event or action giving rise to the student's grievance(s).
- Upon receipt of the grievance, the Director of Student Development will conduct an investigation, as may be appropriate. The investigation will be informal, but thorough, allowing all parties an opportunity to submit evidence related to the complaint.
- A written description regarding the validity of the claim and a description of the resolution shall be issued by the Director of Student Development and a copy mailed to the complainant no later than thirty calendar days after the claim is filed.
- The ADA Coordinator shall maintain the files and records of UACCB relating to the complaints filed.
- The complainant may request a reconsideration of the case (an appeal) in instances where he or she is dissatisfied with the resolution. The request for consideration should be filed with the Vice Chancellor of Student Affairs within ten working days of receiving the resolution.
- Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, such as the filing of an ADA complaint with the U.S. Department of Education, Office for Civil Rights (OCR) (Dallas regional office).

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If you have questions regarding any of the information in this handbook please contact:

Louise Hughes, Director of Student Development
870-612-2013

Louise.hughes@uaccb.edu

Or

Sherrie Stagner, Testing & Disability Services Specialist
Main Classroom Building 232E
870-612-2056

Sherrie.stagner@uaccb.edu

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