



## Access Services Handbook

Amended August 28, 2023

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## Introduction to Access Services

### **Mission Statement**

Mission: Access & Testing Services assists in providing equal access for otherwise qualified students with disabilities to all curricular and co-curricular opportunities offered by the institution. In support of our college's mission, Access Services works diligently to support access to quality educational opportunities within a supportive learning environment and to promote success through community partnerships, responsible programs, and a commitment to improvement.

### **Service Objectives**

Work to promote that otherwise 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 Advocate for equal access, accommodations, and respect for students with disabilities within the campus community

### **Student Learning Outcomes**

Students will understand:

1. The interactive process for requesting accommodations
2. Their responsibilities in the accommodation process, including initiating a request for access and how to continue receiving accommodations
3. How to request assistance when needed to utilize accommodations or work out any issues

## Rights and Responsibilities

### **UACCB 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.

### **Access Services Rights and Responsibilities**

- 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

### **Student Rights and Responsibilities**

Students with disabilities have the right and responsibility to:

- Meet the institution's technical, academic, and admission standards
- Follow the policies and procedures in the Student Handbook, including the Student Code of Conduct, and UACCB General Regulations
- Equal access to education and co-curricular programs, services, activities, and facilities
- Notify the Access & Testing Services Specialist that you are an individual with a disability and that you are requesting accommodations each semester that you enroll
- Follow established procedures for obtaining accommodations and auxiliary aids
- Work out the details of your Accommodation Letter with each instructor when needed, and request assistance from the Access & Testing Services office if needed
- Inform Access & Testing Services in a timely manner when concerns arise
- Return any borrowed assistive technology at the end of a semester or upon withdrawal from classes or be charged for it

- Schedule any accommodated exams with the Testing Center as soon as you are aware of them or at least two working days before the exam
- Inform Access & Testing Services if you choose to not use your accommodations

### **Faculty Rights and Responsibilities**

Faculty have the right and responsibility to:

- Hold the same academic standards for students with disabilities as held for students without disabilities
- Participate in the accommodation process, when appropriate, to assist in equal access to all services or activities provided by the college
- Provide academic accommodations as determined by Access & Testing Services through the accommodation request procedure
- Communicate with students in order to fulfill accommodations of a student's Accommodation Letter and request assistance from the Access & Testing Services office if needed
- Provide accommodated exams and quizzes to the Testing Center at least two working days ahead of time or earlier, if alternate formats are needed
- Provide a contact email or phone number for the proctor to use in the event there are technical issues or questions during a test given at the Testing Center
- Maintain confidentiality of students' accommodations and disability related information

## How to Request Accommodations

Students with disabilities should begin the accommodation process as early as possible. Arranging accommodations can require time, so students should register with the Access & Testing Services office prior to the start of each semester to ensure accommodations are available as soon as possible. Examples of accommodations that take time to arrange may include, but are not limited to, texts in alternate formats, hiring sign language interpreters, and procuring additional technology.

**Students may request services at any point during the semester; however,** accommodations cannot be used until students have completed the interactive accommodation process with Access & Testing Services, and **accommodations are not retroactive.** If academic accommodations are necessary, an "Accommodation Letter" will be prepared by Access & Testing Services and sent via Docusign to the student's and instructors' email. For other access issues to campus programs and services, contact the Access & Testing Services to discuss. This might include things such as physical access to buildings, communication barriers, or access to co-curricular activities. We encourage students to do this as soon as possible each semester enrolled to discuss such matters in confidence.

There are two different request forms:

1. "Non-concurrent Student Request for Accommodations": for students who will not be in high school while in college
2. "Concurrent Student Request": for students in high school **while** taking college courses

### Process for a Non-current Student Request for Accommodations

STEP 1: Initiate a request for an Accommodation Letter.

Student should complete the Non-Concurrent Student Request for Accommodation form on the [www.uaccb.edu](http://www.uaccb.edu) Access (Disability) Services webpage and submit it to the Access & Testing Services Office online.

STEP 2: Documentation of Disability

Provide documents that explain the disability and/or health condition to Access & Testing Services. If you are a returning student, provide any updates to your documentation.

STEP 3: Complete a Consent to Release Information-within UACCB form

STEP 4: Schedule and meet with the Access & Testing Services Specialist to discuss accommodation or access needs. Contact Access Services at [access@uaccb.edu](mailto:access@uaccb.edu) or call 870-612-2056 for an appointment.

**You may not need an in-person meeting:** (In this case, after you complete the request form, the Access Office will email you the Accommodation Letter.)

- 1) **IF** you have an Accommodation Letter from the Access Office and it has been less than 12 months and your access needs have not changed OR
- 2) **IF** you only need and are approved for:
  - Extended time on tests and quizzes (150 – 200% of regular time)
  - Distraction Reduced testing environment
  - Permission to record lectures

If you prefer to arrange your accommodated tests or recording of lectures with your instructor, you will not need to meet with Access Services unless you want to do so or need assistance.

#### STEP 5: Receive and Review Your Accommodation Letter

Based on the information received in the registration meeting and the supporting documentation provided, Access & Testing Services completes the Accommodation Letter and emails it to the student **and** his or her instructors via Docusign.

STEP 6: Student and faculty should sign the letter and return it to our office via Docusign. After signing electronically, you can print a copy for your records.

STEP 7: Students and faculty discuss the Accommodation Letter if needed.

NOTE: The student should discuss any need to change or update accommodations with the Access & Testing Services Office. If changes are made, new Accommodation Letters can be issued. If schedule changes are made, request a new letter.

All students must request new Accommodation Letters **each** semester/registration period.

If you have new classes, you need to request a new letter!

#### Process for a Concurrent Student to Request Accommodations

Definition: Concurrent students are enrolled in high school **and** college classes at the same time.

STEP 1: Complete the high school Concurrent Registration Form. All high school students will complete this even if not requesting accommodations. This form is provided by your counselor or career coach. Check the box to request accommodations. It does not guarantee accommodations. Continue with the rest of the steps below.

STEP 2: Complete the Concurrent Student Request for Accommodations Form online and submit it to the Access & Testing Services Office online. If an alternate format, such as a paper copy is needed, contact Access & Testing Services.

STEP 3: Complete a Concurrent Form – Consent to Release Information in order for the high school to release the disability documentation. It also allows UACCB staff to communicate to each other regarding the student in order to arrange accommodations. If you are under the age of 18, a parent signature is also needed. This form is available from the Access & Testing Services Office or on the UACCB website.

#### STEP 4: Documentation of Disability

Provide documents that explain the disability and/or health condition to the Access & Testing Services Office. These can be emailed to [access@uaccb.edu](mailto:access@uaccb.edu) or taken to UACCB, Access & Testing Services, room 232 Main Classroom Building, 2005 White Drive, Batesville, AR 72501.

Concurrent students' IEP/504 Plans apply at the high school level and are considered in the decision-making college access process, but are not automatically applied at the college level. The Concurrent Student Request Form has some documentation guidance. Also review the Documentation Guidance section of this handbook.

STEP 5: Schedule and meet with the Access & Testing Services Specialist to discuss accommodation or access needs. Call 870-612-2056 or email [access@uaccb.edu](mailto:access@uaccb.edu) for an appointment. Your high school counselor may coordinate a meeting via Zoom with the Access & Testing Services Office.

**You can skip the meeting if** you only need one or more of the following and are approved based on the documentation you provided. If you need help arranging the details of your accommodations do not skip this meeting.

1. Extended time on tests and quizzes (150 – 200% of regular time)
2. Distraction Reduced testing environment
3. Permission to record lectures

We will email you an Accommodation Letter and instructions for requesting testing accommodations. Sign the letter and return it to our office via Docusign. If you prefer to arrange your accommodated tests or recording of lectures with your instructor, you will not need to meet with Access Services unless you want to do so or need assistance.

**NOTE:** If you are eligible for testing accommodations and ride a bus to and from UACCB to attend class, you will need to discuss testing accommodations with the Access & Testing Services Specialist.



#### STEP 6: Receive and Review Your Accommodation Letter

Based on the information received in the registration meeting and the supporting documentation provided, Access & Testing Services completes the Accommodation Letter and emails it to the student **and** his or her instructors via Docusign. Check your email for this.

STEP 7: Student and faculty should sign the letter and return it to Access & Testing Services via Docusign. After signing electronically, you can print a copy for your records.

STEP 8: Students and faculty discuss the Accommodation Letter if needed.

NOTE: The student keeps the Access & Testing Services Office up-to-date with any changes, and discusses any need to change or update accommodations; if changes are made, new Accommodation Letters can be requested. If schedule changes are made, request a new letter.

All students must request new Accommodation Letters **each** semester/registration period. **If you have new classes, you need to request a new letter!**

### Documentation Guidance

Types of helpful documentation supportive of such requests include medical records, psycho-educational testing reports, and school records. Documentation must have the student's name and clearly identify the professional.

Where to send disability documentation: Email to [access@uaccb.edu](mailto:access@uaccb.edu) or

deliver in person to: UACCB, 2005 White Drive, Batesville, AR 72501  
Main Classroom Building, room 232

Mail to: University of Arkansas Community College Batesville  
Access & Testing Services Office  
PO Box 3350  
Batesville, AR 72503

#### General Documentation Guidelines:

1. Should have a clear diagnostic statement of the disability
2. Should explain how the disability impacts functioning
3. Should be from a licensed professional properly credentialed to make the evaluation
4. Typed on letterhead, dated, and signed by the professional providing the documentation.
5. List any recommended accommodations.

## Documentation Guidance for Concurrent Students

Provide a copy of all of the following if you had them:

1. Diagnostic testing report
2. Individual Education Plan (IEP)
3. 504 Plan
4. Summary of Performance
5. Doctor or provider's letter (on letterhead)

If you are in high school, you will complete a **Concurrent Registration form** through your high school counselor or career coach. Be sure to check the box on that form to consent to release accommodation documentation and to denote you will request accommodations for your college classes.

## Recording of Lectures

- 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 can sign a form agreeing to use the recordings in a proper and legal manner.

## Testing Accommodations

### Who is eligible?

Potential students\* and enrolled students who have met with UACCB Access & Testing Services and who are eligible for testing accommodations. You will get an Accommodation Letter stating the details. Potential students\* include those who need an accommodated Accuplacer.

### Scheduling

Eligible students should schedule tests to occur on the same day and time they will be given in class. There may be a need for an earlier start time or finish time to allow for accommodations. If an alternate day is needed, the student should request this from the instructor or seek assistance through the Access Office.

### **Provide the test**

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

Instructors are responsible for delivering the quiz or test to the proctor at least **three business days in advance** of the exam or as soon as the exam is announced in class. Due to the need to reserve rooms or record tests orally, some flexibility may be needed in scheduling.

Never send an exam with the student to the Testing Center.

Ideally, the instructor will administer the test to allow the student access to the instructor to ask questions. If the instructor cannot provide a requested accommodation, she or he should send the test to the Testing Center via the email [testing@uaccb.edu](mailto:testing@uaccb.edu) and include the following information in the email:

- Student's name and course
- Date and regular time of the exam
- Due date to take the test (if applicable)
- Regular amount of time student is allowed for the exam
- Specify ALL exam accommodations that are listed on the accommodation letter.
- Specify any items allowed during testing (e.g. textbook, note cards, notes, calculator, etc.)
- Provide instructor's email or mobile number in case the student has a question during the exam
- How the test should be returned to the instructor. Instructor can pick it up from the Testing Center or from his or her mailbox, or it may be scanned and emailed to the instructor, if requested.

The general process for the instructor to provide the test and the student to schedule the test does not prevent additional communication. The Testing Center, student, and instructor should coordinate accommodations.

### **Online exams**

All test accommodations apply to online courses. If you are not sure how to make an online quiz or test accommodated, please contact us or your academic dean for assistance. The UACCB Center for Teaching & Excellence may also be able to help.

### **Tardiness**

The test proctor will wait 15 minutes beyond the scheduled time. After that, the untaken test may be returned to the instructor. Make-up tests should be approved through the instructor.

### Student check-in

Student must show either a current student photo ID or Driver's License. The Testing Center has lockers where personal belongings may be secured. Visitors, including children, are not allowed in the Testing Center.

Please contact Access & Testing Services at 870-612-2056 or 870-612-2013 or email [access@uaccb.edu](mailto:access@uaccb.edu) , if you have any questions. The Testing Center email is [testing@uaccb.edu](mailto:testing@uaccb.edu) .

### 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 Access & Testing Services Office and provide a receipt for the new text.
- Requests for alternative textbooks will be processed in the order they are received by the Access & Testing Services Office.
- Notification to students that items are ready for pick up is made by phone and/or email by the Access & Testing Services Office.
- If assistive technology is needed to use alternative formats, you will need to sign an assistive technology loan agreement.
- **Assistive technology cannot be checked out by minors without an adult's signature on the loan agreement.**

If alternative formats of classroom materials (handouts, worksheets, etc.) are needed the student should request this during the accommodation request process. The faculty member should either make them available or contact the Access & Testing Services Specialist to discuss their options.

### 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 borrow 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 Access & Testing Services to the UACCB Access & Testing 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 Access & Testing 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 Access & Testing Services at the time the theft occurred and provide Access & Testing 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 Access & Testing 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. I may also lose the privilege to borrow equipment in the future.

NOTE: Students under the age of 18 must have an adult sign this statement of responsibility. This includes concurrent students.

## 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 Deaf, deaf, hard of hearing, 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
- 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.

## 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.

## 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 Access & Testing Services Specialist before filing a formal grievance. The person should first discuss his/her complaint with the person perceived responsible for the action, interpretation, or application of the regulations leading to the problem.

Formal grievances should be addressed, in writing to: Director of Access & Testing Services, 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, address, and phone number, 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 Access & Testing Services 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 Access & Testing Services 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).



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

Louise Hughes, Director of Access & Testing Services

Main Classroom Building room 232A

870-612-2013

[louise.hughes@uaccb.edu](mailto:louise.hughes@uaccb.edu)

Billy Stidham, Access & Testing Services Specialist

Main Classroom Building room 232E

870-612-2056

[billy.stidham@uaccb.edu](mailto:billy.stidham@uaccb.edu)

General Access Services email: [access@uaccb.edu](mailto:access@uaccb.edu)

Testing Center email: [testing@uaccb.edu](mailto:testing@uaccb.edu)