



# Student Request for Accommodations

## 555.0

### Student Affairs

#### I. Purpose and Scope

The purpose of this policy is to define the process for qualified students with disabilities to request reasonable and appropriate accommodations. Arkansas Act 907 requires this information to be available to applicants, parents, during student orientation, in the academic catalog, and on the public website. The University of Arkansas Community College at Batesville (UACCB) prohibits discrimination based on 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. No otherwise qualified individual with a disability shall be excluded from participation in, denied benefits of, or subjected to discrimination in UACCB programs and activities due to their disability.

The process for requesting accommodations shall be communicated in the academic catalog, at student orientation, during the student application process, and on the college's public website.

#### II. Definitions

- a. "Student with a disability" means an admitted or enrolled student at UACCB who meets the definition of an individual with a disability under the Americans with Disabilities Act of 1990, a student with an intellectual disability as defined in 34 C.F.R. section 668.231(b), or who meets this definition under Section 504 of the Rehabilitation Act of 1973. A person with a disability is one "who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment."
- b. "Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working." They also include major bodily functions such as digestive, neurological, respiratory, brain, endocrine, circulatory, and reproductive functions. ([www.ada.gov/law-and-regs/ada/](http://www.ada.gov/law-and-regs/ada/)).
- c. "Programs and activities" mean any UACCB course, resource, or UACCB sponsored event
- d. "Access" means being allowed the opportunity to participate in or benefit from, including physical access to campus buildings, events, and educational materials.

#### III. Types of Accommodations

Accommodations may include but are not limited to the examples below and are determined on an individualized basis through an interactive process between the student and UACCB Access & Testing Services.

**Access to Lecture Content** – audio recording of lectures can allow a student to listen to the lecture and edit class notes. Software may be used to assist with creating notes from a recorded lecture. Online lecture content should be accessible with a screen reader. Other examples include, but are not limited to instructor notes, peer notes, sign language, or transcription services.

**Academic Aids** – calculators, computers, spell checkers, text to speech C-pens

**Assistive Computer Technology** – software or equipment that provides screen readers or magnification. The library and Testing Center have computers with screen readers.

**Interpreters and Transcriptionists** – American Sign Language interpreters and transcriptionists can be arranged for students with these needs. Early registration and requests through the Access & Testing Services office is encouraged.

**Parking** – handicap accessible parking is available and is indicated by signage.

**Mobility** – Students who use a wheelchair should be able to access buildings and activities. If a route or room is not accessible, the student should notify an instructor, administrator, or Access & Testing Services Office immediately. The college may move a class or activity to an accessible space.



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**Testing Accommodations** – Test accommodations may include extended time, reduced-distraction test environments, auditory administration of tests (via assistive technology), scribes, or use of a spell checker. Faculty and students should communicate with the Access & Testing Services for details on how to request and schedule testing with accommodations.

#### IV. Procedure

1. Student requests accommodations. Students should use the UACCB Request for Accommodations Form to make an official request for accommodations. Students can also begin the request process by contacting the Access & Testing Services Office directly. Contact information and the Access Services Handbook are available at [www.uaccb.edu/access-disability-services/](http://www.uaccb.edu/access-disability-services/).
2. Documentation of disability.
  - a. High school students should get UACCB release forms signed by their parent(s) or guardian(s) in order for their high school representative to provide documentation of disability that is in the student's high school records, to the Access & Testing Services staff.
  - b. Documentation should have a clear diagnostic statement of disability, contain the student's name, and clearly identify the physician or evaluator.
  - c. Documentation should explain how the disability impacts functioning.
  - d. Documentation should be from a licensed professional properly credentialed to make the evaluation
  - e. Documentation should be typed on letterhead, dated, and signed by the professional providing the documentation.
  - f. Documentation of a disability due to military service.
  - g. Individualized education programs (IEPs) will be considered.
  - h. Section 504 plans for high school students will be considered.
  - i. Summary of Performance from high school will be considered.
3. Interactive Process. The student should schedule to meet with the Access & Testing Services office to discuss access needs and complete relevant paperwork.
4. Notification of Accommodations. Access & Testing Services staff will email an Accommodation Letter to you and your instructors via DocuSign.
5. Continuation of accommodations.
  - a. If you have an Accommodation Letter from UACCB Access & Testing Services and it has been less than 12 months and your access needs have not changed, you may confirm this and not need to meet in person.
  - b. Any time a student adds or removes a class, Access & Testing Services should be notified so new Accommodation Letters can be sent to faculty.
  - c. Access & Testing Services may send updated Accommodation Letters to faculty as schedules are reviewed for changes without prompting from students; however, it is the students' responsibility to notify Access & Testing Services to ensure that all faculty receive notification if there is a schedule change.

#### V. Determining fundamental alteration or undue burden

If a request for accommodations or academic adjustments is thought to be a fundamental alteration to a program or course, or is an undue burden to the college, a committee comprised of the appropriate academic dean, faculty, access services director, and chief financial officer will review the technical requirements and objectives of a program or course or review the reasons for a claim of undue burden to the college.

#### VI. Clarifying Points

##### Services of a Personal Nature

Services of a personal nature are not considered reasonable accommodations in postsecondary education and are not provided by UACCB. Examples of personal services include personal care attendant, transportation or tutoring beyond what is offered to all students, or providing an interpreter at home or outside of UACCB sponsored activities.



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#### **Access & Testing Services Office**

The Access & Testing Services Office staff will assist students through all steps of the accommodation request process and work with the college to facilitate access to programs and services. The link to the UACCB Request for Accommodations Form, the Access Services Student Handbook, and other disability resources can be found on the [www.uaccb.edu/access-disability-services](http://www.uaccb.edu/access-disability-services) web page.

Limits: Personal services (e.g., caregiving, transportation) are not provided. Accommodations from high school are not automatically transferred. Students must self-identify and follow the procedure to make a request for accommodations.

#### **ADA Grievance Procedures**

Any concerns or complaints regarding student accommodations should be brought to the attention of Access & Testing Services staff informally and attempts will be made to resolve all concerns. To file a formal grievance, see the process located on the UACCB website in the UACCB Access Services Handbook at [www.uaccb.edu/access-disability-services/](http://www.uaccb.edu/access-disability-services/).

#### **VII. Related Information**

Arkansas Act 907 of the 2025 Regular Session: the Arkansas Respond, Innovate, Succeed, and Empower (RISE) Act; 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.

#### **VIII. Revision History**

Effective Date: June 25, 2025

Revised Date:



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Appendix: Language for website, applications, new student orientation, faculty, and parent information

### Disability Services and Accommodations for Students

#### Accommodation Request Process:

- **Student Request:** Submit via the [UACCB Request for Accommodations Form](#) or contact Access & Testing Services directly at 870-612-2056 or 870-612-2013 or [access@uaccb.edu](mailto:access@uaccb.edu).
- **Provide Disability Documentation:** Must include a clear diagnosis, student's name, professional credentials, and how the disability affects functioning. Acceptable documents include IEPs, 504 plans, or a Summary of Performance.
- **Interactive Process:** A meeting is scheduled between Access Services and the student to discuss needs and complete paperwork.
- **Notification:** Accommodation Letters are sent via DocuSign to students and instructors.
- **Continued Communication:** Students must notify Access Services if classes change to update accommodation letters and if they enroll the following semester.

#### Types of Accommodations

Accommodations are determined individually through collaboration with Access & Testing Services. Examples include but are not limited to:

- **Lecture Access:** Audio recordings, screen reader-accessible content, instructor or peer notes, transcription, or sign language services.
- **Academic Aids:** Use of tools like calculators, computers, spell checkers, and text-to-speech devices.
- **Assistive Technology:** Screen readers and magnifiers.
- **Interpreters/Transcriptionists:** Available upon request; early registration recommended.
- **Parking:** Handicap-accessible spaces are marked and available.
- **Mobility Access:** Wheelchair users should report access issues.
- **Testing Accommodations:** Options include extended time, quiet environments, assistive technology, scribes, and spell checkers.

**Limits:** Personal services (e.g., caregiving, transportation) are not provided. Accommodations from high school are not automatically transferred. Students must self-identify and follow the procedure to make a request for accommodations.