

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I. Policy Statement

Culver-Stockton College (C-SC) is committed to ensuring that all qualified individuals with disabilities have the opportunity to participate in educational programs and services on an equal basis. The College supports the integration of all qualified students into all programs provided by the College and is committed to full compliance with all laws regarding equal opportunity for all students with a disability. At the College, the Office of Accessibility & Accommodations, faculty, academic deans, and department chairs all play a joint role in promoting equal access to campus facilities and programs.

Under the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations or modifications in the academic environment that allow the qualified individual to enjoy equal access to the College's programs, services, and activities. The College is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

The Office of Accessibility & Accommodations provides disability consultation, advocacy, and the coordination of support services and accommodations to all qualified students with disabilities. All services and accommodations are determined individually based on disability documentation. In order to receive accommodations, students must self-disclose their disability to the Office of Accessibility & Accommodations and be found eligible for an accommodation.

The College is committed to promoting full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the College. The College can only support disability needs through a student's voluntary disclosure of their disability and request for accommodations. Students who do not voluntarily self-disclose their disability and request accommodations are not eligible for services.

Students who have a disability and wish to make a request for disability-related accommodations and services must do so through the Office of Accessibility and Accommodations. Each student must submit their documentation along with an application for accommodations in order to apply for services. Students are encouraged to register with the Office of Accessibility and

Accommodations prior to their arrival on campus for the upcoming semester. Once eligibility is determined, appropriate accommodations based on the approved documentation are put in place. All accommodations are determined on an individual, case-by-case basis.

II. Non Discrimination

Culver-Stockton College strictly prohibits any form of discrimination against individuals with disabilities in its programs.

III. Prohibition Against Retaliation

The College strictly prohibits any forms of retaliation against any student or applicant who requests an accommodation, reports or participates in the investigation of a complaint, or otherwise exercises rights secured by this policy.

IV. Confidentiality

The Office of Accessibility & Accommodations is committed to ensuring all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. Student information may include grades, assessment data, biographical information, disability information, case notes, and other related documents.

Medical and clinical information provided to the College by students as part of a request for accommodations is treated as confidential under applicable laws and school policies. Such information is provided only to individuals who are privileged to receive such information on a need-to-know basis.

Records relating to the request of accommodations and services shall be separately maintained by the College's Office of Accessibility & Accommodations. These records shall be archived apart from official transcripts and educational records. No one has immediate access to student files at the Office of Accessibility & Accommodations except for office staff. If a student has requested an accommodation, the student will be informed as to what information is being provided to the faculty and staff regarding the request.

V. Exceptions

Confidential information in student files will not be released except in the following circumstances:

- A. the student's file may be released pursuant to a court order or subpoena;
- B. the student stated the intent to harm themself; or
- C. the student stated the intent to harm others.

A student may give written permission for the release of information when they wish to share it with another party or professional. Prior to giving such information, the student should fully understand all information being released, the purpose of the release, and to whom the information is being released.

Confidential information will not be released without the written consent from the student unless required by state or federal law.

The Office of Accessibility & Accommodations will retain a copy of all information provided for a minimum of five years. If a student wishes to have their record expunged, they must make a written request to the Assistant Director of Student Success, Coordinator for Accessibility, who will decide whether it is necessary for the Office to retain the student's records.

The student has the right to review their file.

VI. Registering for Services

Students with disabilities who wish to receive accommodations or services must register with the Office of Accessibility & Accommodations. To register, the student must self-disclose their disability, submit their documentation, and a completed application. Once those pieces of information are received, the student will participate in an intake appointment to officially register for services. During the intake appointment, all accommodations, services, and procedures will be discussed.

All academic accommodations must be requested every semester in order to receive services and be actively registered. Housing accommodations, including requests for emotional service animals, must be requested on a yearly basis with a deadline of March 1st for the Fall semester

and November 1st for the Spring Semester. Requests made by students who have received a new diagnosis after the application deadlines will be handled on a case-by-case basis.

Requests for services or accommodations should be made as early as possible to allow time to review requests and documentation and make proper arrangements. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner.

Disclosure of a disability or request for an accommodation made to a faculty or staff member other than the staff of the Office of Accessibility & Accommodations will not be treated as a request for an accommodation.

VII. Verification of Disability

Any student who, because of a disability, needs accommodations with respect to any policy, practice, activity, or service should self-disclose their disability to the Office of Accessibility & Accommodations.

A student requesting accommodations because of a disability will be required to provide professional verification by a licensed physician, psychologist, audiologist, or other professional health care provider who, in the opinion of the College, is qualified in the diagnosis and assessment of the disability. Decisions relating to accommodations cannot be made until, at minimum, some written documentation is provided and an interview has been conducted by the Office of Accessibility & Accommodations staff.

The type of documentation necessary will vary according to each student, their disability, and the accommodations requested. Verification of disability must reflect the student's present level of functioning of the major life activity affected by their disability. The cost of obtaining the professional verification will be borne by the student. If the initial verification is deemed incomplete or inadequate to determine the present level of the disability and appropriate accommodations, the College reserves the right to require supplemental assessment of the disability. If the process of obtaining documentation is costly or burdensome to the student, the Office of Accessibility and Accommodations may seek an alternative method of verification by referring to the Association of Higher Education and Disability (AHEAD) documentation guidelines.

VIII. Determining Eligibility

Accommodations are determined on an individual, case-by-case basis. In reviewing specific accommodations requested by the student or recommended by the physician/evaluator, the Office of Accessibility & Accommodations may find that while a recommendation is clinically supported, it is not the most appropriate accommodation. In addition, the Office of Accessibility & Accommodations may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

IX. Denial of Accommodations

The College reserves the right to deny services or accommodations if sufficient documentation and information is not provided by a student to support the need for an accommodation.

If the documentation provided by a student does not support the existence of a disability or the need for an accommodation, the student will be notified in writing. Students will be given the opportunity to supplement the initial documentation with further information. In such instances written evaluations from physicians or other qualified specialists are particularly helpful in evaluating accommodation requests.

The College is not required to provide any aid or service or make any modifications that would result in a fundamental alteration in the nature of the program. Additionally, an accommodation that would make a substantial change in an essential element of a course or curriculum is not reasonable and not required.

The College also does not need to make modifications or provide auxiliary services and aids if it creates an undue burden on the College's overall institutional budget. In determining whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in relation of the overall financial resources of the College. Lastly, the College does not need to make an accommodation that poses a direct threat to the health or safety of the student or others.

X. Student Appeal

Students have the right to file a grievance on discrimination based upon disability. A student who believes they have been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, or effective communication, or who believes they have suffered discriminatory harassment should refer to the Grievance Procedure for information on how to proceed.

XI. Definitions

- A. **Individual with a Disability** refers to an individual with a physical or mental impairment that substantially limits one or more major life activities, who has a record of such impairment, or who 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, eating, sleeping, standing, walking, bending, speaking, lifting, breathing, reading, concentrating, learning, thinking, and communicating. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, respiratory, circulatory, endocrine, and reproductive functions.
- C. **Qualified Student with a Disability** refers to one who meets the academic and technical standards required to admission or participation in the educational program or activity.
- D. **Accommodation** refers to an adjustment or modification within the academic environment that enables a qualified student with a disability to enjoy equal access in the College's programs, services, and activities. An example of an accommodation would be one that allows the student to complete the same academic requirements as other students, but with a change in timing, setting, scheduling, and/or response. The accommodation does not alter the academic requirements or change what the test or assignment measures.
- E. **Reasonable Accommodation** refers to a modification or adjustment to a course, program, activity, or facility that allows the person with a disability to participate as fully as possible in activities, programs, and services provided by the College
- F. **Fundamental Alteration.** While the College makes every effort to provide reasonable accommodations, the College is not required to provide any aid or service or make modification that would result in a fundamental alteration in the nature of the program. For

example, where a course requirement is essential to the program taken by the student, the College is not required to waive the requirement.

- G. **Essential Element.** In the academic context, an accommodation is not reasonable if it requires making a substantial change in an essential element of a course or a given student's curriculum. It is the institution's responsibility to demonstrate both that the change requested is substantial and that the element targeted for change is essential to the conduct of the course or curriculum.
- H. **Substantially Limits** refers to a restriction of the duration, manner, or condition under which an individual can perform a major life activity when compared to the ability of an average person to perform the same major life activity. This determination of whether an impairment substantially limits a major life activity shall be made without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, use of assistive technology, reasonable accommodations, or auxiliary aides or services, and/or learned behavioral and adaptive notifications.
- I. **Direct Threat to Health or Safety** refers to a significant risk to the health and/or safety that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In order to determine whether an individual poses a direct threat to health or safety, the College must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available objective evidence, to ascertain:
- a. the nature, duration, and severity of the risk;
 - b. the probability that the potential injury actually will occur; and
 - c. whether reasonable modification of policies, practices, or procedures will mitigate the risk.
- J. **Undue Burden.** The College is not required to make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determine whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in the context of the overall financial resources of the College.
- K. **Physical or Mental Impairment** refers to any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, including, but not

limited to, neurological, musculoskeletal, special sense organs, respiratory, cardiovascular, reproductive, digestive, immune, circulatory, and lymphatic. This includes any mental or psychological disorder, such as intellectual disability, emotional or mental illness, and specific learning disabilities. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Temporary impairments that take significantly longer (more than 6 months) to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe. Specific learning disability is a disorder in which one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia.

L. Auxiliary Aids and Services include:

- a. Qualified interpreters on-sight or through video remote interpreting services; notetakers; real-time computer-aided transcription services; written materials; exchange of written notes; assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real time captioning; voice, text, and video-based telecommunications products and systems; accessible electronic and information technology; or other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing;
- b. Qualified readers; taped texts; audio recordings; Braille materials and displays; screen reader software; magnification software; optical readers, secondary auditory programs (SAP); large print materials; accessible electronic and information technology; or other effective methods of making visually delivered materials available to individuals who are blind or have low vision;
- c. Acquisition or modification of equipment or devices; and
- d. Other similar services and actions.