Acknowledgements

Southwestern would like to acknowledge the following resources and entities for contributing to the development of our Disability Services Handbook.


Office of Disability Services, *Services for Students with Disabilities Student Handbook*, Des Moines Area Community College, Ankeny, IA.

Office of Disability Services, *Policies & Procedures for Students with Disabilities*, Iowa Western Community College, Council Bluffs, IA.

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status in its programs, activities or employment and personnel policies and practices. Southwestern also affirms its commitment to providing equal opportunities and equal access to its facilities. References: Iowa Code §§216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Jolene Griffith, Educational Equity and Title IX Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, 641.782.1456 or 800.247.4023, ext. 456, or TitleIXCoordinator@swcciowa.edu; or the Office for Civil Rights (Midwestern Division), U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone number 312.730.1560, fax 312.730.1576, TDD 800.877.8339 or email OCR.Chicago@ed.gov.
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I. Southwestern Community College Policy on Services for Students with Disabilities

Procedure: Reasonable Accommodations for Applicants for Admissions and Students with Disabilities

Effective Date: July 29, 2003 (Rev. May 2005) (Rev. October 2013)

Procedure Number: SS-51 (Replaces A-16)

A. Scope

The college shall define the procedures to be followed for the provision of reasonable accommodations for disabled applicants for admission and students in all educational programs, activities, services and practices, including application procedures, admissions course selection, the awarding of degrees, and discipline.

B. Definitions

1. No otherwise qualified applicant for admission or student with a disability will be denied educational opportunities because of the need, when requested by the otherwise qualified applicant for admission or student with a disability, to make reasonable accommodations for known physical or mental disabilities as defined by law.

2. The procedures contained herein are not exclusive of other education-related inquiries that the College, in its discretion, may make as permitted or required by local, state or federal law and in conformance with the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act of 2008.

3. General Definitions:

   a. "Educational Opportunities" include:
      1) Enabling applicants for admission or students with disabilities to meet the academic and technical standards required for admission or participation in education programs, activities and services.
      2) Enabling applicants for admission or students with disabilities to enjoy equal benefits and privileges of education as are enjoyed by other similarly situated applicants for admission or students without disabilities.

   b. "Applicant for Admission or Student with a Disability" is a person who: has a physical or mental impairment, which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

   c. "Major Life Activities" includes but are not limited to: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, lifting, bending, reading, concentrating, thinking, communicating, learning, and working. Major life activities may also include the operation of a major bodily function, including but not limited to functions of the immune system, digestive, bowel, bladder,
neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

d. "Otherwise Qualified Applicant for Admission or Student with a Disability" is an individual who is qualified for receipt of educational opportunities, public adult educational services or other services, in that he or she satisfies, with or without reasonable accommodation, all of the academic and technical standards, essential eligibility requirements and other applicable educational-related selection criteria.

4. "Reasonable Accommodation":
   a. Any change in an education environment that effectively and appropriately enables an individual with a disability to have equal educational opportunities.
   b. Reasonable accommodation may include:
      1) making existing academic facilities used by applicants for admission, students, and the public readily accessible to and useable by individuals with disabilities,
      2) altering when and how academic or technical requirements are met or performed,
      3) adjusting or modifying admission and performance tests, educational materials or policies,
      4) providing readers, interpreters, or scribes,
      5) adapting or modifying the manner and method of instruction and testing,
      6) allowing applicants for admission or students with disabilities to provide equipment or devices that the College is not required to provide, and
      7) other similar accommodations.
   c. Requests for reasonable accommodation will be evaluated on a case-by-case basis, with due regard for granting comparable accommodations to applicants for admission or students with comparable disabilities, based on the following factors:
      1) the academic and technical standards required for admission, participation in, or completion of, an educational program or service,
      2) the purpose and nature of the program, course, and/or services,
      3) the precise educational-related abilities and functional limitations of the applicant for admission or student with a disability and how those limitations could be addressed with reasonable accommodation,
      4) the nature and cost of the accommodation(s) required in relation to the College's financial resources,
      5) the consequences of such accommodation upon the operation and educational mission of the College, course, program, service, and/or activity, and
      6) other federal, state and local regulatory requirements.
   d. An otherwise qualified applicant for admission or student who requires attendant care services must make arrangement to provide for his or her own attendant care service; the College does not assume coordination or financial responsibilities for attendant care services, individually prescribed devices, readers for personal use, tutors, or other devices or services of a personal nature.
   e. The College is not required to offer or provide an accommodation to admit or to continue to admit an individual with a disability to any particular
program, course, service, and/or activity or to provide educational opportunities and other services when:
1) the requested accommodation(s) would substantially alter the educational standards or mission of the College,
2) the requested accommodation(s) would fundamentally alter the nature of the program, course, service and/or activity,
3) the applicant for admission or student with a disability is not otherwise qualified to meet the academic and technical standards required for admission or participation in an educational program, course, service, and/or activity,
4) the requested accommodation(s) would cause an undue financial hardship on the College, or
5) the applicant for admission or student with a disability or the accommodation would pose a direct threat to the health or safety of himself/herself or others.

f. A requested accommodation is not reasonable if it negates:
1) requirements for successful completion of a program, course, service and/or activity, or
2) adherence to commonly accepted standards of behavior or safety or College requirements for student conduct, or
3) adherence to reasonable administrative and faculty directions and instructions.

g. If the academic, technical or other standards required for admission or participation in an educational program, course, service and/or activity are changed, the conditions and procedures herein shall apply to:
1) any evaluation of the ability to perform the changed requirements of an applicant for admission or a student with a disability, and
2) the College's determination of whether it is reasonable to grant accommodation(s) requested as a consequence of such changed requirements.

C. Procedure

1. Applications for Accommodation:
   a. To request accommodation(s), a student with a disability shall submit an application in approved form to the Director of Student Development:
      1) specifying the nature of the claimed physical or mental disability,
      2) specifying his/her functional limitations with respect to the claimed disability,
      3) specifying the nature of the requested accommodation(s), and
      4) submitting current professional evidence documenting the disability; such documentation must verify the applicant's need for the specific accommodation requested.

   b. A specific accommodation plan cannot be implemented until the student has supplied all information and documentation specified immediately above; the Application for Accommodation should be completed before the beginning of the semester, or as early in the semester as possible, to allow sufficient time to develop and implement an accommodation plan which will be useful to the applicant for admission or student with a disability; the later in the semester the application process begins, the less likely an accommodation plan can be fully implemented to accommodate the student's needs within that semester; accommodations will not be retroactive within a semester.

2. Applications for Accommodation Decisions:
a. Upon receipt of a complete application with full documentation, the Director of Student Development, individually or in consultation with appropriate deans, instructors, and medical or other personnel retained by the College, and after consultation with the applicant for admission or student with a disability shall make a determination regarding the requested accommodation.

b. Said determination shall be made within ten (10) working days.

c. If accommodation(s) are granted, the Director of Student Development will formally document the accommodation(s) on the Academic Accommodation form to be signed by the Director of Student Development and the student.

d. The documentation will be kept confidential and will only be shared with college personnel on a need-to-know basis with the consent of the student. However, the student shall be obligated to share a copy of the accommodation plan with appropriate college personnel who must necessarily be involved in implementation of the plan.

e. If the initial accommodations requested are found to be unworkable for legitimate reasons or other types of accommodations are found to be more appropriate, the Director of Student Development, the student and other appropriate college personnel will be involved in making the appropriate changes.

3. Appeals

a. Students with disabilities who believe they have been discriminated against on the basis of their disability may receive a review of their complaint as follows:

1) The complainant should submit a letter to the Director of Student Development that clearly and specifically sets forth the nature of the complaint. The submission of the complaint shall be made within 14 calendar days following the incident. The complaint letter should include: what the issue is, when it occurred, where it occurred, and who was involved. The Director shall investigate the circumstances of the complaint and shall attempt to resolve the problem and render a timely decision.

2) If the complainant is unsatisfied with the Director’s decision, he/she may request that the Dean of Student Services review the complaint. The Dean of Student Services will meet with the Director of Student Development and the complainant to try to resolve the issue within 5 calendar days.

3) When resolution is not reached or is not practical through this initial process, the following steps may be taken:

   - The complainant shall obtain a grievance form from the Educational Equity Coordinator and/or complete a written statement within 5 calendar days of the initial complaint or of the decision of the Dean of Student Services that includes the date and location of the occurrence, party or parties involved, names
of witnesses, the facts and/or rationale of the complaint, and the corrective action sought. The complainant may also file a complaint and seek remedy at any time through the Iowa Civil Rights Commission, the Regional VII Office of Civil Rights, or other appropriate agencies.

- The Educational Equity Coordinator shall begin an immediate formal investigation of the complaint. The complainant will suffer no retaliation and the right to confidentiality of both the complainant and accused will be respected to the fullest extent possible, but allowing for full investigation. Following the investigation the Equity Coordinator shall make a full report to the Chief Executive Officer.

- The Chief Executive Officer shall review the matter in consultation with the Equity Coordinator and any necessary action will be taken to correct behavior and impose sanctions if warranted.
II. Responsibilities

A. Individual Rights and Responsibilities and Institutional Rights and Responsibilities

Each student with an identified disability has the right to receive from Southwestern Community College:

1. Equal access to courses, programs, services, jobs, activities, and facilities offered through Southwestern Community College.
2. Equal opportunity to work and learn, receive reasonable, effective, and appropriate accommodations, academic adjustments, and auxiliary aids and services.
3. Appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as required by law.

B. Student Responsibilities

To receive reasonable accommodation in the form of auxiliary aids and services, students with disabilities have the responsibility to:

1. Self-identify their disability status by completing an Application for Accommodation.
2. Provide documentation that validates the disability and request for auxiliary aids and services.
3. Request necessary auxiliary aids and services in a timely manner.
4. Communicate with the instructor in a timely manner regarding their granted aids and services.
5. Immediately report any problems or concerns associated with the granted accommodations.
6. Provide updated information to the Director of Student Development should their needs change.

C. Southwestern Community College Rights and Responsibilities

1. Identify and establish essential functions, abilities, skills, knowledge, standards, and criteria for courses, programs, jobs, and activities and to evaluate students based on their performance.
2. Request and receive, through the Disability Services Office, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
3. Deny a request for accommodations, academic adjustments, and/or auxiliary aids or services if the documentation demonstrates that the request is not warranted or the documentation is not presented in a timely manner.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids and services, in consultation with the student and in consultation with faculty and staff who are working with the student requesting accommodations.

5. Refuse to make available an accommodation, adjustment, and/or auxiliary aids or service that is inappropriate, ineffective, or unreasonable, including any that:
   a. Pose a direct threat to the health and safety of others.
   b. Impose a substantial change to an essential element of the course curriculum.
   c. Pose an undue financial or administrative burden on Southwestern Community College programs, activities, faculty, or staff.

6. Provide information regarding policies and procedures to students with disabilities and to assure this information be provided in accessible formats.

7. Ensure that courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated appropriate settings.

8. Evaluate students and applicants on their abilities and potentials, not on their disabilities.

9. Provide or arrange for effective, appropriate, and reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with identified disabilities in courses, programs, services, jobs, and activities.

10. Maintain appropriate confidentiality of records and communication concerning students with disabilities, except where disclosure is required by law or authorized by the student.

D. Defining the Roles

1. The role of the Director of Student Development is to
   a. Review the application for accommodation and documentation, to validate the disability, and ensure that the student qualifies for services as a student with disability.
   b. Grant the request for reasonable accommodation in the form of auxiliary aids and services that are supported by the student’s documentation.

2. The role of the Director of Student Development is to coordinate the granted accommodations.

3. The role of the student is to communicate his/her needs to the instructor in a timely manner and inform the Director of Student Development if the approved accommodations are not provided.

4. The role of the instructor is to provide the granted accommodations and communicate with the Director of Student Development should any concerns arise or for assistance in granting the accommodations.
III. Application Process for a Reasonable Accommodation

A. Requesting an Application for Accommodation

1. Creston Campus. An application for accommodation is available in the Administration Center in the director of student development’s office.

2. Red Oak or Osceola Center. The application is available through the center coordinator.

3. The student may request an application be sent through the mail by calling 1-800-247-4023 ext. 458. or (641) 782-7081 ext. 458.

4. The application is available on SWCC’s disability services website under campus services or at the following link: http://www.swcciowa.edu/about/campus-services/disability-services.

B. How to Complete the Application for Accommodation

The application should be completed before the beginning of the semester or as early in the semester as possible to allow sufficient time to coordinate and implement the necessary auxiliary aids and services. Auxiliary aids and services will only be offered for present and future needs. The granting of reasonable accommodation will not apply to testing, classes, etc., that occurred prior to the development of the accommodation plan.

1. General Information
   a. Provide the general information about yourself.
   b. Date planning to enroll refers to the date when you started taking classes at Southwestern.
   c. Give the program of study you plan to pursue at Southwestern as well as which location you plan to attend.

2. Please explain...
   a. Describe your disability: Specify the type of disability (i.e. learning cognitive, physical, mental health, etc.). What functional limitations result from your disability: How does your disability affect your learning?
   b. Accommodations: What type of aids, equipment or service do you require based upon your disability? For example: extended test time, obtaining class notes, specific class seating, etc.
   d. Signature: Sign the application in order to complete it.

3. Submission of professional documentation
   a. Documentation refers to written professional evaluation that specifically identifies the student’s disability (see below).
4. General Information Regarding Documentation
   a. The Director of Student Development will consider an application complete when all the areas are addressed. An incomplete application will be returned to the student for completion.
   b. Applications without accompanying documentation will not be processed until the documentation is received.
   c. Once the application is completed and documentation is received, the application process will be completed.

C. Documentation

1. Documentation Requirement
   a. When requesting reasonable accommodation, documentation is required to validate the student’s disability and need for services. Accommodations cannot be granted until the application is completed and accompanied by supporting documentation.

2. Documentation Defined
   a. Documentation refers to written professional evaluation that identifies a mental health, medical, physical, or learning disability for the expressed outcome of determining appropriate auxiliary aids and services for students with disabilities.
   b. Current professional evidence documenting the disability; such documentation must verify the applicant's need for the specific accommodation requested.
   c. The documentation should clearly specify the disability or the student’s status as an entitled individual.
   d. The documentation should indicate the impact of the disability and the academic problems the student might experience due to his/her disability.
   e. The documentation should be current.
   f. If the documentation is inadequate in scope or content or does not address the student’s current level of functioning and need for accommodations, the Director of Student Development may require further evaluation. Other significant changes in the student’s functioning level related to medication changes, etc. may warrant an updated evaluation.

3. Where to Obtain Documentation
   a. The student may obtain documentation from his/her physician or request a referral to another professional from his/her physician.
   b. If the student received special education services or used a 504 plan while attending high school, either the teacher, AEA representative, or the high school’s secretary might obtain past documents for the student or provide information on how to obtain documents.
   c. The student may contact the Department of Vocational Rehabilitation for assistance.
d. The Use of an IEP, 504 Plan or Support for Accommodation Request (SAR) as Professional Documentation
   An Individual Education Plan (IEP), 504 Plan or SAR form validates that the student is an entitled individual but may not provide enough information regarding the specific disability to ensure that the proper modifications, auxiliary aids, or services are granted. Providing evaluation information from the school psychologist or another source along with the IEP or 504 Plan, will be helpful to the student.

   If a student has tested out of the Special Education program and is no longer receiving services prior to graduation, the IEP may not suffice as current, valid documentation.

5. Confidentiality
   a. Student information will be kept in a secured file in the office of the Director of Student Development. Information regarding granted accommodations will be shared with the student’s instructor. All other information in the student’s file especially disability documentation will be held in confidence and will not be released without the student’s informed consent.

   As a community college, Southwestern is bound by the Family Educational Rights and Privacy Act. The act ensures privacy for students. Southwestern staff and faculty are not allowed to release information regarding grades or academic standing to parents or others without the consent of the student.
IV. Auxiliary Aids and Services

The following list of auxiliary aids and services is not meant to be an all-inclusive or exhaustive list of possible options. Instead, the list represents common or frequent auxiliary aids and services used by students with disabilities at Southwestern. All decisions regarding auxiliary aids and services are made on a case-by-case basis.

A. General Guidelines for Receiving Auxiliary Aids and Services

1. Once reasonable accommodation has been granted in the form of auxiliary aids and services, the Director of Student Development along with the student requesting the service, will complete the Accommodation Form with specific accommodation(s) and signatures. This form will be presented to the instructor(s) to provide information about granted accommodation(s).

2. Unless other arrangements are made with the Director of Student Development, the student is responsible for meeting with the instructor and providing him/her with the Accommodation Form(s).

3. The best practice would be for the student to make an initial contact with the instructor at the first class and set up a time to discuss the accommodations. Accommodations will commence once the student delivers the memo to the instructor(s) unless the student makes other arrangements.

4. The Director of Student Development will make arrangements for textbooks in alternative format, readers and scribes, software, sign language interpreters, recorders, adaptive listening devices, etc. The instructor will coordinate all in-classroom accommodations, such as note takers and testing accommodations.

B. Types of Auxiliary Aids and Services

1. Textbooks in Alternative Format—Textbooks in alternative format will be provided when the student's documentation validates the need. The student will need to follow the steps below to arrange for the textbooks in alternative format.

   a. Provide the Director of Student Development with the course syllabus or outline and the textbook.

   b. Generally five (5) working days are required to initiate the process and provide the alternative format. After the process is started, the text will be supplied to the student in a timely manner.

   c. For students submitting an application late in the semester, the alternative format will be supplied for dates after the accommodation is granted.

   d. Students may be required to return the alternative format text at the end of the semester. If required, the alternative
format text must be returned to the Director of Student Development before textbooks will be granted for the next semester unless extenuating circumstances are discussed with the Director of Student Development.

2. Testing Accommodations - Students should make every effort to contact the instructor well in advance of the day of the test to make arrangements for these accommodations.

   a. Extended time for tests. The amount of extra time offered for testing will be determined by the student's documentation.
   b. Testing in a quiet environment outside the normal classroom. Tests may be taken in the Assessment Center, or arrangements may be made to complete the exam in an area designated by the Director of Student Development, or instructor.
   c. Use of spellers or the computer during exams. If the documentation supports the need for these aids, arrangements will be made with the instructor for use of spellers or a computer during exams.
   d. Use of a calculator. If the student's documentation validates the need for a calculator and if computational skills are not an essential part of the exam, the use of a calculator during exams will be granted.

3. Readers and Scribes

   a. If indicated by the student's documentation, the Director of Student Development will arrange for a qualified person or adaptive software to read exams to the student, or write answers to exams for the student.
   b. The reader will read the information directly from the exam. The reader will not be allowed to paraphrase the questions, define terms, explain the question, or offer any other type of assistance unless otherwise directed by the instructor.
   c. The scribe will write verbatim the information presented by the student. The scribe will not be allowed to read questions or offer any type of assistance unless otherwise directed by the instructor.
   d. If the student's documentation validates the need for both a reader and a scribe, unless otherwise indicated by the student's documentation, one person will be allotted both tasks.
   e. When needing a reader or scribe, the student is responsible for notifying the Director of Student Development, of his or her testing date/time at least three days prior to the exam to ensure that the reader or scribe is scheduled or available.
4. **Software** - Software is provided to ensure accessibility to course materials.

   a. **Screen Readers** - The software reads the information on the screen. Students requesting the software should contact the Director of Student Development and allow ample time to learn how to use the software prior to starting the class.

5. **Lab Assistants**

   a. Lab assistants are provided to ensure access to materials, etc., in the classroom. For example, a student who is blind might need a lab assistant in a chemistry or computer lab.

   b. Students requesting lab assistants should contact the Director of Student Development 30 days prior to the semester to allow time to find and schedule a lab assistant.

6. **Notetakers**

   a. Southwestern employs volunteer, student notetakers. The instructor or Director of Student Development will ask a student in the class to provide class notes.

   b. Unless the absence is related to the documented disability, and prior arrangements are made with the Director of Student Development, notes will only be provided for the classes attended by the student.

*If the student experiences any difficulty in receiving the granted aids and services, he or she should immediately discuss the concerns with the Director of Student Development.*

C. **Services not Qualifying as Auxiliary Aids or Services Under the ADA**

1. **Tutoring (either in-class or outside class)** - Tutoring is offered as a service to all Southwestern students based on the availability of tutors.

2. **Personal Attendants** - A student who requires attendant care services must make arrangements to provide for his/her own attendant care service; the College does not assume coordination or financial responsibilities for attendant care services.

3. **Readers or sign language interpreters** for personal study/use.

4. **Equipment** such as wheelchairs or hearing aids or other personally prescribed devices.

5. **Procurement of documentation** for the student.

6. **Textbooks in alternative format** for personal use.
The ADA does not require a college or university to lower academic standards or fundamentally alter the nature of the programs provided. For instance, if a nursing student with a disability cannot participate in the clinical component of the nursing program, and the clinical component is an integral part of the nursing degree program, the college or university is not required to waive the requirement in order for the student with a disability to obtain a degree. Since the clinical component is a fundamental aspect of the nursing program, waiving it would fundamentally alter the nature of that program; something the college or university is not required to do. Accordingly, refusing to fundamentally alter the nature of a program is not discrimination under the ADA.
V. Course Substitutions

Students with disabilities need to meet the qualification requirements to participate in Southwestern’s academic programs with or without reasonable accommodation. Therefore, students with disabilities are not excused from course prerequisites, GPA requirements, or degree requirements. In some limited circumstances, however, a substitution of course requirements may be appropriate. Such an accommodation is made only when (1) the student's documentation clearly indicates that the student's disability makes completion of the requirement impossible and (2) that such an accommodation does not fundamentally alter the nature of the academic program.

Consideration of a substitution is done on a case-by-case basis and the final decision rests with the dean of the student's program. Documentation must be supplied by the student that specifically indicates the need for the course substitution. Course adaptation or accommodation should be considered before a substitution is granted.

VI. Parking

Students must display a current Southwestern parking permit and a valid state disability access placard in order to park in a handicapped accessible parking space. Southwestern temporary handicap parking stickers are available for use by students on a temporary basis. Should you require additional parking accommodations, contact the Director of Student Development.

VII. Application for Students with Temporary Disabilities

Students who experience temporary physical injuries that affect mobility can apply to the Director of Student Development for a temporary disabled parking permit and/or facilities accommodations. The student should provide evidence from a medical source describing the nature of the injury and indicating how long the student’s mobility will be impaired.

Students who experience temporary illnesses or other types of medical conditions that do not affect them for an extensive period of time should notify their individual instructors.
VIII. Voter Registration

All students with disabilities who inquire about or request services through the Director of Student Development shall be offered information about voter registration.
Appendix A

Academic Accommodation Form

TO: _____________________________

FROM: Director of Student Development

RE: ACADEMIC ACCOMMODATIONS     DATE: __________________________

It has been verified that the following student has a disability and is eligible for the accommodations that have been checked. This documentation is on file with the Director of Student Development.

STUDENT NAME___________________________CLASS_____________________________

CLASSROOM ACCOMMODATIONS

_____ Notetaker--Copies of instructor power point or outline if used; or instructor asks for, or selects a volunteer from class to have his/her notes copied at the library. Student volunteer can meet with instructor after class to make arrangements. Let the special needs coordinator know who the notetaker is so the library can be notified of a budget number for copies.

_____ Texts in alternative format

_____ Enlarging of handouts, etc.

_____ Scribe

_____ Computer adaptations

_____ Other _________________________

EXAM/QUIZ ACCOMMODATIONS

_____ Extended time

_____ Separate place (Students can make arrangements to take exams/quizzes in the Assessment Center, Rm 215, or other arrangements made with the instructor. Students should plan ahead by making an appointment at the assessment center prior to the exam date. Instructors can place exams/quizzes and instructions in the assessment center prior to exam date).

_____ Reader (Use of Kurzweil in Assessment Center for exams/quizzes. Students should let the Assessment Center staff know of their use of the Kurzweil when scheduling their appointment).

_____ Scribe

_____ Enlarging of tests

Accommodation forms will be re-issued at the beginning of each semester.

It is the responsibility of the student requesting the accommodation to provide appropriate documentation verifying the disability and supporting the request. Any questions/concerns about the accommodations may be directed to the Deb Pantini, Director of Student Development at 641.782.1458 or pantini@swcciowa.edu.

Student Signature_____________________________________________________

Director of Student Development_______________________________________
Appendix B

Request for Textbooks in Alternative Format

Name: ____________________________

Date: ___________________________

List the titles of the textbooks below and attach a course syllabus that indicates what chapters are needed and by what date.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please review and sign below: I ________________________ have received textbook files from Southwestern Community College. I agree to return these files at least by the end of the semester.

Student Signature_______________________________________ Date______________

Witness ______________________________________________ Date_____________
Appendix C

Exam Proctor Checklist

PLEASE ATTACH THIS TO THE TEST

Student’s Name:___________________________________________

Date of Exam:_____________________________________________

Check items that apply:

___________ NO Notes   __________ Notes allowed

___________ CLOSED book  __________ OPEN book

___________ NO calculator  __________ Calculator allowed

Special Instructions:

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature

--------------------------------------------------------------------------------------------

Exam received__________________ Date Exam Taken______________

Staff initials___________________