



ADA Services Handbook

Hannibal-LaGrange University

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Welcome Letter

Dear HLGU student:

Thank you for choosing to attend Hannibal-LaGrange University. At HLGU, you will have the opportunity to receive the education you want and the services you need. This handbook is available to help you, along with University faculty, staff, and administration, understand the processes of ADA Services made available through the Academic and Career Services (ACS) office.

The ACS office is here to assist students in gaining equal access to their education. By collaborating with students, the ACS office will assess how to best meet needs for reasonable accommodations. The office is the central location for maintaining disability related records and resources and is the primary office with staff who have specialized knowledge and experience with disability issues.

For more information about the services provided at HLGU, please contact the Director of Academic Services.

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Mission Statement

The mission of the Academic and Career Services (ACS) Office is to help prepare students for academic and career effectiveness. The ACS Office offers direct and online resources for equipping and empowering students in their academic and professional pursuits.

Disability Laws in Postsecondary Education

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks. Someone is a person with a disability if they have a disability, if they have a history of disability, or if they are regarded by others as having a disability.

The Rehabilitation Act

Title V of the Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

“No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in this office have the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At HLGU, the established office for academic concerns related to disability is ADA Services in the Academic and Career Services office. Employment related questions should be directed to the employee's immediate supervisor or contact Human Resources (ext. 3058).

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions have responsibilities under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protections. The ADA expands the definition of “disability” adding to the list of major life activities that may be impacted. The amendment also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as HLGU) have responsibilities under Section 504. The ADA does not take the place of Section 504, but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act.

Student Rights

Students with disabilities who attend HLGU have the right to equal access to services, programs, courses, and activities at HLGU. For more information, please review the Office of Civil Rights Frequently Asked Questions regarding Students with Disabilities Preparing for Postsecondary Education at the following website:

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

ADA Services through Academic and Career Services (ACS)

ADA Services at HLGU is committed to providing equal access for students with disabilities as they pursue their academic and personal goals. Students with documented disabilities may be assigned reasonable and appropriate academic accommodations in accordance with Federal laws including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act if those accommodations are necessary to ensure equal access. HLGU is committed to equal opportunities for persons with disabilities without regard to disability in the recruitment of, admission to, participation in, and treatment in, the programs and activities operated and sponsored by HLGU.

The steps to obtaining accommodation are outlined throughout this handbook; however, here is a quick view of the steps:

Step 1: Contact the ACS office to disclose a disability. Application is available [here](#) (add link)

Step 2: Bring documentation of disability to the ACS office as outlined on second page of ADA Services application and schedule a meeting

Step 3: Accommodations will be determined on a case-by-case basis depending on both the communicated needs of the student, in addition to supporting documentation provided by the student

Step 4: The ACS office will educate the student on the steps to request and use their approved accommodations

Confidentiality

Disability related documentation and information is protected by FERPA and shall only be shared with others within the college if there is a legitimate educational need. In other words, faculty members will not generally have access to information regarding a student's disability,

only the accommodation(s) that are appropriate and necessary to meet the student's needs. Confidential information is kept in a separate file in the ACS office and is not stored with the student's educational record.

The ACS office has been assigned the responsibility for receiving and holding disability-related information regarding students in order to guard against the unintentional disclosure of sensitive information. It is generally inappropriate for copies of the student's documentation of disability to be requested or held elsewhere on campus.

Release of Records

ACS staff will not release records to anyone other than the student. If the student would like a copy of their records, requests can be made by phone (with FERPA security code) or in person. With proper identification, records will be released to the individual in person or mailed to a verified address. Records will be destroyed three years after the student stops attending HLGU and will no longer be available for release to the student.

High School to College Transition

There are many differences between high school and college when it comes to educational accommodations:

High School	College
Applicable Laws	
<ul style="list-style-type: none"> • IDEA (Individuals with Disabilities Education Act) • Section 504, Rehabilitation Act of 1973 • IDEA is about Success 	<ul style="list-style-type: none"> • ADA (Americans with Disabilities Act of 1990, Title II) • Section 504, Rehabilitation Act of 1973 • ADA is about Access
Required Documentation	
<ul style="list-style-type: none"> • IEP (Individualized Education Plan) and/or 504 Plan • School Provides evaluation at no cost to the student • Documentation focuses on determining whether a student is eligible for services based on specific disability categories in IDEA 	<ul style="list-style-type: none"> • High School IEP/504 Plan are not sufficient. Documentation guidelines specify information required • Student may need to obtain further documentation. Evaluations are at the students' expense. • Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

High School

College

Self-Advocacy

- Student is identified by the school and is supported by parents and teachers
- Primary responsibility for arranging accommodations belong to the school
- Teachers approach you if they believe you need assistance

- Student must self-identify to the Academics and Career Services office
- Primary responsibility for requesting accommodations belongs to the student
- Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

- Parent has access to the student records and can participate in the accommodation process
- Parent advocates for the student

- Parent does not have access to the student records unless a written consent is given by the student
- Student advocates for self

Instruction

- Teachers may modify curriculum and alter curriculum pace of assignments
- You are expected to read short assignments that are then discussed and often re-taught in class
- You seldom need to read anything more than once, sometimes listening in class is enough

- Curriculum requirements are the same for all students
- You are assigned substantial amounts of reading and writing which may not be directly addressed in class
- You need to review class notes, text, and other material regularly

Grades and Tests

- IEP/504 Plan may include modifications to test format and/or grading scale
- Testing is frequent, covers small amounts of material, and make up tests are often available
- Teachers often take time to remind you of assignments and due dates

- Disability documentation must support test taking accommodations. All students are subject to the same grading scale
- Testing is usually not frequent and may be cumulative, covering large amounts of material
- Instructors expect you to read, save and consult the course syllabus (outline); the syllabus spells out what is expected of you, when it is due, and how you will be graded

High School

College

Study Responsibilities

- Tutoring and study support may be a service provided as part of an IEP or 504 Plan
- Your time and assignments are structured by others
- You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation
- Tutoring does not fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students at HLGU
- You manage your own time and complete assignments independently
- You need to study at least 2 to 3 hours outside of class for each hour in class

Admittance

Qualified persons with disabilities must meet HLGU's general admission and program standards. Qualified applicants with disabilities will not be denied admission solely on the basis of their disability. It is not necessary, nor recommended, that students disclose their disability in the application process.

Students with disabilities requiring accommodation(s) must contact the ACS office to request these services. The student will be required to furnish appropriate documentation of the disability in order to receive services or accommodations.

Eligibility for Services

A person may become eligible for services and/or accommodations if he/she:

- Is considered a person with a disability,
- Has self-identified as a person with a disability to HLGU through the ACS office, and
- Has presented appropriate information and/or documentation regarding the disability to HLGU as required by ADA Services in the ACS office.

Services must be disability-related, contingent upon the documented nature of the disability and those functional limitations accompanying the disability.

Disability Definition

Section 504 defines a person with a disability as a person:

- With a physical or mental impairment that substantially limits one or more major life activities,
- Who has a record of the disability, OR
- Who is regarded as having a disability

Initial Appointment

In order to begin receiving services through the ACS office, students must set up an appointment. This appointment will assess the student's eligibility for services and familiarize them with the procedures of the office. Students should bring with them any pertinent information regarding their impairment and limitations so that the ACS office staff may assess what accommodations may be appropriate, as well as if additional documentation is needed. It may be necessary to meet more than once. If students are unable to travel to campus for an appointment, arrangements can be made to meet via phone or internet.

Documentation of Disability

Documentation of a disability may be required in order to provide appropriate accommodations. Documentation provides the ADA Services with information to better understand the impact of the disability and associated limitations. It also helps determine how to address the disability and limitations in the postsecondary setting.

Documentation Guidelines

Postsecondary institutions differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to discuss that student's classroom instructional accommodations. This is not the case with colleges and universities. The legislation states that in order to receive services from a postsecondary institution, a person with a disability must first disclose his/her disability to the institution. Students will be required to provide documentation regarding their disability.

General guidelines for documentation are listed below; however, documentation requirements may vary depending on the disability. Documentation may be needed in order to certify that a disability is present. It is also used to clarify how the disability will impact the student in college courses so that appropriate accommodations can be identified. Students can discuss individual documentation requirements in more detail with our staff.

General Guidelines for Documentation:

- Statement of diagnosis that identifies the disability and date of original diagnosis
- Description of diagnostic methods used, such as criteria, evaluations, or testing information
- Description of current functional limitations related to the educational setting
- Documentation must be on official letterhead or cite the credentials of the medical, psychiatric, or psychological professional qualified in the particular area of disability
- If relevant, current medications and possible effects on physical, cognitive or other abilities

- If relevant, a description of current or past accommodations or assistive aids can be especially helpful in the process of determining eligibility, along with their effectiveness in reducing functional limitations

Additional notes on documentation:

- Documentation should be relatively recent in order to reflect current conditions and limitations.
- Individual Education Plans (IEPs) and 504 Plans from high school can provide helpful information but may not be sufficient documentation. Formal evaluations conducted during high school usually include the diagnostic information listed above and typically do fulfill documentation requirements.
- All disability documentation remains private and separate from the student academic records.
- The ACS office is not limited to the recommendations found in the documentation, but will use the documentation as well as the interview process to determine reasonable accommodations.

Temporary Disabilities

- Students experiencing short term or temporary changes in their medical, functional or mobility status are advised to meet with the ACS office.
- With authorization from ADA Services, students may request temporary accommodations.
- If a student's condition becomes permanent, they may want to register with the ACS office for a permanent accommodation plan.

A temporary medical condition may not legally qualify as a disability and thus, may not be covered either under the Americans with Disabilities Act (ADA) of 1990 or under Section 504 of the Rehabilitation Act. Therefore, it is possible that students experiencing temporary medical conditions will not qualify for legally mandated accommodations. However, HLGU recognizes temporary medical conditions may arise that can adversely affect a student's ability to fully participate in their academic endeavors. ADA Services will assist these students in coordinating short-term support both as a courtesy and as a demonstration of commitment to student support.

Student Housing

If a student would like to make accommodation requests related to student housing at HLGU, please contact ADA Services in the Academic and Career Services office. ACS will work with Student Life to find the best options for campus living.

Services Not Provided

Pursuant to current law, the ACS office does not provide the following services:

- Personal attendants/aides: ADA Services does not provide "personal aides" for students. Students needing personal assistance for activities such as getting in and out of wheel chairs or providing cleaning and attendant services should be advised that they need to make personal arrangements for such services.
- Individually prescribed devices for personal use or study: This may include laptops, readers, magnifiers and specialized software for use at home or outside of campus, and are not provided.
- Tutoring Services: ADA Services does NOT provide tutoring for students. Tutoring services are available to all HLGU students through Academic Services and is available in the Roland Library, Monday-Thursday from 6pm-10pm.
- Transportation: Getting to college or between buildings is the responsibility of the student. Handicapped parking is available on campus.
- Diagnostic Evaluations: HLGU does not provide or pay for diagnostic evaluations and documentation which support student requests for accommodations. If needed, it is the responsibility of the student to provide such documentation to the ACS office.
- Fundamental Alterations: Any services or adjustments that would fundamentally alter the objectives of the course, or integrity of HLGU's educational program.
- Services or supports that cause undue hardship: HLGU does not provide any services or supports that cause undue financial hardship to the institution.

Responsibilities of the Student

- Self-disclosing disability to the Academic and Career Services Office.
- Obtain accommodations at the beginning of each semester and then self-advocate to instructors what they need in specific courses.
- Students do not have to share information about their disability but can make known their approved accommodations to their instructors.
- Students will have to take responsibility for each accommodation for which they are approved and choose to utilize.

Responsibilities of the Instructor:

- Abide by responsibilities outlined for each accommodation student requests.
- Contact the ACS office if they feel that an accommodation is interfering with any essential element(s) of the course.
- Protect student's right to privacy.
- Do not ask about disability if the student doesn't self-disclose that information to you.
- Encourage any student to visit the Academic and Career Services office if they express the need for accommodations.

Responsibilities of the ACS Office

- Meet with students who self-disclose a disability to determine what reasonable accommodations will best help.
- Send student their specific accommodation letter and description of responsibilities by email at the start of each semester.
- Work with Library staff to obtain technology needed to serve students.
- Be available for follow-up meetings with students.

Accommodations & Services

Approved accommodations indicate specifically what is required for academic access. The Americans with Disabilities Act (ADA) clearly specifies the importance and liability that educational institutions have in addressing access needs for students with disabilities. An Accommodation Letter indicates in writing what support services a specific student is eligible to receive. This can involve such things as classroom assistance (ASL interpreters), or testing accommodations (time extensions, distraction-reduced room, etc.). Although it is the responsibility of the student to indicate what support services would be helpful for effective access, students sometimes are not quite sure what they need or may need at the onset of the semester.

The ACS office can assist the student with determining the scope of services needed by requesting secondary school records and pertinent medical information, if necessary. Copies of the Accommodation Letter are signed, provided to the student, and kept by the ACS office.

Below is detailed information on many accommodations for reference. A student's accommodations will be determined on a case by case manner, and not all students will qualify for all accommodations. It is vital that accommodations do not interfere with the integrity of the courses and programs offered through HLGU and are appropriate in terms of the disability and limitation of the student.

Reasonable Accommodations Defined:

Reasonable accommodations are academic adjustments or services that:

- Provide equal access to education
- Are appropriate to the individual needs of the student
- Result from a clearly defined connection to a significant impairment or disability

Accommodations may not:

- Compromise the integrity of the course or create a fundamental alteration to the course
- Reduce the educational rigor of the course or course activities
- Involve personal aids or devices for personal use
- Cause undue financial hardship to the institution

Starting Accommodations

Once students have received their accommodation letter from ADA Services, they will need to contact each instructor to notify them of which accommodations they would like to use for their course. Students can accomplish this by forwarding the issued accommodation letter to current instructors. Some accommodations have additional requirements and procedures that are outlined in this handbook. These procedures will also be reviewed when the student's accommodation letter is provided. These procedures, including notifying the student's instructor(s), must be completed by the student for each semester and for each specified class for which they want to utilize accommodations.

Details about Accommodations

Alternate Format Textbooks

Student Responsibility: Turn in a list of books needed to the Roland Library.

Instructor Responsibility: None

Audio Recording of Lectures Allowed

Student Responsibility: Check out voice recorder from the Roland Library and notify instructor that lectures will be recorded.

Lectures can only be recorded if the student is present. Recordings may not be copied or shared and may not be used during open note exams. Recordings must be deleted at the end of the course. Failure to follow these rules, may result in the loss of this accommodation.

Instructor Responsibility: None

Breaks from Classroom, as Needed

Student Responsibility: Make instructor aware of accommodation and leave and enter the room with as little distraction as possible.

Instructor Responsibility: None

Digital Copies of Tests and Quizzes, in Order to Access with Transcription Software and Spell-Checker

Student Responsibility: Request a digital version of the exam be sent to the ACS office.

Instructor Responsibility: Convert exam to Word, if needed, and send as an editable document to the ACS office at academicservices@hlg.edu along with test proctoring form.

ACS Office Responsibility: Prepare private work station with Windows Speech Recognition software, a microphone and headset.

Extended Deadlines

Student Responsibility: No more than 7 days in advance and at least 48 hours before a due date, make a request **in writing** to your instructor. Extended deadlines apply to homework and projects **not** exams or quizzes. Requests cannot be made less than 48 hours in advance or after the due date.

Instructor Responsibility: Work with the student in a good faith effort to determine a reasonable amount of time and set a new deadline. This provision cannot be applied retroactively and is not considered to be reasonable if it would constitute a fundamental alteration of an essential element of the course.

Extended Time on Tests, Quizzes and Timed Assignments

Student Responsibility: Remind instructor before exam that they are eligible for extra time. If extra time cannot be accommodated in the classroom, student will need to schedule a time with ACS.

Instructor Responsibility: Add extra time in Canvas for online exams. Deliver exam to ACS office and fill out Test Proctoring Form if extra time cannot be accommodated in the classroom.

Instructors Notes and PowerPoints

Student Responsibility: Request notes from instructor(s)

Instructor Responsibility: Provide notes through email, canvas or handouts to student.

Medical/Disability Absence

Student Responsibility: Inform instructors of accommodation and when missing class due to medical episode. Make up any missed in-class assignments. If more than one quarter of semester is missed, student must meet with ACS office and instructor to review accommodation and other options.

If a medical episode (and associated absence) coincides with a test, quiz, exam or assignment due date, a one-week extension from the original due date will be afforded (up to 2x per 16-week course).

Instructor Responsibility: If instructor associates a point value with daily attendance, the penalty would be waived up to one quarter of the term. Send make up exam, tests, or quizzes to ACS as needed.

Peer Note Taker

Student Responsibility: Contact instructor and request a peer note taker for the course. Pick up notes from ACS office. Students should continue to take their own notes during class. Notes will not be provided for missed class periods.

Instructor Responsibility: Make an announcement to the class, requesting a volunteer who is willing to share a copy of their notes with the ACS office. If notes are hand-written instruct the volunteer to take daily notes to the ACS office for copying. If notes are typed, they can be emailed to the ACS office at academicservices@hlg.edu.

Separate Room for Testing

Student Responsibility: Schedule an exam time with Academic and Career Services (ACS) and request instructor to deliver exam to ACS Office.

Instructor Responsibility: Deliver exam to ACS office and fill out Test Proctoring Form. Delivery can be made in person, through interoffice mail or email to academicservices@hlg.edu.

Service and/or Emotional Support Animal

Student Responsibility: See Service and Animal Agreement form for specific responsibilities available in ACS office or Student Life. Along with traditional accommodation documentation requirements, students will also provide current animal immunization records.

Written Instructions

Student Responsibility: Request written instructions as needed.

Instructor Responsibility: Written instructions can be delivered through Canvas or as a handout. If the student has a peer note taker, you may ask the note taker to include homework, project, etc. instructions in the notes.

Written Due Dates

Student Responsibility: Request written due dates as needed.

Instructor Responsibility: Written due dates can be delivered through Canvas or as a handout and should be provided to the student with reasonable notice. Work with the student in a good faith effort to determine a reasonable amount of time for notice, i.e., small homework assignments reasonable notice may be 1 week, papers may be 3 weeks, or large projects 4 weeks.

Additional Processes and Procedures

Informal Review Process

The following process is used to approve or deny accommodations:

- The student requests an accommodation by completing an application with the Academic and Career Services Office.
- The ACS office will review the request and will grant or deny the accommodation.
- If the ACS office staff denies an accommodation, alternative accommodations will be proposed that could meet the student's needs.

- Accommodations will be denied if...
 1. The accommodations requested do not meet the student's need related to their documented disability.
 2. They cause a fundamental alteration to a core component of a course or program.
 3. They cause undue financial hardship on the institution.
- The student can accept or not accept the ACS office's decision.
- If student does not accept the decision of the Access office, they can begin the Level 2 review.

Steps for Students If Approved Accommodation Are Not Granted

- Students should first contact the instructor and discuss the accommodation request.
- If there is no resolution they should contact the ACS office by phone, e-mail, or in person to discuss the issue.
- ADA Services will contact the instructor and/or set up a meeting regarding the situation.
- At the meeting the ACS office staff will discuss the accommodation with the instructor and inquire about the reasons for denial. The instructor should be prepared to verbalize the reasons, and the ACS office will be prepared to evaluate what is required by disability law in regard to accommodations.
- If a consensus can be reached at this meeting that is amicable with the student and the instructor, then the decision reached will be recorded in writing and given to both the instructor and the student.
- If a consensus is not reached at this meeting the student, the instructor, or the Director of Academic and Career Services can write a letter requesting a Formal review.

Steps for Faculty if Approved Accommodations Interfere with the Core Component of a Course

If an instructor believes that an accommodation that is requested by a student and approved through the ACS office poses a fundamental alteration to their course, they should contact ACS immediately to discuss the accommodation. Instructors should not tell students that they cannot allow an accommodation before speaking with the ACS office. The ACS office staff will discuss the concerns with the instructor and assist the instructor and student with developing possible solutions to the problem. If a solution cannot be reached, the instructor can initiate a formal review.

How to Begin the Formal Review Process

A formal review can be initiated by a student, faculty member, or the Director of Academic and Career Services.

- **Student Initiated Formal Review:** The student can begin this process by writing a letter to the Vice President for Academic Administration and Director of Academic and Career

Services. The letter should state the requested accommodation and the reasons it is being requested, and why the student disagrees with the denial of the accommodation and proposal of the alternative accommodation.

- **Instructor Initiated Formal Review:** The instructor can initiate this process by writing a letter or email to the Director of Academic and Career Services and the Vice President for Academic Administration. This letter should explain the reason they do not agree with the ACS offices' decision regarding an accommodation and should also explain the fundamental core components of their course.
- **ADA Services initiated Formal Review:** The Director of Academic and Career Services can initiate a Formal review when a decision cannot be reached regarding the use of an accommodation. The Director will initiate this process by sending an email to the Vice President for Academic Administration explaining the situation and requesting a formal review.

The Formal Review Process

- After receiving a written request from the student, instructor, and/or Director of Academic and Career Services, the Vice President for Academic Administration will form a committee to evaluate the accommodation request. The Accommodation Reconsideration Committee will include an ACS office representative, an instructor outside the subject area in question, and a Department Chair (or representative of the Chair) who is knowledgeable about the requirements of the program of study.
- The Accommodation Reconsideration Committee will review the request, gather information from the student, instructor, and ACS office in order to fully understand the situation. They will evaluate the accommodation, the fundamental components of the course/program of study, the student's individual limitations and needs, and the latest research or current information regarding the particular disability and associated reasonable accommodations. This team will work together to meet the student's needs, ensure the fundamentals of the course are not compromised, and maintain compliance with the American's with Disabilities Act and Section 504 requirement.
- The findings of the Accommodation Reconsideration Committee are final and cannot be appealed.