



Administrative Policy

Policy Name:	Student Request for Accommodations
Policy Number:	2301
Date Adopted:	11/14/2012
Version:	5.0
Review Cycle:	Biennially Date
Last Reviewed:	11/05/20
Office Responsible:	Center for Student Success
Reviewing Committee:	Customer Focused
Related Policies:	Community Service Referral; Record Retention; Student Record Access
Related Laws:	American with Disabilities Act (ADA); Rehabilitation Act of 1973, Section 504

Policy Summary:

In accordance with the Americans with Disability Act, Jackson College (JC) is committed to providing quality educational opportunities and ensuring that no qualified person shall, by reason of a disability, be denied access to, participation in, or the benefits of any instructional program or related activity provided by the College.

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection against discrimination, similar to that provided to all individuals on the basis of age, pregnancy, national origin, race, ethnic background, religious beliefs and sexual orientation. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In addition, Section 504 of the Rehabilitation Act of 1973 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Scope: This policy applies to all qualified students.

Policy Statement:

JC shall assure that each qualified student receives reasonable accommodations to ensure reasonable access to educational opportunities, programs, services, and activities. Every effort shall be made to assure that accommodations are provided in the most integrated setting and in accordance with the appropriate established policies and procedures.

The Center for Student Success (CSS) shall develop and maintain procedures for communication of referral, access, eligibility, and application processes for eligible students to access accommodations in a timely and supportive manner.

Record Maintenance & Retention: All documentation related to requests for accommodations shall be kept confidential, except as necessary to administer the accommodation process. Accordingly, such documentation will be shared only with those individuals in the accommodation process, on an as needed basis, except as otherwise authorized by law.

Records for students with disabilities are maintained in the CSS. Documentation that relates to a student's disability is not a part of the student's academic record.



In accordance with the College's policy on record retention, all documents shall be maintained for seven (7) years after graduation or separation (last date of attendance), after which, they may be properly destroyed.

Definitions:

Disability: A disability is defined as a physical, emotional or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Qualified Student: A qualified student is one that meets the academic and technical standards required for admission or participation in the educational program or activity, *with or without* reasonable modifications to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services. A student seeking disability assistance and reasonable accommodation shall self-identify and provide verifiable documentation of disability.

[Note: Qualified students who pose a direct threat to their health and safety or that of others will not be allowed to participate in or benefit from services, benefits, privileges, advantages or accommodations from the College.]

Direct Threat: Direct threat means that there is a significant risk to health or safety of self and/or others that cannot be eliminated by a modification of policies, practices, procedures, or by the provision of auxiliary aides or services.

Verifiable Documentation: Documentation of a disability must come from a licensed medical practitioner, which may include Psychologist, Psychiatrist, Clinical Social Worker, Audiologist, Neurologist, Ophthalmologist, Speech Pathologist, or Medical Doctor (DO/MD) and presented on official letterhead and signed by the practitioner. Documentation should be current and relevant and include diagnosis and current functional limitations. Documentation that is inadequate in scope or content and/or does not address the student's current level of functioning may not be deemed adequate.

The Center for Student Success, at their discretion, may accept documentation that is not current for permanent/incurable conditions if the student does not have resources to obtain current documentation. Examples may include autism, hearing loss, vision impairments, PTSD, or ADD/ADHD with no recent prescriptions.

Reasonable Accommodation: Any reasonable adjustment required for a qualified student to have equal access to the College's programs and activities, inside or outside the classroom that is consistent with the academic standards of the College and does not require substantial course or program alteration. Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity; adherence to generally acceptable standards of behavior and conduct; and adherence to administrative and faculty/staff directions and instructions.



Requests for reasonable accommodations to an otherwise qualified student with a disability, will be evaluated on a case-by-case basis. Factors to be examined include among others:

- The academic and technical standards required for admission or participation in an educational program or service;
- The purpose and nature of the program, course, and/or service;
- The precise education-related abilities and functional limitations of the student and how those limitations could be overcome with reasonable accommodations;
- The consequences of such an accommodation upon the operation and educational mission of the College, course, program, service and/or activity;
- The nature and cost of accommodation required in relation to the College's financial resources;
- The safety or health of self or others; and
- Other federal, state and local regulatory requirements.

Undue Hardship: JC is not required to provide an accommodation that will impose an "undue hardship," which means significant difficulty or expense in, or resulting from, the provision of the accommodation. The following may be used as a guide to make this determination:

- Size of the program/class
- Financial resources
- Cost of accommodation
- Alteration or change in the course requirements
- Disruption of other students



Significant Differences between High School and College Disability Services

High School	College
Applicable Laws	
I.D.E.A. Section 504 Rehabilitation Act	A.D.A. Section 504 Rehabilitation Act
Required Documentation	
Individualized Education Plan (IEP) or 504 School provides evaluation w/o student cost. School conducts evaluations at prescribed intervals.	Varies with disability. In most cases IEP and 504 are not sufficient. Must include the testing on which the accommodations are based. Student must pay for evaluation. Retesting not required after approval.
Student Role	
Student is identified and supported by teachers/parents. Primary responsibility for accommodations is school.	Student must self-identify to ADA office. Primary responsibility for accommodation requests is the student's.
Parental Role	
Parents have access to student records and participate. Parents advocate for students.	Parents do not have access to disability-related records unless student provides written consent. Students advocate for self.
Teachers/Professors	
May modify curriculum and/or alter pace of assignments. Use multi-sensory approach. Weekly testing, mid-term, final, and graded assignments. Attendance taken and reported.	Not required to modify curriculum. Tend to rely on lecture, may or may not use multi-sensory approach. Testing and assignment frequency vary. Attendance often not taken; student is responsible for class attendance.
Grades	
Grades may be modified based on curriculum.	Grades reflect the quality of work submitted.



References:

United States Department of Justice Civil Rights Division
ada.gov

Change Log:

Date Of Change	Version	Description of Change	Responsible Party
10/1/12	1.0	Initial release	S. Dieujuste
4/22/2015	2.0	Legal updates, Name Changes and policy updates,	M. Bouman
6/29/2016	3.0	Grammar and syntax changes	M. Bouman
12/12/2018	4.0	Review	M. Bouman
9/24/2020	5.0	Review & Reference Update	M. Bouman