

# Accommodation Descriptions

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## **ACCES—Accessible rooms/seating**

Some students need modifications to either a facility or environment in order to provide full access to the course or program. Some examples of facility accommodations may include: Elevators, power doors, accessible restrooms, etc.

Classroom or environment accommodations may include: Accessible desks, chairs, lab equipment, etc. Physical distance between classes may also be a factor for some students with disabilities that affect their stamina, ability to ambulate, etc. Relocating a classroom to a more accessible location may be one option in these situations.

If a student has a furniture request, or encounters an accessibility barrier relating to an RVC facility, please contact the DSS office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu). In emergency need situations, contact the Facilities, Plant, Operations, & Maintenance department directly at (815) 921-4300.

## **ADTM—Additional Time to complete in-class assignments/labs**

A time extension to complete assignments, labs, and/or work that is due to be completed during the regular class session may be a reasonable accommodation for some students who have difficulty with concentration, information processing or retrieval, manual dexterity, anxiety, or other factors that inhibit their ability to complete work quickly. Typically an extension of time and one-half (1.5x) is the standard, but there may be exceptions. The time allowed should be noted on the student's accommodation notification, however if you are unsure as to the amount of time to provide a student, please call the DSS office at (815) 921-2371 to receive clarification.

## **ADV—Advance Notice of Course Information**

Having advance notice of course information, such as course structure, expectations, and assignments can be helpful for students with certain disabilities. Some students with disabilities, such as Asperger's or Anxiety Disorders also tend to struggle with new transitions, planning, preparation, and meeting deadlines. Information that can be given in advance (ideally in both in auditory and visual form) can greatly reduce anxiety and help in facilitating a smoother, more successful experience.

## **ALT—Books and/or Materials in Alternate Format**

Receiving textbooks and/or materials in an alternative format may be an accommodation for students who have vision, mobility, learning, or other disabilities that impact their ability to access standard print. The most frequently requested format is electronic files (or E-Text) that

students can access in a variety of ways, including via the computer, MP3 player, Daisy player, or screen reading software. Other alternative formats such as large print or Braille may also be requested.

The process of providing alt text requires significant lead time (sometimes as much as 6 weeks before the materials will be needed). To this end, it is very important that instructors select their textbooks and other course materials well in advance of the semester beginning and submit copies of any print materials that will be used in class to the DSS office as early as possible.

For more information on the process for requesting alternative text, visit:

<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Alternative-Text-Materials.cfm>.

Questions can be directed to the DSS office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **ALTX—Alternative Format Exams**

Students who have disabilities that impair their ability to read or see, such as Blindness, visual impairment, or other reading disability may need their exams or quizzes in an alternative format (ex, large print, electronic, or Braille). Typically large print refers to font larger than the standard 12 point and for most visually impaired students, 18 point is preferred. The specific size will be determined on a case-by-case basis taking into account the nature and severity of the student's disability. Large print exams can be created a number of ways. Some examples include: enlarging print or paper forms on a copy machine, scanning and converting books into electronic files that can be read with a screen magnification program, or using a closed circuit television (housed in the testing center). Converting an exam into Braille may take significant lead time, so advance planning is necessary. Please contact the DSS office as early as possible to receive assistance in converting your exam into an accessible format.

Please refer to the Testing Center guidelines for scheduling an exam with accommodations:

<http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **ASIST—Class/Lab Assistant**

Lab Assistants aid students with disabilities with the physical mechanics and dexterity requirements of lab activities, e.g. lifting, pouring, writing, etc. They work under the direction of the student and perform lab procedures in campus labs that the student may not be able to perform.

The specific duties performed by an assistant will depend on the symptoms and severity of the student's disability and the requirements of the course. Lab Assistants do not act as collaborators or tutors, nor are they a replacement for course material that may be missed due to an absence.

Generally, lab assistants are provided on a volunteer basis by students who are already enrolled in the course. If a student needs an assistant please help them to identify a student in class who may be able to help, or contact the DSS office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **AT—Assistive Technology**

Special software or equipment, generally referred to as assistive technology (AT), is available to students with a variety of disabilities. AT products provide alternative ways for a student to access a program or service, complete a task, and/or to improve his/her efficiency by minimizing the effect(s) of the disability.

AT products can range from low-tech (e.g., an alternative keyboard or a magnifying glass) to high-tech (e.g., screen reading software or a digital tape recorder). Computers located throughout the campus have AT software installed. In addition, the DSS office has a large inventory of equipment that may be checked out by students on a loaner basis at no charge.

For more information on AT, please visit:

<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Tech-Resources.cfm>.

For information or technical assistance regarding assistive technology products, please contact Michael Sentilleses at (815) 921-2364.

## **CALC—Calculator for exams**

Under some circumstances, a simple calculator may be a reasonable accommodation for a student who experiences specific cognitive difficulties that would cause him/her problems with arithmetic comprehension or computation, and the ability to add, subtract, multiply, or divide accurately is not considered a fundamental course requirement as determined by the professor and/or the academic department.

It is important to note that given these very specific conditions, it is entirely possible for a calculator to be allowable for some courses (or portions of a course), and not allowable for others. DSS will consider requests for use of a calculator on a case-by-case basis.

Faculty are responsible for contacting Disability Support Services (DSS) if they are concerned that the accommodation is unreasonable because of a belief that the accommodation will

lower standards, compromise an essential component of or fundamentally alter a course or program.

## **CAPT—Captioned Media**

In accordance with Federal Law, media that contains an audio component must include quality captions or subtitles to ensure equal access by individuals with disabilities. RVC's Disability Support Services and Mass Communication departments have partnered to assist faculty and staff with obtaining captioned media. It should be noted that this is not the only option for obtaining quality captioned media, additional options can be found in the [FAQ link](#).

## **CART—Real Time Captioning**

Captioning refers to the provision of text or a written transcript for students who have trouble understanding or hearing lectures, in-class discussions, and other meetings.

Computer Aided Real Time (CART) captioning provides an instant, verbatim translation of spoken English into written English text, which is displayed on a laptop monitor in the classroom. This allows the student to read what is being said during the class session, both lecture and discussion. This is done by a captionist in the classroom who, using a stenograph or regular keyboard and special software, transforms what is said in the room into text, instantaneously creating a written transcript. There may be times when this service is provided by a remote captionist, who receives an audio signal from the room and relays the captioned text to the student through a website connection (laptop).

Please refer to the following policies and procedures relating to using CART services: <http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Communication-Services.cfm>.

To make a request, or for more information, please contact the DSS office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **CCTV—Closed Circuit Television**

The CCTV is an electronic device used by people with limited or low vision in reading printed text and viewing other forms of printed materials. It consists of two main components: a video camera and a TV screen. The primary function of the CCTV is to capture and magnify the image in order for the user to view it properly. The CCTV has controls that allow the user to change the magnification size and contrast of the colors on the screen.

RVC has a CCTV located in the Testing Center. To check on availability for a student to use the CCTV during an exam, please call (815) 921-2380.

## **COMP—Use Computer for Extensive Written Exams**

Some students with disabilities may need to use a computer for longer written assignments or essay exams. Using a computer allows these students the opportunity to avoid physical fatigue, have access to tools such as a spell checker or dictionary, and/or to provide legible, better-organized answers to essays. Students using computers in the Testing Center for exams will generally be required to use one of the facility's computers, and not a laptop (unless an exception is approved by the Testing Center Manager.)

Faculty are responsible for contacting Disability Support Services (DSS) if they are concerned that this accommodation is unreasonable because of a belief that the accommodation will lower standards, compromise an essential component of or fundamentally alter a course or program.

## **DSFR—Reduced Distraction Room**

A reduced distraction testing environment may be necessary for some students with disabilities such as Attention Deficit Hyperactivity Disorder, Learning Disabilities, Tourette's Syndrome, Generalized Anxiety Disorders and other psychiatric illnesses. Students may be easily distracted by auditory stimuli (ex., other students coming and going from the exam, turning pages, or coughing), visual distracters (ex., posters, messy bookshelves or bulletin boards), internal distracters (ex., having to work hard to keep their thoughts on task) or a combination of the above.

In addition to reducing environmental stimuli that could be problematic, some students request a reduced distraction room so that they have a private space to speak aloud, move around or do relaxation exercises as needed. In addition, a private, quiet room may be necessary for students who require audio exams, or need white noise or music to assist them with concentration.

Students will generally take exams in the Testing Center, unless another equally effective alternative can be recommended- and is approved- by the student. Please refer to the Testing Center guidelines for scheduling exams with a reduced distraction room as an accommodation: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **EMER—In the event of an emergency**

This student has a disability that may require some medical attention or assistance. The student has been encouraged to share with you any specific information which he/she feels may be appropriate or necessary.

Please remember that the standard College procedure for any emergency (medical or otherwise) is to immediately call 911. The responders will assess the situation and determine an appropriate plan of action. On occasion, students may wish to also have a designated individual (e.g., parent or guardian) contacted in the event of an emergency. If this wish has been expressed, the name and contact number for the identified individual(s) will be stated on the student's accommodation notification.

If you have any questions please feel free to contact the Disability Services office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **EXTM—Extended Time to Complete Exams and Quizzes - 1.5x**

One of the most typical accommodations is extended time for exams. This accommodation applies to any test or quiz that is administered for a course or program. The amount of time authorized is determined on an individual basis taking into account the nature and severity of the student's impairment. This student has been approved for “time and one-half” (1.5x) based on standard exam time.

It is important that the student and instructor jointly, and as proactively as possible, discuss the date, time, and location in which the exam/quiz will be taken. Generally, students utilizing extended time will take their exam/quiz at the same time the rest of the class is testing. However, time extensions may be provided several ways (ex., by allowing a student extended time directly before or immediately after a scheduled exam/quiz time, during instructor's office hours, or at any other mutually agreed upon time). Typically students with extended time take their exams/quizzes in the testing center where staff are available to proctor the test or quiz, although other arrangements may be deemed acceptable by the student. Whatever is decided, the plan for implementation should be mutually clear between both the student and instructor.

Please refer to the Testing Center guidelines for scheduling an exam with extended time as an accommodation: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **EXTM—Extended Time to Complete Exams and Quizzes - 2.0x**

One of the most typical accommodations is extended time for exams. This accommodation applies to any test or quiz that is administered for a course or program. The amount of time authorized is determined on an individual basis taking into account the nature and severity of

the student's impairment. This student has been approved for “double time” (2.0x) based on standard exam time.

It is important that the student and instructor jointly, and as proactively as possible, discuss the date, time, and location in which the exam/quiz will be taken. Generally, students utilizing extended time will take their exam/quiz at the same time the rest of the class is testing. However, time extensions may be provided several ways (ex., by allowing a student extended time directly before or immediately after a scheduled exam/quiz time, during instructor's office hours, or at any other mutually agreed upon time). Typically students with extended time take their exams/quizzes in the testing center where staff are available to proctor the test or quiz, although other arrangements may be deemed acceptable by the student. Whatever is decided, the plan for implementation should be mutually clear between both the student and instructor.

Please refer to the Testing Center guidelines for scheduling an exam with extended time as an accommodation: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **EVAC— Evacuation Assistance Required**

Some students (particularly those who have mobility and sensory disabilities) may require assistance with evacuating a building in the event of an emergency. Whenever it is possible and safe to do so, faculty should assist the student with exiting the building. In situations where it is not safe to evacuate a student, or in situations where the student cannot evacuate themselves (ex., the student uses a wheelchair), the student should be directed to the nearest area of rescue assistance to await further instructions and/or the arrival of emergency personnel.

Faculty should be familiar with the designated areas of rescue assistance in their respective building as well as identified escape routes. In addition, it is recommended that faculty be trained on using an Evac-Chair in the event of an emergency. Chairs are located in each building at the top of the stairwell and can be used to move individuals who cannot evacuate themselves down the stairs. Faculty who have general questions regarding emergency preparedness or who would like to receive training on using the Evac-Chairs should contact the RVC Campus Police department at (815) 921-4350. Specific disability-related emergency preparedness questions should be directed to the Disability Support Services office at (815) 921-2371.

## **FLEX—Flexibility in Attendance and/or Assignment Policies**

Students are expected -and encouraged- to attend class and meet course expectations, including deadlines for assignments and exams. Most course syllabi clearly outline the expected course assignments/exams and subsequent due dates for each. Students should regularly reference these dates and appropriately manage their time to ensure that work is completed by the expected due date(s).

Faculty have the right to establish attendance and late work policies. However, if a student has a disability with random or cyclical acute episodes that may occasionally impact their ability to attend class and/or complete tests or assignments at the scheduled time, flexibility in attendance policies and/or assignment deadlines may be considered an appropriate accommodation. The number of allowable absences and the amount of time given for each assignment extension depends on the interactive or participatory nature of a course, and/or may be based on department, college or accrediting agency rules. Therefore, attendance policies are set by faculty at the college or departmental level.

Some students, however, may have a disability (for example, one that is chronic or unpredictable in nature) that causes him/her to periodically miss class, arrive to class late and/or need to leave class early. In such instances, a case-by-case basis determination should be made as to whether some leniency or flexibility should be exercised in regards to allowing the student to make up missed work, to do alternative work, and/or to not be penalized for absences.

When flexibility with attendance and/or assignments has been deemed a reasonable accommodation, faculty will be asked to complete a *Flexibility in Attendance/Assignments Agreement Form* and to sign and return the agreement to DSS within 3 business days. Instructors should work collaboratively with the student to determine a reasonable plan for addressing and resolving potential issues and helping the student meet the course requirements to the fullest extent possible. Please consult with the DSS office regarding any questions or concerns you may have, or if you require assistance. Additional information on flexibility with attendance and assignments can be found on the [DSS website](#).

## **LAPT—Laptop Computer**

The use of a laptop computer may be an appropriate accommodation for students who have difficulty with information processing, processing speed, manual dexterity, or another factor that makes it challenging to participate in or contribute to a course. Students are responsible for providing their own laptop and may only use the laptop for academic purposes specifically related to the course where it is being used.

## **LGHT—Special Lighting**

Lighting accommodations may be requested by students who have specific disabilities such as vision loss, migraines or seizure disorders. Specific lighting modifications while testing could assist in minimizing triggers, increasing focus/concentration, and reducing discomfort. Some examples of modifications may include: adding fluorescent light filters to existing fluorescent lights to create a more natural lighting, dimming or changing lighting completely in the testing environment, providing an anti-glare filter for a computer monitor, relocating to a private area

to allow for more appropriate lighting, allowing student to wear sunglasses or anti-glare glasses in the testing environment.

Please refer to the Testing Center guidelines for scheduling an exam with accommodations: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **LISTEN—Assistive Listening Devices**

Assistive Listening Devices can have a major impact on an individual's academic performance by improving the listening environment for students with hearing loss. Many students who use hearing aids effectively in quiet environments have a difficult time following information presented in large college classrooms. In the classroom, the instructor's voice is competing with background noise, room echo, and distance. Therefore, the intelligibility of the instructor's voice is degraded by the poor room acoustics as well as the hearing loss. Most Assistive Listening Device systems (ALDs) use a microphone/transmitter positioned close to the instructor's mouth to send the instructor's voice through the air or by cable to the receiver worn by the student. By placing the microphone close to the instructor's mouth, ALDs can provide clear sound over distances, eliminate echoes, and reduce surrounding noises.

ALDs utilize different technologies and are typically either wireless or wired. Wireless ALDs make use of radio frequencies, light rays, or magnetic inductive energy to transmit sound. Hardwired ALDs use direct electrical connection to transmit the auditory signal. Each system has special features, capabilities, advantages, and disadvantages, and the specific model recommended would be determined in consultation with the student.

Students using ALDs typically would provide the instructor with a receiver, wireless lapel microphone, and some basic training on its use for instructors. However, for information or additional assistance regarding using an ALD in your classroom, please contact Michael Sentilleses at x2364.

## **MEMY—Memory Aids**

For students who have documented disabilities that affect memory, using a memory aid/cue sheet may be a reasonable accommodation. The memory aid/cue sheet allows the student to demonstrate knowledge of course material by helping prompt the student's memory, not by providing the answer. Students are responsible for learning course materials, for discerning which materials may require cues or triggers, for developing the cues that will appear on the aid, and for securing the faculty member's approval of the aid.

Given the specific analysis for each course, it is entirely possible that the use of a memory aid will be allowed for some exams, and not allowed for others. Faculty should work collaboratively

with the student to identify whether or not a memory aid is appropriate and if so, what information it may include.

If the faculty member is concerned this accommodations is unreasonable because it will lower standards, compromise an essential component of or fundamentally alter a course or program, such concerns should be addressed to DSS upon receipt of the “Faculty Notification Letter” email.

For detailed information on memory aids

## **MOBIL—Add Additional Notice for Instructor for Physical Disability Student**

This student has a physical disability, which requires that all buildings, classrooms, and course experiences are accessible. Please carefully consider your course activities and requirements and discuss with the student any concerns you may have regarding his/her ability to fully participate. If transportation will be required, please plan proactively and consult with the DSS office if necessary to ensure that it is accessible to the student.

## **NOTE—Note Taking Assistance**

Assistance with note taking is an accommodation that may benefit students who need to focus their attention and concentration on listening, or who find taking notes difficult due to a physical, visual, learning, or hearing limitation. Students should take an active role in attempting to secure a note taker, and in asking their instructor for assistance, when necessary.

Volunteer note-takers are typically peers in the student's class. Note-takers may be obtained by: 1) Informing the instructor of the need for a note-taker; 2) having the instructor make an announcement when class begins; or 3) Asking another student in the class, who is reliable and has good note-taking skills, to take notes. The DSS office has carbonless note taking paper available for note takers to request as needed. In situations where a note taker cannot be recruited by the above means, please contact the DSS office for assistance at x-2371.

If a student lets you know that he/she is willing to serve as a note taker for a student with a disability, please be sure the student knows who he/she would be taking notes for, and direct the note taker to the DSS office where they can receive further instruction.

More information on note taking as an accommodation can be found at:

<https://www.rockvalleycollege.edu/StudentServices/DisabilityServices/upload/Note-Taking-Assistance.pdf>.

If you or the student have any concerns regarding utilizing a note taker, please contact the Disability Services office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **OACD—Other Academic accommodations**

Other accommodations refer to those services or accommodations that are "non-standard" or unique in nature, such as a reduced course load, course waivers, or accommodations that are highly individualized to a specific student's needs and circumstances. These accommodations are determined on a case-by-case basis taking into account the student's documentation, the nature and severity of the disability, and specific barriers that exist.

When other accommodations apply to a student, **these will be noted on the bottom of the accommodation notification.**

Please contact the DSS office with any questions or concerns regarding accommodations: [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu) or (815) 921-2371.

## **OCLS—Other Classroom accommodations**

Other accommodations refer to those services or accommodations that are "non-standard" in nature, and which apply to the classroom environment. Some examples include use of a particular type of technology, need for student to exit the classroom if needed, need for instructor to face the class when speaking, use of a lab assistant, or other accommodations that are highly individualized to a specific student's needs and circumstances. These accommodations are determined on a case-by-case basis taking into account the student's documentation, the nature and severity of the disability, and specific barriers that exist.

When other accommodations apply to a student, these will be noted on the bottom of the accommodation notification.

Questions or concerns regarding classroom accommodations should be directed to the DSS office: [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu) or (815) 921-2371.

## **OEXM—Other Exam accommodations**

Other accommodations refer to those services or accommodations that are "non-standard" or unique in nature, and which apply to the testing environment. Some examples include use of a particular type of technology, need for student to take breaks if needed, use of a noise machine, or other accommodations that are highly individualized to a specific student's needs and circumstances. These accommodations are determined on a case-by-case basis taking into

account the student's documentation, the nature and severity of the disability, and specific barriers that exist.

When other accommodations apply to a student, **these will be noted on the bottom of the accommodation notification.**

Questions or concerns regarding accommodations for testing should be directed to the Testing Center: (815) 921-2380 or the DSS office: [Email: [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu)] or (815) 921-2371.

## **PPT—Copies of PowerPoints or other Lecture Materials**

Having access to copies of PowerPoint slides, instructor notes, or other supplemental lecture materials may benefit students who need to focus their attention and concentration on listening, or who find taking notes difficult due to a physical, visual, learning, or hearing limitation. Sometimes it may be determined that the student may benefit from having a note taker, but this is not always the most effective or appropriate option.

Faculty should contact Disability Support Services (DSS) if they are concerned that the accommodation is unreasonable because of a belief that the accommodation will lower standards or fundamentally alter a course or program.

If copies of PowerPoints are unavailable, or deemed not appropriate, the student and instructor should engage in a collaborative process for determining other -equally effective- alternatives for providing access to the course content.

## **RCL—Reduced Course Load**

Students who cannot carry a full time academic load (12 credits or more) may opt for a reduction in their schedule. This reduction may allow a greater opportunity for academic success by allowing the student to devote his/her attention, time, energy, and resources towards a course load that is less demanding.

More information on requesting a reduced course load can be found at: [Link: <http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Reduced-Course-Load.cfm>]

## **REDR—Reader/Audio Exams**

Some students process and comprehend information better when it is presented in an auditory format. A “Reader” is a person (generally a staff member in the testing center) who reads

exams aloud to students who cannot access the written text in which it is normally presented. The purpose of the reader is to allow the student with a disability a greater opportunity to demonstrate his/her skill level without being impacted by the disability. A reader does not interpret, re-word, or explain the test. They read only the test directions, questions (exactly as they appear on the exam form), and answer choices to the test-taker.

Students who have a reader as an accommodation may gain access to the course/exam content in audio form via several options, which include: having a human reader (proctor from the testing center), using text to speech software (e.g., Kurzweil 3000), and/or cassette tape (e.g., for the Accuplacer placement test). The format recommended will be determined by considering the student's disability, their skill level, and available resources.

Please refer to the Testing Center guidelines for scheduling an exam with accommodations: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **REMT—Remote Access: Destir**

Destir is a robot used to assist students when physically attending class is a barrier. Destir is not intended as a replacement for student attendance, but rather to provide course access for a student on a short-term or temporary basis. Destir can be requested with at least 24 hour notice, however advance notice is helpful.

Prior to implementation, it is important that the student schedule a meeting with the Accommodations Specialist (815-921-2371) to ensure that Destir is appropriate. If the student needs to use Destir long-term, exploring other alternative options may be more appropriate, such as whether an online section may be available for the course in question.

For more information on Destir, please see the following link: <http://author.rockvalleycollege.edu/StudentServices/DisabilityServices/upload/Teacher-Remote-Classroom-Access-using-Destir.pdf>.

For questions or technical assistance, please contact Chuck Konkol at (815) 921-3164 or the DSS office at x-2371.

## **SCRB—Scribe to record for exams**

A “Scribe” is a person who records (in writing) the oral answers of students' exam questions. The use of a scribe means that a student who is incapable of writing by reason of his or her disability will orally dictate answers to exam questions to a designated person (generally a proctor in the testing center) who will in-turn write those questions exactly as they are heard. Scribes write down verbatim what the student has dictated, and are not responsible for organizing, paraphrasing, or editing the student's thoughts into a final draft.

Please refer to the Testing Center guidelines for scheduling an exam with accommodations: <http://www.rockvalleycollege.edu/Admission/Testing/DisabilityTesting.cfm>.

## **SEAT—Preferential seating**

This accommodation is provided to students for many different reasons. A student with a visual impairment may request preferential seating at the front of the classroom to better see the slides, overheads, or chalkboard. Students with hearing impairments may request a specific seating location to better hear the instructor or to accommodate their Sign Language interpreter. And a student with anxiety or a medical condition may request preferential seating near the door, should they have an attack or need to quickly leave the room. The particular seating preferences of the student will be noted on his/her accommodation notification—generally at the bottom of the form in the notes section.

## **SERV—Service Animal**

Rock Valley College recognizes the importance of allowing people with disabilities who require the use of service animals to receive the benefit of the work or tasks provided by such animals while on campus.

### **Service Animals**

A service animal is a dog (or in some situations, a miniature horse) as identified by the Americans with Disabilities Act (ADA) that are trained to do a task(s) or service directly related to a disability. Service animals have received specialized training to perform work or tasks for their handler. Service animals are allowed access to all areas that are open to the public or to students.

Service animals, while allowed in all areas of campus accessible to students, must be under their handler's control at all times.

A faculty or a staff member may not inquire about the nature or extent of a student's disability, but may ask (**only**) the following questions when it is not readily apparent that the animal is a service animal:

1. Is the dog/horse required because of a disability? And, if so;
2. What work or tasks has the dog/horse been trained to perform?

### **Assistance Animals**

An assistance animal is an animal that provides emotional support, comfort or companionship. Assistance animals are not required to have formal training. Assistance animals or Emotional

Support animals are not considered service animals under the Americans with Disabilities Act and therefore are not permitted on campus.

For additional information, please see the complete RVC Policy on Service Animals: [Link: <https://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Service-Animals.cfm>].

## **SPEL—Use of spell check/dictionary/word processor for written work**

Correct spelling at the College level is expected of all students. However, students with a specific learning disability which impacts spelling may be eligible to receive a reasonable accommodation for in-class assignments and exams. Typical accommodations may include spell-check devices, a word processor, or not penalizing a student for spelling errors. It is important to note that often the degree of flexibility allowed is dependent on the specific course standards and essential requirements, thus it should be determined on a case-by-case basis.

Faculty should contact Disability Support Services (DSS) if they are concerned that this accommodation is unreasonable because of a belief that the accommodation will lower standards, compromise an essential component of or fundamentally alter a course or program.

## **TERP—Sign Language Interpreter**

Sign language interpreters are professionals who facilitate communication between hearing individuals and Deaf or hard-of hearing students. Interpreters must be able to listen to another person's words, inflections, and intent, and simultaneously render them into a visual language of signs using the mode of communication preferred by the student who is Deaf. The interpreter also must be able to comprehend the signs, inflections, and intent, of the student and simultaneously speak them in articulate English.

Please refer to the following policies and procedures relating to interpreter services: <http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Interpreting-and-Captioning.cfm>.

To make a request, or for more information, please contact the DSS office at (815) 921-2371 or [RVC-DisabilityServices@rockvalleycollege.edu](mailto:RVC-DisabilityServices@rockvalleycollege.edu).

## **TPRL—Recorder**

Students who have memory impairments, visual impairments, attention deficits, issues with distractibility, impaired auditory processing, or limited manual dexterity often benefit from having audio recordings of class lectures as a supplement to their own, or a note-taker's, written notes. Methods of recording may include the use of Smart Pens, digital recorders, computer software, or other recording devices.

Recording lectures is a reasonable accommodation, according to the US Department of Education, Office for Civil Rights. It is specifically addressed under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA.) The legal reference, found in the Code of Federal Regulations 34CFR104.44(b) for Section 504 reads as follows:

Section 104.44 Academic Adjustments

“(b) other rules. A recipient(college) to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of guide dogs in campus building, that have the effect limiting the participation of handicapped students in the recipients’ s education program or activity.”

While students with disabilities must be allowed to record classes, they may be required to sign an agreement which indicates that the recordings will not be sold or used for any other purpose than their own educational needs. Students are strongly encouraged to have a confidential meeting with his/her instructor to discuss the content to be recorded as well as any potential concerns and how these may be addressed.

A sample agreement form can be found here:

<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/forms.cfm>.

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