

INTRODUCTION

In recognizing the unique value of each human being, the Carroll College Mission Statement is in accord with the spirit of both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (as amended in 2008). Accessibility Services, in cooperation with faculty and other Carroll College personnel, works to assure equal access for students with disabilities to the full range of college experiences and opportunities offered to all students. Through advocacy and accommodation, we work to remove disability-related obstacles to your satisfaction and success at Carroll College.

To that end, we have designed this handbook to help you become familiar with and use Accessibility Services to support you with your identified disability. Since you have identified yourself to us as a student with a disability, you should become knowledgeable about the policies and services that are designed to assist you.

This handbook will help you understand Carroll College expectations for you and understand **your** role, the role of Accessibility Services, and the role of faculty and staff in accessing and implementing the disability support services at Carroll.

Please read this handbook thoroughly and keep it as a reference. It is your responsibility to understand the policies and procedures included. You will benefit most if you understand that **you** are in charge of your educational experience. Nonetheless, the Accessibility Services director and other college personnel are eager to provide guidance, help, and encouragement when you need it. Please do not hesitate to contact us.

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THE LAW AND ITS IMPACT ON YOUR COLLEGE EDUCATION.

Two laws, the Americans with Disabilities Act (ADA), as amended in 2008, and Section 504 of the Rehabilitation Act of 1973, provide protection to individuals with disabilities. You should become familiar with the following information. Make sure you have a clear understanding of what your rights are and are not, so that you can plan your education accordingly. At your request, the Director of Accessibility Services will help you become more familiar with the ADA and Section 504.

What is the law?

Section 504 of the Rehabilitation Act of 1973 states that:

“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 benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Americans with Disabilities Act (ADA) states that:

“No qualified individual with a disability shall be excluded from participation in, or denied the benefits of, any program or activity of a public entity.” ADA is a civil rights law that prohibits discrimination based on a disability and ensures equal opportunities for individuals with disabilities.

Who is protected under the law?

A “disabled person” as defined by the Americans with Disabilities Act as an individual who has:

1. a physical or mental impairment which substantially limits one or more major life activities of such individual;
2. a record of such an impairment; or
3. regarded as having such an impairment.

A “qualified handicapped person” is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution’s programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- Mental Health or Psychiatric Impairment (i.e. ADHD, GAD, MDD, OCD)
- Specific Learning Disability (i.e. Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia)
- Physical Health Disabilities (i.e. Diabetes, Epilepsy, Asthma, Cerebral Palsy, Mobility Challenges)
- Neurodivergent and Co-Occurring Disorders (i.e. ASD, Tourette’s)
- Speech/Language Impairment (i.e. Fluency, Stuttering, Receptive/Expressive Language Disorder)
- Blindness or Visual Impairment
- Deafness or Hearing Impairment
- Orthopedic Impairment (including paralysis)
- Dietary Health Diagnosis
- Traumatic Brain Injury (i.e. Multiple Concussions)

What is the impact of the law on postsecondary education?

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request modifications, accommodations, or auxiliary aids which will enable them to participate in and benefit from all college educational programs and activities. Postsecondary institutions must make such changes as to provide meaningful access to the college's programs, services, and activities. It is the responsibility of all staff, faculty, and students to adhere to equal access for all.

Under the provisions of Section 504, universities and colleges may NOT

- limit the number of students with disabilities admitted;
- make preadmission inquiries as to whether or not an applicant is disabled;
- use admissions tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made for them;
- exclude a qualified student with a disability from any course of study;
- limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of handicap;
- counsel a student with a disability toward a more restrictive career;
- measure student achievement using modes that adversely discriminate against a student with a disability; or
- establish rules and policies that may adversely affect students with disabilities.

What does Carroll College do to comply with the law and support students with disabilities?

Carroll College provides students who have documented disabilities with accommodations and support services that provide students with equal access to all school sponsored programs and educational opportunities, as defined by the *Carroll College Disability Policy* at the end of this handbook. Carroll College has the flexibility to select the specific aid or service we provide, as long as it is effective. Such aids or services will be selected in consultation with the student who will use them. The Director of Accessibility Services has the authority to make decisions regarding necessary accommodations for equal access. This authority has been assigned by the president of the Carroll College and is undertaken on behalf of Academic Affairs and the Student Engagement Division in recognition of its responsibility to disabled students.

Accessibility Services will make accommodations, as appropriate, for students with disabilities. Common accommodations granted to students with disabilities include the following:

- Testing (i.e. Extra time, Reduced-Distracted Environment (RDE), Test Reader, Private Room, Scribe)
- Academic (i.e. Preferential Seating, Audio/E-Book Alternative, Talk-to-Text Technology, Note-Taker)
- Housing (i.e. ESA, Single Room, easy access to kitchen)

- Dietary (i.e. To-Go Box, Meal Exemption, Block Plan)
- Physical Mobility Challenges – short and long term (i.e. special parking pass, elevator access)

MAKING REQUESTS FOR ACCOMMODATIONS

STEP 1:

- ❖ To complete the online *Accessibility Services Request*:
 - o Go to MyCarroll in the Okta Tiles
 - o Click the *Students* tab
 - o Click on *Accessibility Services Request*
 - o Follow directions to submit application
 - o Upload medical or educational documentation related to disability

If you believe that you have a disability that impacts your ability to experience a full and complete college experience, please complete the online *Accessibility Services Request* located in the MyCarroll app and on the www.carroll.edu website. This application can be completed at any time during the semester for academic and dietary requests. **However, housing accommodation requests for new incoming students have a December 1 deadline (for spring semester), and a May 1 deadline (for fall semester). Housing requests that are submitted after these dates will be based on availability.** Continuing students will have priority consideration if an accommodation is approved prior to the housing lottery that takes place in the spring semester for fall housing placements.

STEP 2:

- ❖ Documentation Requirements

After completing this application, you will be asked if you are ready to upload medical or educational documentation to verify your disability or diagnosis. For more information on documentation requirements see *Documentation of your Disability* section below. If you do not yet have documentation, you may email or hand-deliver the documentation to the Director of Accessibility Services prior to your scheduled meeting. Once documentation of your disability has been submitted, you will need to schedule a meeting with the director of Accessibility Services to review your documentation, discuss your disability, and determine appropriate and reasonable accommodations that will provide equal access to your academic experience. Factors considered in determining the appropriate accommodations are 1) the nature of your disability, 2) how disability-symptoms will be mitigated by the presence of an accommodation, and 3) program requirements.

STEP 3:

- ❖ Schedule to meet with the Director of Accessibility Services (using Handshake) to discuss your specific needs.

The Accessibility Services Request, corresponding documentation, and in-person or virtual meeting with the Director of Accessibility Services must be initiated by the student and is considered the beginning of

the accommodation approval process. Email or in-person conversations with parents, external providers, former institutions, Carroll faculty members, etc. will not be considered as a formal accommodation request.

STEP 4:

❖ Accommodation Determination

Upon receipt of the application, documentation, and intake meeting, an accommodation determination should take place within 10 business days. Once approved for accommodations, you will receive a letter with your approved accommodations in your email inbox. Academic Accommodation Approvals should then be forwarded to all of your professors each semester. You are then encouraged to touch base with your professor as soon as possible to introduce yourself, verify that your accommodation approval letter was received, and clarify any questions or concerns that he/she might have. Your approval letter will be kept in your Accessibility file throughout your tenure at the college as your official verification of approval unless your accommodation is a short-term approval. Accommodations can be modified at any time with a meeting request by the student.

Accommodations are granted for the duration of your time as a student at Carroll College. If a full semester lapses in which you do not take advantage of the accommodations that you initially requested, it will be necessary for you to visit Accessibility Services again and possibly renegotiate your accommodations. This is not for the sake of re-establishing your eligibility, but for the sake of clarifying what accommodations you actually need.

You will be expected to communicate routinely, or as needed, with each of your professors, in order to discuss your needs and help facilitate the accommodations process. You are the key player in that process, and your initiative is vitally important. If a professor would like to make a program-, course- or assignment-specific modification to the accommodations you have been granted, he or she must consult with the Director of Accessibility Services.

Documentation of Your Disability

If you require disability accommodations at Carroll College, you must provide the Director of Accessibility Services with documentation of your disability. Your documentation must be on file in order to receive an Accommodation Approval Letter. Documentation verifying your disability may come from a medical provider, licensed mental health counselor, high school, or previous institution of higher education.

Documentation must include information that helps to make an accommodation determination. This includes the following information:

- 1) A clear diagnostic statement identifying the disability and date of the most recent evaluation. Quality documentation may also include a description of the diagnostic criteria, evaluation methods, procedures, tests, and a clinical narrative that is specific to the nature of the disability.
- 2) Information should include how the disability affects the student's ability to function or fully participate in academic or student life programming. Specific challenges in coursework,

classroom participation, or exam taking should be noted. Impacts on social functioning, behavior, or difficulties with reading, writing, or communication skills may also be addressed.

- 3) If there has been a history of accommodations, services, and supports received in educational settings in previous schools or colleges, these should be listed.
- 4) There should be a clear justification on why specific accommodations are needed to mitigate disability symptoms. Recommendations from professionals may provide valuable information for review and planning. However, please note that Carroll College has no obligation to provide or adopt recommendations made by outside entities.
- 5) The qualified professional must include his/her signature and credentials on the documentation.
- 6) Documentation should not be older than 3 years, and more recent for changing or episodic conditions. The overall goal of documentation is to understand how the condition impacts the student, allowing Carroll College to determine appropriate and reasonable accommodations that ensure equal access to education.

You should know your disability and understand how it affects you. While you are not required to share this information with your professors, it will help if faculty can communicate with you about how your disability impacts your learning and class participation. Keep a copy of your documentation for yourself and be familiar with what it says about you. This will help when you discuss your needs with the Director of Accessibility Services.

CONFIDENTIALITY and DISCLOSING INFORMATION ABOUT YOUR DISABILITY

In processing requests for reasonable accommodations, Carroll College will take all steps required by federal, state, and/or local law to protect the confidentiality of any information or documentation disclosed in connection with the requests. Such measures may include limiting access to such information to individuals specifically designated to determine and implement requests for reasonable accommodations, who will disclose the information only to the extent necessary to determine whether to grant the request, determine if the request is unreasonable, and implement any request granted, keeping all written requests and accompanying documentation in a secure area to which only those designated individuals have access, except as otherwise required by law.

Sometimes administrators, faculty members, or other college officials need to consult with the Director of Accessibility Services to clarify their understanding of your disability, gain insight into your needs, or receive a progress report. It is important for you to understand that your disability information may be discussed with administrators, professors, housing, members of the CARE Team, or other college officials who have a legitimate role in your education and thus are in a “need-to-know” position. Per the Family Education Rights and Privacy Act (FERPA), your information will never be shared with non-Carroll employees without your written permission.

You are encouraged to discuss your individual needs and challenges with your instructors each semester when you provide your accommodation approval letter to them. Occasionally, a student will ask the Director of Accessibility Services to meet with his/her instructor for a particular course with the student to assist with the discussion. This support is always available if needed.

POLICY for SPECIFIC ACCOMMODATION APPROVALS

Testing Center (Reduced-Distraction Environment)

Use of the Carroll College Testing Center (Reduced-Distraction Environment) or approval for a test-reader, scribe, private room, or extended time are provided for students who require this academic accommodation. After completing an application, students must submit documentation verifying their need for this accommodation. The director, through communication with you and the faculty member, will assure that testing accommodations are implemented in accordance with your accommodation letter. Alternate testing may take place in the Carroll College Testing Center with a student-employed proctor or in a location determined by the course instructor. In either case, the director will ensure that your accommodation is properly and fully implemented.

ONLINE EXAM SCHEDULING:

If you need to take your exam in the Testing Center, you will use the online Exam Scheduler located in the MyCarroll app. This system provides automatic notification of your scheduling request to Testing Center staff, your professor, and you.

It is your responsibility to make sure that:

- You have communicated your accommodation with the course instructor.
- You have reserved time for your exam **at least 48 hours** in advance
 - (not including weekend days)
- You have received confirmation that your test is satisfactorily scheduled.
- You know and understand any special instructions (apart from your accommodations) that the professor may have for all students in the class.

Whenever possible, you will take an exam in the Testing Center at the same time the other students in your class are taking the same exam. When this is not possible, you will take your exam as close to the same time as possible as other students. Faculty may make exceptions to this policy as they see fit, but we will work to ensure that your testing accommodations are fully and properly implemented.

Testing Center hours are Monday – Friday from 9am-4pm. Exams must be completed within this time frame. The Testing Center will not remain open beyond its scheduled closing time and extended time will be calculated for the student to end prior to closing.

Exams taken in the Carroll College Testing Center are primarily for accommodated students. However, students with an acute medical illness or emergency, and those who travel for school-related events (including athletics) are also permitted to use the Testing Center.

Note-Taker Accommodation

Acquiring lecture notes from a student-employed note-taker is granted for students who require this academic accommodation. After completing an application, students must submit documentation verifying their need for this accommodation.

Students approved for this specific accommodation will inform the course instructor via his/her Accommodation Approval Letter. The professor will then share the need for a student to be employed in this capacity with the class without identifying the name of the student. The instructor may preferentially choose a student to be the designated note-taker for the course if no other student volunteers. The course instructor will then email the Director of Accessibility Services and provide the name of the identified note-taker, the course number, and the name of the accommodated student. There is only one designated note-taker per course section.

The note-taker will meet with the Director to discuss note-taker guidelines and complete employment paperwork. The note-taker will then begin taking notes for the accommodated student. The student – notetaker relationship is not anonymous to the accommodated student as the goal is for the notetaker to work with the accommodated student, share notes, and be available to answer questions that may arise.

Note-takers are expected to provide copies of their notes within 24 hours of the class meeting to the accommodated student(s). It is expected that the note-taker and accommodated student work out a method of exchange. If, however, the accommodated student must remain anonymous, then that student should discuss this with the Director of Accessibility Services, and the professor may serve as an intermediary between the accommodated student and the note-taker, when necessary.

Accommodated students with a note-taker accommodation are required to take notes during class, with the understanding that he/she may miss sections of information due to disability-related symptoms. The note-taker's notes are to be used as a comparison copy to supplement notes and improve learning. If questions arise during the semester regarding the quality of notes given to you, you should communicate with the note-taker first. If doing so does not resolve the problem, then consult with the Director of Accessibility Services, who will then consult with the note taker and with the professor, as needed. There will be instances when a note-taker may miss class. In these cases, the accommodated student will need to rely on his/her own notes for that class session.

Note taking services may be temporarily suspended if the faculty member reports persistent, unexcused absences from the class. It must be understood that the note-taking service is not granted as an alternative to class attendance.

Technology Use (Recording Lectures, Smart Pen, Text-to Talk, etc.)

Students with disabilities may be approved to audio-record lectures or use other classroom technology as an academic accommodation. After completing an application, students must submit documentation verifying their need for the use of this or other technology support in the classroom. Documentation will need to create a direct tie between the student's disability and the recording or other technology requests as an access issue, rather than a learning style preference.

It is understood that any lecture or course content material provided by an instructor is the intellectual property of the professor. Students approved to use technology in the classroom will be required to sign a contract that acknowledges the limits imposed on any recordings taken (**see appendix**). The Carroll College Audio-Recording Contract makes it clear that there will be sanctions imposed if a student

misuses the recording in any of the ways outlined. Recordings are not to be transferred to any other individual, shared on social media, or used in a way that will make it available for future use.

There may be instances when a course instructor may ask that a student only record lecture content and not class discussions due to the sensitive nature of the content. In these instances, accommodated students are expected to comply with the request to stop recording.

Alternate Format Textbooks

College coursework requires substantial reading on a daily basis. For students with certain disabilities, reading can be an extremely slow and difficult process. Some students find that reading their textbooks along with listening to an audio format of the textbook speeds up the reading process and improves comprehension.

This accommodation requires clear documentation indicating that you need alternate format textbooks granted as an accommodation. You are free to use such textbooks in any case, but formally requesting the accommodation will come closer to ensuring that you will have such textbooks at your disposal.

As a general rule, you should NOT use an alternate format textbook in lieu of the hard-copy text; rather, the one should supplement the other. Consult with the Director of Accessibility Services and with your professors about what will be most appropriate for you in a specific course.

Notify Accessibility Services if you need help securing alternate format textbooks. Give the Director a few weeks ahead of time, if possible, and provide the Director with a list of your textbooks and provide the author, title, publisher, and ISBN number.

Alternate format textbooks may come from a variety of sources (e.g., Learning Ally, the publishers, and various online booksellers) and in a variety of formats (e.g., pdf files, audio files, and CDs). Online text-to-speech software for reading pdf files and almost any other kind of electronically stored or online print materials are common and often free. Your own laptop may have such software on it already. If you need help learning how to use such software, Accessibility Services will be happy to assist you.

Personal Care Attendants

Due to specific disability-related mobility issues or other specific symptoms, a student may have a need for a Personal Care Attendant (PCA). Carroll College has clear expectations for individuals that are hired by a student to provide this support.

Definition: A PCA is a person that may provide support to a student with a disability that may include assistance with daily living, mobility, medication reminders, and evacuation in the event of an emergency. A PCA may not assist with academic work including exam proctoring, assistance with note-taking, writing research papers, etc.

Purpose: The purpose of a PCA is to ensure that students with disabilities can access necessary personal care assistance while respecting the college's policies and maintaining academic standards.

Registration: A student with a disability should complete the Accessibility Services Request and indicate a need for a PCA as an accommodation. Supporting medical documentation from a qualified physician is required. Students must have a backup plan if their PCA is not approved or is approved and becomes unavailable. Carroll College is unable to provide a PCA if this accommodation is approved but a substitute PCA is needed at a given time.

PCA Selection: Students are responsible for hiring, compensating, training, and supervising the PCA. Students are responsible for all costs associated with PCA services, including housing, meals, and parking.

Compliance: Carroll College may request a copy of the PCA's background check, agency certification, or any other records pertaining to the health and safety and the individual serving in the PCA role. Students must ensure their PCA is aware of and adheres to all college policies.

Classroom Access: PCA's will be issued a Carroll College ID Card and may assist the student in gaining access to the classroom buildings. However, the PCA is not permitted to be in campus buildings without the student or to be present during a specific class unless approved by the Director of Accessibility Services for a disability-related need.

Short-Term Illness, Injury, or Surgery

This policy outlines the process and scope of temporary academic accommodations for students who experience a short-term disability, including but not limited to injuries (e.g., concussions, broken bones), surgeries and post-operative recovery, or acute mental health conditions necessitating a brief leave from academic responsibilities (typically up to two weeks).

Definition: A short-term disability is defined as a temporary condition that substantially limits a student's ability to participate in academic activities for a brief, defined period, generally not exceeding two consecutive weeks. These may include:

- Athletic or accidental injuries (e.g., sprains, fractures)
- Medical procedures or surgeries requiring recovery
- Acute episodes of mental health conditions requiring rest or treatment
- Severe illness or hospitalization

Request Process:

1. Notification

Students should complete the Accessibility Services Request online. Students should also notify (by email) the Director of Accessibility Services and/or the Dean of Students Office (deanofstudents@carroll.edu) as soon as possible after the onset of the condition. Faculty and coaches may also refer students.

2. Documentation

Students must provide supporting documentation from a licensed medical or mental health provider that includes:

- A brief description of the condition
- Recommended duration of the diagnosis and recovery time
- Any academic restrictions or limitations including mobility challenges

3. Review and Determination

Accessibility Services will evaluate the request promptly (usually within 2 business days) and coordinate a short-term accommodation plan with the student and instructors that is consistent across a student's entire course load.

Instructor Involvement: Instructors will be notified of the accommodation plan and are expected to make reasonable short-term adjustments without fundamentally altering course objectives or assessments. Faculty questions about feasibility should be directed to Accessibility Services.

Limitations: This policy does not guarantee academic adjustments beyond two weeks. Prolonged absence may require a leave of absence, withdrawal, or formal disability registration.

- Retroactive accommodations may be denied if no timely documentation is provided.

Support Services: Students may be referred to additional campus resources, including:

- Counseling & Psychological Services at the Wellness Center
- Options Clinic at Carroll College, Uwill Medical Telehealth Services, or an external health provider
- Academic Advising
- Residential Life (for temporary housing adjustments)

Confidentiality: All medical information is kept confidential and shared only with relevant parties on a need-to-know basis in accordance with FERPA and institutional privacy policies.

Attendance Modification

Recognizing that some faculty have established strictly enforced policies regarding the number of absences that will be allowed before a student faces sanctions, and some student with disabilities have medically-related conditions of an episodic nature or other established reasons that their disability may make it difficult for them to fulfill the typical attendance requirements, Accessibility Services has established the following procedure for considering/granting requests for leniency in such classroom attendance policies:

Students with disabilities must request consideration of this accommodation from Accessibility Services. The determination of the curricular impact and appropriateness of such a request will be considered for each class individually. Documentation must be provided that indicates both why the student may need to miss classes and to what extent. While it is understood that the student cannot always accurately predict the number or percent of absences anticipated, the student is asked to provide some indication of the scope of the request.

Accessibility Services will evaluate the request and the documentation provided to determine whether

the student has provided justifiable disability-based reasons for requesting consideration in attendance requirements. Documentation is held in the student's Accessibility Services file and is considered confidential. If it is determined that the reasons provided do not constitute a need for accommodation in this regard, the student will be notified of this decision.

If it is determined that the request is justified by impact of the student's disability, the accommodated student should then contact each of his/her faculty members to request information on any established attendance policies for the class and discuss with the instructor the importance of attendance/participation to the curricular integrity and learning process. Class attendance for traditionally offered classes is considered a significant aspect of participatory learning. All requests for extension or leniency in attendance requirements will be evaluated carefully.

If it is determined that it is not possible to consider leniency regarding attendance policies for a given course, the student will be informed and will be given the opportunity to discuss other accommodation options. The faculty member may be asked to explain the established boundaries of the accommodation and the responsibilities of both the faculty and student in carrying out this accommodation.

Students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, inform the faculty member as to when the student will return to class. If the student is unable to reach the faculty member directly, the student or someone acting on his/her behalf may contact Accessibility Services who will then relay information to the faculty member.

This accommodation potentially provides relief from requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences. Extension of deadlines for assignments should not be assumed with this approved accommodation. These must be negotiated individually with faculty as the need arises. *(See Policy for Extended Deadlines below)*

If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member should contact Accessibility Services as soon as possible. The Director will then meet with the accommodated student to discuss available options.

Extended Deadlines

Approval for extended deadlines on out-of-class assignments is sometimes granted for students who require this academic accommodation for disability-related reasons, particularly those with conditions that are episodic. After completing an application, students must submit documentation verifying their need for this accommodation. This accommodation is not "blanket allowance" for late work.

The purpose of this accommodation is to provide reasonable adjustments to compensate for potential disability-related impacts that may hinder meeting strict deadlines. Despite these impacts, a student is given an opportunity to demonstrate mastery of course content and minimize the disproportionate penalties that disability-related issues might impose.

An accommodated student who requires an extended deadline on an assignment, must inform their instructor that 1) they are approved for this accommodation, 2) they need to use this accommodation for a given assignment, and 3) they need to make the request for extended time at least 24 hours prior to the assignment's original due date unless the course instructor grants leeway for the request due to an acute or unforeseen disability-related event.

The student and the professor are then expected to work out a new, but firmly established deadline for the assignment considering the student's needs and the course requirements. The new, agreed-upon deadline, should be put in writing – typically in an email to the student.

Any assignment extension should not fundamentally alter the nature of the course or compromise the learning experience for other students (including group projects). An additional 24-48 hours, or up to a week, may be a reasonable extended deadline. However, any assignment extension is a collaborative process that requires that the student with disabilities navigate academic challenges while upholding the integrity of the course and utilize self-advocacy skills.

Remote Attendance / Extended Absence

Carroll College is an in-person institution and has largely returned to face-to-face classes following the disruption of the pandemic in 2020. While the college maintains a number of classes that are designed to be offered completely online, most classes meet in a traditional classroom setting. Course design in such classes may include active class discussion/interaction, group projects, laboratory or demonstration experiences, and other elements that would be difficult to share in remotely.

Requests for the accommodation of remote participation in classes that are designed to be offered in face-to-face manner are, essentially, requests for lenience in attendance policies that would otherwise require students to be physically present in class. Such requests will be reviewed on a case-by-case basis, and will likely not extend beyond a two-week period in the event of a disability-related emergency. Carroll faculty will work directly with the Director of Accessibility Services to be kept informed of the student's return-to-class date. Any accommodations for this time frame will be consistent among all of the student's courses, written in an Accommodation Approval Letter, and communicated with the faculty and the student.

Limited Remote Attendance approved as an accommodation will be determined only when it is both essential and necessary to eliminate a barrier to equal access that is directly related to a student's disability and functional limitations and does not fundamentally alter a course or program. It is important to understand that students participating remotely may miss nuances in instruction, spontaneous in-class interactions, and the full benefits of the learning environment. This typically requires increased individual effort and time commitment to master the course material. Remote attendance is not intended to transform an in-person academic program into an online experience which is the reason this accommodation will be time-limited.

If you are taking online-only classes (either exclusively or in conjunctions with traditional classroom-based classes), the arrangement and implementation of accommodations may be handled

differently. Please contact Accessibility Services to explore how best to access needed accommodations in online classes.

Reduced Course Load

In Section 504, subpart E, §104.44, under the heading of “Academic requirements” it states (in part): “Modifications may include *changes in the length of time permitted for the completion of degree requirements*, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Students who require a reduced course-load, less than 12 credit hours, as an appropriate accommodation due to their disability, may initiate the Reduced Course Load procedure. Requests for reduced course loads are submitted to the Director of Accessibility Services with supporting documentation. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability.

The Director evaluates the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule. If the request is approved, the potential consequences of the reduced course load on progress towards graduation, financial aid, billing, etc. will be explained to the student by the Director and/or the Financial Aid department. The Director will indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full time status for the semester in question and that he/she cannot drop below this without placing their full-time status in jeopardy.

At the agreed upon credit load the student will be considered as full time and entitled to all of the services, benefits, rights and privileges of full-time status. This includes access to living in the residence halls, participation in student activities, academic honors, and scholarship or financial aid awards available on the basis of full-time status rather than on the basis of a number of credit hours.

The Business Office will adjust the student's bill. For approvals dated before the end of the official drop period for the semester, Carroll will prorate the student's tuition based on the enrolled credit load and per credit charges if the adjustment results in a figure lower than full time tuition. Other charges (activity fees, room, board, etc.) are not affected by this accommodation.

Based on the billing adjustments and reduced credit load the student's financial aid will be adjusted. Within the limits of Federal financial aid regulations every effort will be made to ensure that the student has an adequate financial aid package to pursue their studies.

Animals on Campus

Carroll College recognizes the importance of Service Animals and of Emotional Support Animals and is committed to allowing them on campus as described in the Animals on Campus Policy. Although it is the policy of Carroll that individuals are generally prohibited from having animals of any type in college housing, exceptions will be made for students with disabilities requiring accommodations, and students assigned animals for the Anthrozoology Program. The Animals on Campus Policy applies to all students, faculty, and staff. **(See Appendix)**

Dietary Requests

This policy outlines the process for students with documented medical conditions or disabilities that affect their dietary needs to request and receive reasonable accommodations in campus dining services. Carroll College is committed to providing equal access to its services and programs, including dining, in accordance with the Americans with Disabilities Act (ADA) and other applicable laws. This policy includes, but is not limited to, food allergies, celiac disease, diabetes, and other conditions that necessitate specific dietary restrictions. Students requesting accommodations for lifestyle preferences that include vegetarian and vegan diets, kosher, halal, etc. are directed to explore existing campus dining options. Those with documented medical needs will follow the process outlined below.

1. Students requiring dietary accommodations should apply using the *Accessibility Services Request* in the MyCarroll app. Medical documentation from a qualified professional verifying the medical diagnosis requiring the accommodation should be uploaded into this application.
2. Students should then schedule an appointment using the Handshake app to meet with the Director of Accessibility Services to discuss his/her individual challenges, and to provide more information regarding how alternatives will mitigate disability symptoms.
1. Accessibility Services, in consultation with Sodexo Dining Services will review the student's request and supporting documentation. The student may be asked to meet with the Sodexo Dietitian and/or General Manager to further discuss his/her experience with the food options at Carroll College including the challenges experienced.
2. If a meeting with the Sodexo Dietitian or General Manager is required, a summary of this meeting will be sent to the Director of Accessibility Services to help with making an accommodation determination.
3. If the request is approved, an individualized accommodation plan will be developed outlining the specific dietary accommodations. This plan may include:
 - Access to information about ingredients and food preparation.
 - Availability of allergy-free food options.
 - Procedures to prevent cross-contamination.
 - Access to a designated allergy-friendly food preparation area or a separate kitchen.
 - Modification or release from mandatory meal plans if reasonable accommodations within dining services are not feasible.
4. The student will be informed of the decision via the Accommodation Approval Letter. This letter is uploaded into the student's eRezLife portal, and it is copied to the Director of Housing and Residence Life if a billing statement change is indicated.

Housing

Carroll College recognizes the importance of providing reasonable accommodations in its housing policies and practices where necessary for individuals with disabilities to use and enjoy Carroll housing. This policy explains the specific requirements and guidelines which govern requests for reasonable accommodation. Carroll reserves the right to amend this policy at any time as circumstances require.

Accessibility Services is responsible for evaluating whether to grant or deny requests for housing accommodations at Carroll College. Individuals with a disability who reside or intend to reside in campus housing who believe they need a reasonable accommodation must contact the Director of Accessibility Services by using the *Accommodations Request Form*. In evaluating the request, Accessibility Services

may consult with Residence Life, the Wellness Center, and/or the CARE Team to gather appropriate information that will lead to an equitable decision.

Carroll College will accept and consider requests for reasonable accommodation in campus housing at any time. **However, housing accommodation requests for new incoming students have a December 1 deadline (for spring semester), and a May 1 deadline (for fall semester). Housing requests that are submitted after these dates will be based on availability.** Continuing students will have priority consideration if an accommodation is approved prior to the housing lottery that takes place in the spring semester for fall housing placements.

If the need for the accommodation arises when an individual already resides in Carroll housing, he/she should contact Accessibility Services as soon as possible. **Carroll cannot guarantee that it will be able to meet the accommodation needs during the semester or term in which the request is received.**

Accessibility Services may deny the requested accommodation if it is unreasonable. An accommodation is unreasonable if it: (1) imposes an undue financial and/or administrative burden; (2) fundamentally alters college housing policies; (3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including college property; and/or (4) is otherwise unreasonable to the operation of Carroll College.

If an accommodation request does not meet the criteria as a disability-related need and is denied, students may complete the *Application for Exception to the Campus Housing and Meal Plan Form* located on the website which provides other criteria for a housing exception.

If Accessibility Services determines a requested accommodation is unnecessary or unreasonable, the Director will contact the individual, in writing, to engage in an interactive process with the individual to determine if there are alternative accommodations that might effectively meet the individual's disability-related needs.

If the individual is unwilling to accept any alternative accommodation offered by Accessibility Services or there are no alternative accommodations available per Residence Life and Housing, an appeal notification to the Dean of Students can be made in writing. An individual may also use the grievance procedure through the Universal Reporting Form found on the Carroll College website.

FUNDAMENTAL ALTERATION REVIEW

Accommodations are typically not approved if they create a "fundamental alternation of course requirements." If a disability-related need arises that requires an accommodation that fundamentally alters a course or program, a Fundamental Alteration Review will take place.

A Fundamental Alternation Review will include the 1) Director of Accessibility Services, 2) course instructor, 3) program chair, and the 4) Dean of Students. A Fundamental Alternation Review looks at the impact on the course/curriculum of a specific accommodation. It is carried out by relevant officials without including the student in the conversation/deliberation because who the student is, and what

their disability-related needs are, is irrelevant to that review. It doesn't matter whether the student's disability does or does not justify the request for that accommodation. It only matters whether the requested accommodation is appropriate in the context of the curriculum. There are situations where additional information relative to a student's specific disability may be necessary in order to evaluate a fundamental alteration request and decision.

During a Fundamental Alteration Review, your disability and the accommodation requirements will be reviewed. The committee will discuss functional limitations of the disability, how these limitations interfere with the participation and/or performance requirements of the course or program, and explore how these functional limitations are mitigated through the requested accommodation. If the conversation fails to establish a logical connection between the functional limitations and the requested accommodation, alternatives that may be appropriate will be suggested. If the accommodation requested does seem appropriate for the student's disability-related needs, the department will determine how to work with the student within the academic context. In this case, the Fundamental Alteration of the course or program will be documented within the context of the academic curriculum due to the possibility of the curriculum being compromised with approval. Feasibility of cost, effect on the academic program, essential program requirements, and impacts to the profession including professional licensure will also be reviewed.

GUIDELINES FOR WORKING WITH FACULTY

You will find that most professors are willing and eager to make reasonable accommodations for students with documented disabilities. However, the following DOs and DON'Ts may help you communicate more effectively with your professors.

After receiving an Accommodation Approval Letter, students are encouraged to make an appointment with each professor during his or her office hours in order to facilitate a discussion about the accommodations and needs. After that initial discussion, you may discuss your accommodations with your professor before or after a class session, but only if the professor indicates clearly that he or she has time. It is always best to make appointments.

When talking with instructors, DO:

- state that you have a disability and explain that you have an Approval Letter listing accommodations granted by Accessibility Services
- have suggestions available for what they can do to help you succeed in the class
- engage them in a problem-solving process with you when there are not obvious solutions to a procedural problem
- if appropriate, make them aware of your past successes
- discuss specific details as to how examinations will be handled
- make it clear that you are an intelligent, motivated student who will succeed in class if a reasonable accommodation is made for a specific problem you have in a specific area
- demonstrate that you are a serious student: attend class regularly, complete all assignments, be familiar with your course syllabus and assignment deadline expectations, be prepared for class, and be an active participant in the classroom.

When talking with instructors, DON'T:

- quote the ADA or Section 504 (or any other law)
- dictate policy or “your rights”
- get angry
- request accommodations you have not been granted by Accessibility Services
- make unreasonable demands for large amounts of their time

It is also important to remember that, while it is your responsibility to communicate with your professors about your needs, you should never be put in a position of having to “argue your case” with a professor or staff member. If a professor is neglecting or resisting the accommodation process, notify Accessibility Services as soon as possible. The Director will serve as an advocate, ensuring that the faculty or staff member understands your needs and accommodates you properly. The Director will also guide you through the grievance process, if that need arises.

GRIEVANCES

Carroll College supports the right of students with disabilities to have access to appropriate avenues for grievances when they believe their rights according to the Americans with Disabilities Act of 1990 (ADA) as amended, or Section 504 of the Rehabilitation Act of 1973 as amended have been violated. The College has adopted this policy and the procedures below to address such alleged violations promptly and equitably.

Accessibility Grievance Procedure

The following rules are constructed to protect the substantive rights of interested people, meet appropriate due process standards, and assure that Carroll College complies with Section 504 and the ADA and their implementing regulations. Any accommodations or services already granted to the student will remain in place throughout the complaint process and any subsequent appeal. The student’s right to pursue other remedies, such as filing an ADA or Section 504 complaint with an appropriate state or federal agency or department, shall not be impaired by the internal complaint procedures of the college. Likewise, the student’s right to a prompt, equitable internal resolution of the complaint filed under these rules shall not be impaired by the student’s pursuit of an external remedy.

Any student who submits an accommodation approval to a faculty or staff member, and who believe that such accommodations have been denied or who believe that they have been discriminated against on the basis of their disability may pursue a grievance process in one of two ways:

A. Informal Grievance Procedures

Carroll College resolves to make every effort to have students work out grievances with the party that is appropriate to the issue at hand. The informal grievance procedure is a verbal or written (first-step) process a student must engage in. In order to be timely and to ensure appropriate accommodations are in place as early as possible, it is recommended that an informal complaint is initiated as close as possible to the time the alleged discrimination is detected by the student. The following steps should be taken to initiate an Informal Grievance related to disability discrimination:

1. Schedule a meeting with the Director of Accessibility Services to discuss the alleged discrimination that the student has experienced.
2. At the meeting, the student will discuss the alleged disability discrimination that he/she feels has taken place. The Director of Accessibility Services and the student will decide together if:
 - a. The student is able to schedule a meeting to speak with the staff/faculty member
 - b. The student requests that a meeting is scheduled with the student, staff/faculty member, and the Director of Accessibility Services
 - c. The student requests that a meeting is scheduled with the staff/faculty member and the Director of Accessibility Services without the student present
3. The Director of Accessibility Services will contact pertinent faculty and/or staff to gather more information in an effort to resolve the grievance. A written record of the grievance will be filed in the student's digital Accessibility file in the Accessibility Services Office.
4. If a resolution is agreed upon after a meeting with the staff/faculty member and the student, no further action will be taken. If a resolution is not agreed upon, the student may initiate the Formal Grievance Process at this time.

If the complaint involves the Director of Accessibility Services, the student may instead initiate the Formal Grievance Process through the Incident Reporting Form which will go directly to the Dean of Students. In such cases, the Dean of Students shall fulfill the responsibilities otherwise assigned to the Director of Accessibility Services throughout the informal and formal complaint process.

Regardless of how the grievance is reported, it will be investigated and the student will be contacted with the results, or instruction on how to further proceed. This process is designed to provide you with the opportunity to quickly and effectively resolve any issue(s) as they relate to the ADA and Carroll College. The College has adopted this policy and the procedure to address such alleged violations promptly and equitably.

B. Formal Grievance Procedure

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in public accommodations, commercial facilities and private businesses that are open to the public. Any Carroll College student who believes that he or she has been denied access to a Carroll program, or have been discriminated against based on a disability, may also file a confidential complaint using the **Incident/Concern Report Form** linked here and can also be found on the Accessibility page of the Carroll College website.

If the complainant has been unable to resolve the complaint or problem using the Informal Complaint Procedure, or decides to move straight to a formal complaint, the complainant may proceed with the following:

1. Complete the Incident/Concern Report Form located at www.carroll.edu. This marks the beginning of the Formal Grievance Procedure and should be initiated by the student as close as possible to the time the alleged discrimination is detected by the student.
2. In the Incident/Concern Report Form, the student should provide the following information:

- a. A description of the alleged events and action(s) of all parties involved. Please include the nature of the grievance and the rule, procedure, or policy violated
 - b. The date(s) of the alleged occurrence(s)
 - c. All steps that have been taken to try to resolve it informally
 - d. The name(s) of the person(s) who have knowledge of the subject matter of the grievance
 - e. Solutions or remedies which were proposed and why they were unacceptable
 - f. Copies of any supporting documents which the student believes to be relevant to the grievance
 - g. A statement describing the desired outcome of the grievance
3. Upon receipt of a formal complaint, the Dean of Students will work with the Vice President of Academic Affairs, Human Resources Director, and/or the Director of Accessibility Services to follow the grievance policy of the division most closely related to the grievance.
4. Depending on which division of the college is handling the grievance, the investigation will include an investigative committee consisting of a minimum of one faculty member and one staff member. The investigative team will review all information submitted by the complainant, including any additional exhibits, addendums, or supporting documentation such as emails, syllabi, faculty statements, medical documentation, or other relevant materials.
5. The investigative team may request and collect additional relevant information as needed and may interview faculty, staff, students, or other parties named in the formal complaint as part of the investigation process.
6. All grievances will be reviewed in an impartial manner and handled as confidentially as possible, consistent with the College's obligation to conduct a thorough review and comply with applicable law. Retaliation against any individual for filing a complaint, participating in an investigation, or requesting accommodations is strictly prohibited.
7. Upon completion of the investigation, the investigative team will submit a written report of findings. Any recommended remedies, corrective actions, or disciplinary action will be handled by the Vice President of Student Engagement, the Vice President of Academic Affairs, or the Human Resources Director.

C. Waivers

Any step of this complaint policy, and the time frames in the procedure, may be waived upon written agreements of all parties. The written agreement shall become a permanent part of the complaint file.

D. Confidentiality

All information and discussion of the case is confidential and must remain within the parties to the complaint. Retaliation by the college or any employee of the college against a person who has filed a grievance is strictly prohibited. If the student filing the grievance needs accommodations or assistance, in order to participate fully in the appeals process, accommodations or assistance will be provided.

E. External Agencies

Complaints regarding discrimination on the basis of a disability may be resolved through the college. However, an aggrieved individual also has the right to file a complaint with and/or seek additional information from one or more of the following:

Montana Human Rights Bureau
P.O. Box 1728
Helena, MT 59624
(406) 444-4356
(800) 542-0807

US Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - 1425 NYAV
Washington, DC 20530

Office for Civil Rights, Seattle Office
U.S. Department of Education
915 Second Ave., Room 3310
Seattle, WA 98174-1099

F. Academic Dismissal and Readmission

Students who are academically suspended or placed on academic probation sometimes raise a disability as the basis for the academic difficulty. If the student did not apply for accommodations with Accessibility Services prior to being dismissed, the burden is on the student to clarify why the disability was not brought to the attention of the College, and why the student did not seek support services. The student must also clarify what services will be used if he or she is readmitted. Readmission petitions are discussed with the Associate Vice President of Academic Affairs and are not under the jurisdiction of Accessibility Services or the Student Engagement Division. If it is found that the student has falsified any medical documentation, request, or any part of an accommodation approval, he/she may be referred to the Student Conduct Process.

ACCESSIBILITY SERVICES – REFERENCE FORMS

[FERPA Release](#)

[Audio Recording Contract](#)

[Accessibility Services Request \(hard copy application\)](#)

[Carroll College Animals on Campus Policy](#)

[Carroll College Disabilities Policy](#)