

Accommodation Descriptions

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ACCS—Accessible rooms/seating

Some students need modifications to either a facility or environment in order to have full access to a course or program. Some examples of such accommodations may include: Elevators, power doors, accessible restrooms, relocation of classes, and specialized furniture.

Classroom or environment accommodations may include: Accessible desks (for example, to accommodate a wheelchair), alternative chairs, lab equipment, etc. Some students may need to sit in a particular location, such as close to the front of the room to more easily see the board, or close to the door in the event they need to leave the room.

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.

In situations where specialized furniture has been approved by DSS for a student with a disability, DSS will make arrangements for the furniture to be placed in the classroom where it is needed. Sometimes, but not always, the furniture will be marked with the Universal symbol for accessibility indicating it is only to be used by a student with a disability.

It is important to monitor the furniture item to ensure that it is not used by a student for whom it has not been requested, and to ensure that it does not leave the classroom. If you become aware that the furniture is missing or if you have any questions regarding the accessible rooms/seating accommodation, please contact the DSS office immediately at (815) 921-2371 or RVC-DisabilityServices@rockvalleycollege.edu.

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 within the classroom or lab during the regular established class period 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. **This accommodation does not apply to out-of-class assignments and homework.** Typically an extension of time and one-half (1.5x) is the standard provided, but there may be exceptions (all exceptions must be pre-approved by the DSS office). 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.

It is important to note that in situations where an instructor agrees to grant all students in the class “extra” time, students who are approved for additional time as an accommodation must be provided their approved amount (ex. 1.0x or 2.0x) in addition to the time allowed for the rest of the class.

AID—Study / Memory Aids

A study or memory aid is an accommodation used (mostly during exams) to support students who have documented disabilities that affect retrieval of information. The study/memory aid 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
- Discerning which materials may require cues or triggers
- Developing the cues that will appear on the aid
- Securing the faculty member's approval of the aid
- Sending the proposed study/memory aid to the faculty member for approval at least two business days before an exam (students may not bring the approved study/memory aid with them to an exam)
- Contacting the instructor or DSS office regarding any concerns with the memory aid

Faculty are responsible for:

- Understanding the core course competencies and which competencies are essential for students to demonstrate
- Reviewing the study/memory aid
- Approving or denying the memory aid (denials may not be made prior to consulting with the DSS office)
- Sending approved memory aid to the Testing Center by the exam date
- Contacting the DSS office regarding any concerns with the memory aid

If the faculty member is concerned this accommodation 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. Faculty should not unilaterally render and attempt to implement a judgment that an accommodation is unreasonable, but rather follow the [Reasonable Accommodation Dispute Guidelines](#) (see "process" section for link).

Given the specific analysis for each course, it is entirely possible that the use of a memory aid may 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.

Styles of memory aids may vary. Generally, they can be written or typed, 10 or 12 font, on a large index card, OR up to one side of an 8 ½" x 11" sheet of paper. At the discretion of the instructor, a study/memory aid may or may not contain acronyms, short phrases, pictures, schematic diagrams or mind maps, names, definitions, tables, charts or key terms and certain formulae.

A study/memory aid is not meant to record all the facts, concepts or processes being tested. A study/memory aid should NOT

- Exceed one page (single sided)
- Include specific examples of how formulas are used
- Include “answer sheets’ or complete terms and definitions
- Include full course notes or all information from the course which is being evaluated
- Include open textbooks
- Serve as a substitute of studying – because a cue sheet will not help if a student has not studied the material.

ALT—Books and/or Materials in Alternate Format

Receiving textbooks or course materials in an alternative format may be a reasonable accommodation for students who have vision, learning, or other disabilities which make accessing traditional printed materials difficult. Textbooks, class handouts and other materials may not be usable in their original form and thus need to be provided in alternative formats (ex., Braille, large print, electronic, etc.) as an academic accommodation.

Students with disabilities that impact access to printed material have a right to alternative formats of the materials that are not accessible. This includes not only textbooks, but also content and documents that are loaded into RVC’s Learning Management System – “Eagle” or made available within class sessions.

The most frequently requested alternative format is electronic files (or E-Text). Electronic files can be converted into subsequent alternative formats such as MS Word documents, Daisy, Braille, etc. that allow users to access the content via a variety of means. Some students utilize special software to allow them to magnify diagrams and small print, search documents and embed notes, have material printed out in large format, sent out for conversion to Braille, or have words read out loud. The specific type of alternative format the student requires will be noted on the Faculty Notification Letter.

The process of providing alt text requires significant lead time (sometimes as much as 6 weeks or more 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.

ALTX—Alternative Format Exams

Students who have disabilities that impair their ability to read or see (such as Blindness, visual impairment, or other reading disabilities) may need their exams or quizzes in an alternative

format (ex, large print, electronic, or Braille). The specific needs of the student will be noted on the Faculty Notification Letter.

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 materials into electronic files that can be read or magnified by a screen reading or magnification program, or using a closed circuit television (housed in the testing center).

Converting an exam into alternative format (particularly Braille) may take significant lead time, so advance planning is necessary. Please contact the DSS office as early as possible if you require assistance in converting your exam(s) into an accessible format.

Please refer to the [Testing Center guidelines](#) for scheduling an exam with accommodations.

ASST—Class/Lab Assistant

Classroom or Lab Assistants aid students with disabilities with the physical mechanics and dexterity requirements of academic or lab activities, (e.g. lifting, pouring, writing, etc.) They work under the direction of the student and perform course and/or lab-related procedures that the student may not be able to perform independently as a result of his or her disability.

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. Assistants do not do the work for the student, but they may:

- Act as a scribe (filling out required lab worksheets or other written materials)
- Assist student with manipulating a mouse, keyboard, or other computer equipment
- Carry and/or manipulate lab materials
- Gather supplies
- Pour/Mix liquids
- Use tools and/or cut
- Provide verbal description for students for students who are Blind or Vision-Impaired

All information about actual class and lab processes and procedures are the student's responsibility. Assistants do not act as collaborators or tutors, nor are they a replacement for course material that may be missed due to an absence.

The Accommodations Specialist will communicate with both the instructor and student who is approved for an Assistant to identify the specific barriers that are present in the classroom/lab environment as well as determine the scope and responsibilities of the Assistant.

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 for assistance.

AT—Assistive Technology

Special software or equipment, generally referred to as assistive technology (AT), is available to students with a variety of disabilities through the DSS office. AT products provide alternative ways for a student to access a program or service, complete a task, or to improve his or her efficiency by minimizing the effect(s) of a 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 or technical assistance regarding assistive technology products, please contact Fred Williams at (815) 921-2355 or F.Williams@rockvalleycollege.edu.

CALC—Calculator for exams or Work

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 where 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. For example, calculators are not allowed where they would compromise the basic skills expected for the course, such as for the basic skills test in MTH 216. 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. Faculty should not unilaterally render and attempt to implement a judgment that an accommodation is unreasonable, but rather follow the [Reasonable Accommodation Dispute Guidelines](#) (see “process” section for link).

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. Automatic captions such as those available on YouTube, are not recommended as these captions generally do not meet the quality standards. Videos that do not meet these standards should NOT be shown. The [DCMP Captioning Key](#) provides information regarding quality vs. non-quality captions.

Captioning media can take significant time, therefore it is imperative that faculty think ahead and plan proactively for any course materials that contain an audio component.

Rock Valley College's Media Lab assists faculty with captioning audio media. Requests for assistance with captioning media must be submitted [online](#) (Click "Request Media Captioning or Described Media" button). Contact Nathan Talan at (815) 921-4602 or N.Talan@rockvalleycollege.edu regarding any questions or assistance with captioning media.

It should be noted that using the Media Lab 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 face-to-face or virtual (e.g. Zoom) 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 who uses a stenograph or regular keyboard and special software to transform 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 (such as in online courses), who receives an audio signal from the room and relays the captioned text to the student through a website connection (laptop).

Since RVC utilizes real-time captioners on a contractual basis, arranging this service can take significant time. It is imperative that all requests for real time captioning are submitted [online](#) as early as possible.

CCTV—Closed Circuit Television

The CCTV is an electronic device used by people with limited or low vision to read printed text and view 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 two CCTVs: one is located in the Testing Center and the other in the Library in room 1114. To check on availability for a student to use the CCTV in the Testing Center during an exam, please call (815) 921-2380.

General questions or inquiries regarding the CCTV can be addressed to Fred Williams at (815) 921-2355 or F.Williams@rockvalleycollege.edu.

COMP—Use Computer for Extensive Written Exams or Work

Some students with certain 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 (if approved), 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. Faculty should not unilaterally render and attempt to implement a judgment that an accommodation is unreasonable, but rather follow the [Reasonable Accommodation Dispute Guidelines](#) (see “process” section for link).

CSUB—Course Substitution

Some courses, such as math or foreign language, may create barriers to a student's learning based on their disability. In these situations, a student may request a course substitution (essentially an exchange of one course for another).

All course substitution requests are evaluated on a case-by-case basis and take into consideration a variety of factors, including: the student’s learning history, documentation substantiating the effect of the disability, the student’s future educational goals, and the importance of the course in question to the obtainment of the goals or degree desired). To substitute a course, appropriate documentation is required from a qualified professional, such as an educational diagnostician or psychologist, who addresses the functional impact of the disability on the educational environment.

Core competency classes, courses that are necessary to fulfill degree or program requirements, and courses that are prerequisites for required courses typically do not qualify for consideration under this procedure. However, through an interactive process with the student and in most cases, the academic department overseeing the course in question, a determination will be made as to whether or not a course substitution is possible.

In situations where a course substitution is approved, the student and the appropriate academic department will agree on an alternative course(s) to replace the credits of the class that is being substituted. The entire process should not take more than 30 days, in most cases.

DESC—Audio Descriptions for Media

People with visual impairments are unable to see the images (moving or static) in a video. They can miss important information or context setting clues because they are only able to listen to the accompanying audio. Providing text or audio descriptions of visual components can help users access and understand the content in its entirety.

Describing media can take significant time, therefore it is important that faculty plan proactively to ensure that this accommodation can be implemented as quickly as possible.

To create described media, a media file with both audio and visual content will need an additional audio track added to describe what is happening visually in the media. An additional narration soundtrack (an audio description) should describe important visual details that cannot be understood from the main soundtrack alone, such as information about actions, characters, scene changes, on-screen text, and other important visual content.

RVC's Media Lab assists faculty with describing media. Requests for creating audio descriptions must be made [online](#). For additional information or assistance regarding describing media, contact Nathan Talan at (815) 921-4602 or N.Talan@rockvalleycollege.edu.

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, use an assistive technology program, or need white noise or music to assist them with concentration.

Where students take their exams (ex. regular classroom vs. Testing Center) may vary depending on multiple factors. When possible, the Accommodations Specialist will make note on the Faculty Notification Letter of any particular details regarding the student's preferences. It is always recommended that faculty consult with the student to determine the best possible option(s), and to ensure that there are no misunderstandings regarding where the student wishes to take their exam(s). If the student's preference cannot be honored, another equally effective alternative must be recommended.

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

Some students have a disability that may require some form of medical attention or assistance. Some examples include students who have Diabetes, Seizure Disorders, or other chronic health conditions. Although students are not required to share information regarding their disability or specific diagnosis, they may be encouraged to share with you any specific information which they feel may be appropriate or necessary in regards to the context of their condition and need for assistance. Information as it pertains to the student's specific circumstances, or academic accommodations that may be required, is typically noted on the Faculty Notification Letter.

The RVC Campus Police department has a Disability Emergency Response Form (DERF) on file for students with this accommodation so that they have relevant information in the event of an emergency.

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. If you have any questions regarding a student with an EMER accommodation, please feel free to contact the Disability Services office at (815) 921-2371 or [Email](#).

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. In these situations, this will be noted on the Faculty Notification Letter that you receive for the student. 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.

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

One of the most common accommodations is extended time for exams and quizzes. This accommodation applies to any exam 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 other ways when this is not possible, such as 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.

Where students take their exams may vary depending on multiple factors, therefore it is important that faculty consult with the student to determine the best possible option. If the student's preference cannot be honored, another equally effective alternative must be recommended. The student and instructor should consult together to determine the plan for implementation.

It is important to note that in situations where an instructor agrees to grant all students in the class “extra” time for an exam or quiz, students who are approved for additional time as an accommodation must be provided the approved 1.5x in addition to the time allowed for the rest of the class.

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 common accommodations is extended time for exams and quizzes. This accommodation applies to any exam 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 other ways when this is not possible, such as 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.

Where students take their exams may vary depending on multiple factors, therefore it is important that faculty consult with the student to determine the best possible option. If the student's preference cannot be honored, another equally effective alternative must be recommended. The student and instructor should consult together to determine the plan for implementation.

It is important to note that in situations where an instructor agrees to grant all students in the class “extra” time for an exam or quiz, students who are approved for additional time as an accommodation must be provided the approved 2.0x in addition to the time allowed for the rest of the class.

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>.

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.

The College's “No Electronics” policy does not apply to students who are approved by DSS to use a laptop as an accommodation.

LGHT—Special Lighting

Lighting accommodations (particularly during testing) may be requested by students who have specific disabilities such as vision loss, migraines or seizure disorders. Specific lighting modifications could assist in minimizing triggers, increasing focus/concentration, and reducing discomfort.

Some examples of modifications to lighting in an academic environment may include: adding fluorescent light filters to existing fluorescent lights to create more natural lighting, dimming or changing lighting completely in the 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.

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

LIST—Assistive Listening Devices

Assistive Listening Devices (ALDs) 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. Most ALD systems 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 utilize a receiver (with either earbuds, a neckloop, or headphones) and the instructor would use a wireless lapel microphone. Training for both students and faculty would be provided by the DSS office. For more information, training, or assistance regarding using an ALD in your classroom, please contact Fred Williams at (815) 921-2355 or F.Williams@rockvalleycollege.edu.

LIVE—Livescribe (Smart) Pen

A Livescribe or Smartpen is used by some students to assist with note taking and capturing lecture information. Inside the pen is a camera that takes a picture of the notes as they are

written. The student records notes on a special Livescribe notebook which uses regular paper printed with a unique pattern of tiny micro-dots. This pattern is called DPS and works like a GPS for the smartpen. The smartpen's high-speed infrared camera reads the dot-pattern, which enables a wide range of digital functionalities and paper-based applications. Students can go back after class and listen to any part of the audio recording by tapping anywhere on the written notes.

The DSS office has Smartpens available for students to check out on a loaner basis. To inquire about availability or for more information, please contact Fred Williams at (815) 921-2355 or F.Williams@rockvalleycollege.edu.

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.

Typically the specific preference(s) of the student needing note taking assistance will be indicated on the Faculty Notification Letter. In situations where a student requires a peer note taker, the note taker is typically a volunteer peer in the student's class.

Instructors can assist with obtaining a note taker by: 1) making an announcement when class begins (be sure to maintain confidentiality of the student requiring the note-taker) or 2) 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 or she is willing to serve as a note taker for a student with a disability, please be sure the student knows who he or she would be taking notes for. It is recommended that the student and note taker discuss together how the notes will be provided (ex. E-mail, text, picture of notes with phone, etc.)

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.

OACD—Other Academic accommodations

Other academic accommodations is a general category of accommodations that refers to those accommodations that are "non-standard" or unique in nature. Examples may include a reduced course load, course waiver, 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 academic 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: RVC-DisabilityServices@rockvalleycollege.edu or (815) 921-2371.

OCLS—Other Classroom accommodations

Other classroom accommodations is a general category of accommodations that refers to those accommodations that are "non-standard" or unique in nature. Examples may include the 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, student needing to have access to food or drink, 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 classroom 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: RVC-DisabilityServices@rockvalleycollege.edu or (815) 921-2371.

OEXM—Other Exam accommodations

Other exam accommodations is a general category of accommodations that refers to those accommodations that are "non-standard" or unique in nature. Examples may include the use of a particular type of technology, need for student to take breaks if needed, use of a white 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 exam 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: 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.

If copies of PowerPoints or lecture notes 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.

If assistance is required in determining other alternatives to having access to PowerPoint or other course materials, please contact the DSS office at (815) 921-2371 or RVC-DisabilityServices@rockvalleycollege.edu.

PREG—Priority Registration

Students may, in some cases, need to register for classes ahead of the open registration times. This accommodation is determined on a case-by-case, semester by semester basis by DSS. Students eligible for priority registration receive information from DSS prior to the registration period.

Priority registration may be appropriate for students who require:

- Accessible classrooms
- Sign language interpreting, real-time captioning, or captioned media
- A specific schedule due to medical or health reasons

The student is responsible for registering for their class(es) on the designated date, which generally falls on the 2nd day of the College's established priority registration period.

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 (typically between 9 and 11 credit hours) 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.

The Faculty Notification Letter will indicate whether the student is approved for a reduced course load. Students should be aware that Federal law requires Pell Grant funds to be prorated based upon the number of credits taken, and that the student financial aid budget will be adjusted accordingly. In addition, to participate in the federal Stafford Loan Program, or to

have a previous loan deferred, the student must take at least six (6) credits. Finally, as always, eligibility for financial aid depends upon satisfactory academic progress. It is recommended that any student considering a reduction to their course load consult with the RVC Financial Aid office to discuss the potential impact on their financial aid package.

REDR—Reader/Audio Exams

Some students process and comprehend information better when it is presented in an auditory format. A “Reader” is a screen reading software program or 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 or her skill level without being impacted by his or her disability.

Note: 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 student.

Students who have a reader as an accommodation may gain access to the course or 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 or NVDA), 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 and when appropriate, will be noted on the Faculty Notification Letter.

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

SCRB—Scribe to record for exams

A “Scribe” is a person who records (in writing) the oral answers of a student’s 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

In some situations, a student may request to sit in a specific part or location of the classroom or academic environment. An example would include a student with a visual impairment who may need to sit at the front of the classroom to better see the slides, overheads, or chalkboard. Likewise, 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 the Faculty Notification Letter (generally at the bottom of the form in the notes section). It may be necessary for the Professor to hold a particular seat for a student if the class is especially full or if the preferred/required seat ends up being used by another student in class.

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. As such, it is the College's [policy](#) to ensure that all individuals with disabilities who require the assistance of a service animal have an equal opportunity to access College property, courses, programs, and activities.

In implementing this Policy, Rock Valley College complies with the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Service Animal Access Act/White Cane Law, and all other federal and State laws pertaining to service animals and/or accommodations for individuals with disabilities.

Because a student will be utilizing a service animal in your classroom, it is important that you understand the specific requirements and responsibilities of this policy. Please review the complete [Administrative Procedures](#) on service animals and reach out to the DSS office with any questions or concerns.

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. Some such accommodations or aids may include the use of a spell-check device, word processor, or not penalizing a student for spelling

errors. The academic decision of whether or not spelling is essential to the course is typically the prerogative of the faculty and/or academic unit involved. However, this decision must be made within legal parameters and in consultation with DSS.

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. Faculty should not unilaterally render and attempt to implement a judgment that an accommodation is unreasonable, but rather follow the [Reasonable Accommodation Dispute Guidelines](#) (see “process” section for link).

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.

The DSS office arranges interpreting services for all courses in which a student is enrolled.

However, it is the faculty member’s responsibility to make requests for any course-related activities or events outside of the usual class time.

Arranging for interpreting services can take time, therefore it is imperative that requests for interpreting are submitted as soon as possible. Requests are submitted online via the [request form](#).

For more information on using an interpreter please reference the [Tips for Instructors When Working With An Interpreter](#) guide.

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.

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. If an agreement is desired, please contact the DSS office for assistance at (815) 921-2371 or RVC-DisabilityServices@rockvalleycollege.edu.

A [sample agreement form](#) can be referenced here.

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