

# 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 the course or program. Some examples of such accommodations may include: Elevators, power doors, accessible restrooms, etc.

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.

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

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

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

## **AID—Study / Memory Aids**

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

Given the specific analysis for each course, it is entirely possible that the use of a memory aid will be allowed for some exams, and not allowed for others. Faculty should work collaboratively with the student to identify whether or not a memory aid is appropriate and if so, what

information it may include. If the faculty member is concerned that this accommodation is unreasonable because it may lower standards, compromise an essential component of or fundamentally alter a course or program, such concerns should be addressed to the DSS office upon receipt of the faculty notification letter email.

For more detailed information on the process for using a study/memory aid, refer to the [DSS website](#).

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

Receiving textbooks and/or materials in an alternative format may be an accommodation for students who have vision, mobility, learning, or other disabilities that impact their ability to access standard print. The most frequently requested format is electronic files (or E-Text) that students can access in a variety of ways, including via the computer, MP3 player, Daisy player, or screen reading software. Other alternative formats such as large print or Braille may also be requested.

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

For more information on the process for requesting alternative text, visit: <http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Alternative-Text-Materials.cfm>.

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

## **ALT—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). 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 with a screen magnification program, or using a closed circuit television (housed in the testing center). Converting an exam into Braille may take

significant lead time, so advance planning is necessary. Please contact the DSS office as early as possible to receive assistance in converting your exam(s) into an accessible format.

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

## **ASST—Class/Lab Assistant**

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

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

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

## **AT—Assistive Technology**

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

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

For more information on AT, please visit:

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

For information or technical assistance regarding assistive technology products, please contact Fred Williams at (815) 921-2355.

## **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. DSS will consider requests for use of a calculator on a case-by-case basis.

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

## **CAPT—Captioned Media**

In accordance with Federal Law, media that contains an audio component must include quality captions or subtitles to ensure equal access by individuals with disabilities. Requests for assistance with captioning media should be submitted online: [Request Media Captioning \(rockvalleycollege.edu\)](http://rockvalleycollege.edu).

It should be noted that this is not the only option for obtaining quality captioned media, additional options can be found in the [FAQ link](#).

Please contact Nathan Talan at (815) 921-4602 or [N.Talan@rockvalleycollege.edu](mailto:N.Talan@rockvalleycollege.edu) regarding any questions or assistance with captioning media.

## **CART—Real Time Captioning**

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

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

All requests for real time captioning should be submitted online:  
<https://hood.accessiblelearning.com/RockValleyCollege/CustomRequest.aspx>.

More information relating to using CART services can be found here:  
<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Communication-Services.cfm>.

## **CCTV—Closed Circuit Television**

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

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

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

Some students with disabilities may need to use a computer for longer written assignments or essay exams. Using a computer allows these students the opportunity to avoid physical fatigue, have access to tools such as a spell checker or dictionary (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.

## **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). Typically only courses determined by the

College to be non-essential to a program of study may be substituted, but all requests must be evaluated on a case-by-case basis. Any student wishing to request a course substitution should contact the DSS office at (815) 921-2371 or [Email](#). The DSS staff will work in collaboration with the appropriate academic division to determine whether a substitution is appropriate and/or whether any other alternative options exist. Faculty or academic departments should be prepared to explain what a graduate is demonstrating/walking away with, by having met the core math requirement, and whether there are other courses that could fulfill those requirements or objectives.

## **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.

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.

To make a request or for assistance with creating audio descriptions, please contact [N.Talan@rockvalleycollege.edu](mailto: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, or need white noise or music to assist them with concentration.

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. 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. The student is typically encouraged to share with you any specific information which he/she feels may be appropriate or necessary in regards to the context of their condition and need for assistance.

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

the student's impairment. This student has been approved for “time and one-half” (1.5x) based on standard exam time.

It is important that the student and instructor jointly, and as proactively as possible, discuss the date, time, and location in which the exam/quiz will be taken. Generally, students utilizing extended time will take their exam/quiz at the same time the rest of the class is testing. However, time extensions may be provided several ways (ex., by allowing a student extended time directly before or immediately after a scheduled exam/quiz time, during instructor's office hours, or at any other mutually agreed upon time). 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.

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

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

One of the most typical accommodations is extended time for exams. This accommodation applies to any test or quiz that is administered for a course or program. The amount of time authorized is determined on an individual basis taking into account the nature and severity of the student's impairment. This student has been approved for “double time” (2.0x) based on standard exam time.

It is important that the student and instructor jointly, and as proactively as possible, discuss the date, time, and location in which the exam/quiz will be taken. Generally, students utilizing extended time will take their exam/quiz at the same time the rest of the class is testing. However, time extensions may be provided several ways (ex., by allowing a student extended time directly before or immediately after a scheduled exam/quiz time, during instructor's office hours, or at any other mutually agreed upon time). 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.

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.

## **LGHT—Special Lighting**

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

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

## **LIST—Assistive Listening Devices**

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

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

Students using ALDs typically would utilize a receiver and provide the instructor with a wireless lapel microphone and some basic training on its use. For information or additional assistance regarding using an ALD in your classroom, please contact Fred Williams at x2355.

## **LIVE—Livescribe (Smart) Pen**

A Livescribe or Smartpen captures everything that is written and spoken. 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 to get more information, please contact Fred Williams at (815) 921-2355 or [F.Williams@rockvalleycollege.edu](mailto: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. Students should take an active role in attempting to secure a note taker, and in asking their instructor for assistance, when necessary.

Volunteer note-takers are typically peers in the student's class. Instructors can assist with obtaining a Note-taker by: 1) making an announcement when class begins 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/she is willing to serve as a note taker for a student with a disability, please be sure the student knows who he/she would be taking notes for, and direct the note taker to the DSS office where they can receive further instruction.

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

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

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

## **OACD—Other Academic accommodations**

Other accommodations refer to those services or accommodations that are "non-standard" or unique in nature, such as a reduced course load, course waivers, or accommodations that are

highly individualized to a specific student's needs and circumstances. These accommodations are determined on a case-by-case basis taking into account the student's documentation, the nature and severity of the disability, and specific barriers that exist.

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

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

## **OCLS—Other Classroom accommodations**

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

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

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

## **OEXM—Other Exam accommodations**

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

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

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

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

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

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

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

## **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. 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.

Some examples of where priority registration may be appropriate include: a blind student who needs to register early in order to obtain materials in an alternative format, a physically disabled student who needs to register in a particular section of a class due to its location, or a student with a disability who needs a final course to complete degree requirements and who needs special accommodations to participate in/complete this course.

Additional information on priority registration can be found at:

<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Priority-Registration.cfm>

## **RCL—Reduced Course Load**

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

More information on requesting a reduced course load can be found at: [Link:

<http://www.rockvalleycollege.edu/StudentServices/DisabilityServices/Reduced-Course-Load.cfm>]

## **REDR—Reader/Audio Exams**

Some students process and comprehend information better when it is presented in an auditory format. A “Reader” is a person (generally a staff member in the testing center) who reads exams aloud to students who cannot access the written text in which it is normally presented. The purpose of the reader is to allow the student with a disability a greater opportunity to demonstrate his/her skill level without being impacted by the disability. A reader does not interpret, re-word, or explain the test. They read only the test directions, questions (exactly as they appear on the exam form), and answer choices to the test-taker.

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

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

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

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

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

## **SEAT—Preferential seating**

This accommodation is provided to students for many different reasons. A student with a visual impairment may request preferential seating at the front of the classroom to better see the slides, overheads, or chalkboard. Students with hearing impairments may request a specific seating location to better hear the instructor or to accommodate their Sign Language interpreter. And a student with anxiety or a medical condition may request preferential seating near the door, should they have an attack or need to quickly leave the room.

The particular seating preferences of the student will be noted on his/her accommodation notification- generally at the bottom of the form in the notes section.

## **SERV—Service Animal**

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

### **Service Animals**

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

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

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

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

### **Assistance Animals**

An assistance animal is an animal that provides emotional support, comfort or companionship. Assistance animals are not required to have formal training. Assistance animals or Emotional Support animals are not considered service animals under the Americans with Disabilities Act and therefore are not permitted on campus.

For additional information, please see the complete [RVC Policy](#) on service animals.

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

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



course standards and essential requirements, thus it should be determined on a case-by-case basis.

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

## **TERP—Sign Language Interpreter**

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

To make a request please complete the [request form](#).

For more information on using an interpreter, please contact the DSS office at (815) 921-2371 or [Email](#). For additional details and procedures relating to interpreter services see our [handbook](#).

## **TPRL—Recorder**

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

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

Section 104.44 Academic Adjustments

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

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

A sample agreement form can be found here:

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

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