We are thrilled that you have chosen Rock Valley College as your postsecondary school of choice. As you become familiar with the campus and all it has to offer, we hope that your experience here will be engaging and rich, filled with lots of opportunities for growth. As a student with a disability, we understand that the transition into college life may be confusing and challenging at times. This resource was designed as a guide to assist you in learning about the campus, your rights and responsibilities, resources available to you, and knowing what to expect as you begin this new chapter of your academic career.

In conjunction with the college’s core values and overall mission, the Disability Support Services (DSS) office leads the campus community in its commitments to recognize and appreciate disability as a valued aspect of diversity, to design more welcoming and inclusive environments, and to ensure that all aspects of campus life are universally accessible.

To accomplish its mission, the DSS office strives to:

- Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship;
- Provide individual services and facilitate accommodations to students with disabilities;
- Collaborate with partners to identify and remove barriers to foster an all-inclusive campus that is physically, programmatically, and attitudinally accessible to all students with disabilities; and
- Engage and support the campus community in progressive system change to promote an accessible and inclusive climate for all students with disabilities.

Our goal is to ensure that you have a successful, meaningful experience at RVC. If, at any time, you have questions or concerns you may contact the staff in the Disability Support Services office for direction and support.

Sincerely,
Lynn Shattuck
Lynn Shattuck, M.A.
Director, Disability Support Services
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OFFICE LOCATION, CONTACT INFORMATION, & STAFF

Location: Student Center, ground floor
Phone: (815) 921-2371
Fax: (815) 921-2379
Email: RVC-DisabilityServices@RockValleyCollege.edu
Website: RockValleyCollege.edu/DisabilityServices

Lynn Shattuck, Director ............................................................ (815) 921-2356
   Email: L.Shattuck@RockValleyCollege.edu
Gloria Burton, Administrative Assistant (morning)...........................(815) 921-2371
   Email: G.Burton@RockValleyCollege.edu
Beth Palm, Administrative Assistant (afternoon)............................(815) 921-2371
   Email: B.Palm@RockValleyCollege.edu
Rhonda Yaun, Accommodations Specialist ....................................(815) 921-2362
   Email: R.Yaun@RockValleyCollege.edu
Michael Sentilleses, Assistive Technology Specialist .....................(815) 921-2364
   Email: M.Sentilleses@RockValleyCollege.edu
Susan Frampton, Sign Language Interpreter .................................(815) 921-2359
   Email: S.Frampton@RockValleyCollege.edu
Natalie Mahaney, Sign Language Interpreter ...................................(815) 921-2358
   Email: N.Mahaney@RockValleyCollege.edu
MaryAnne Ax, RAISE Program Coordinator .................................(815) 921-2371
   Email: M.Ax@RockValleyCollege.edu
Disability Support Services (DSS) Mission

In conjunction with the college’s core values and overall mission, the Disability Support Services office leads the campus community in its commitments to recognize and appreciate disability as a valued aspect of diversity, to design more welcoming and inclusive environments, and to ensure that all aspects of campus life are universally accessible.

To accomplish its mission, the DSS office strives to:

• Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship;
• Provide individual services and facilitate accommodations to students with disabilities;
• Collaborate with partners to identify and remove barriers to foster an all-inclusive campus that is physically, programatically, and attitudinally accessible to all students with disabilities; and
• Engage and support the campus community in progressive system change to promote an accessible and inclusive climate for all students with disabilities.

DSS Vision Statement:
The Disability Support Services (DSS) office envisions a College community that is universally accessible to all members of the campus community; an environment in which all offices and departments share the responsibility of providing an equal opportunity to students with disabilities; and a community where everyone is recognized for their talents and abilities to be a contributing member.

Student Learning Outcomes (SLOs):
The following student learning outcomes (SLOs), based on the Council for the Advancement of Standards in Higher Education (CAS), serve as the foundation for which to guide practice and create quality programs for student learning.

• SLO 1: Students can express an understanding of their right to an accessible experience on campus as a result of information provided by DSS.
• SLO 2: Students will request accommodations using DSS guidelines.
• SLO 3: Students will engage in communication with professors when accommodations are needed using DSS guidelines.
• SLO 4: Students endorse a more positive view of disability as a result of interaction/information from DSS.
• SLO 5: Students will actively participate in conflict resolution by following the appropriate DSS procedures.

Notice of Nondiscrimination
It is the policy of Rock Valley College to provide equal opportunity in its admissions, employment, and educational programs and activities consistent with federal and state law. Discrimination is prohibited on the basis of race, color, religion, national origin, ancestry, citizenship status, sex, age, physical or mental disability, marital status, order of protection status, sexual orientation, veteran status, or unfavorable military discharge, use of lawful products while not at work, genetic information, or other legally protected categories.

Inquiries regarding compliance with state or federal nondiscrimination requirements may be directed to:
Terrica Huntley, Dean of Students
Rock Valley College | Student Center, Room 2110
3301 N. Mulford Road, Rockford, IL 61114-5699
(815) 921-4187 | Fax: (815) 921-4059
T.Huntley@RockValleyCollege.edu | RockValleyCollege.edu/DeanOfStudents

Disclaimer
The information in this Disability Support Services Handbook is subject to change without prior notice or obligation.

Handbook Acronym Guide

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hypertension Disorder</td>
</tr>
<tr>
<td>AT</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>DHOH</td>
<td>Deaf/Hard-of-Hearing</td>
</tr>
<tr>
<td>DSS</td>
<td>Disability Support Services</td>
</tr>
<tr>
<td>EIT</td>
<td>Electronic Information Technology</td>
</tr>
<tr>
<td>HOH</td>
<td>Hard-of-Hearing</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>NAD</td>
<td>National Association of the Deaf</td>
</tr>
<tr>
<td>PCA</td>
<td>Personal Care Attendant</td>
</tr>
<tr>
<td>RD</td>
<td>Registry of Interpreters for the Deaf, Inc.</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
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</tbody>
</table>
Rock Valley College (RVC) is committed to student success; however, we do not require students to use accommodations, nor will we provide them unless they have been requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Support Services (DSS) and submitting requests for accommodations each term through the DSS Accommodations Portal.

Ensuring equal access requires collaboration. Students are expected to work in concert with DSS to specify, arrange, and follow through on accommodations. Should problems occur, students should alert DSS in a timely fashion so that together we can address the problem(s).

Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations prohibit discrimination on the basis of disability. Under these laws, students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws.

Student’s Rights – Students with disabilities who attend RVC have the right to:

1. An equal opportunity to learn. If the location, delivery system, or instructional methodology limits access, participation, or ability to benefit, students have a right to reasonable alterations in those aspects of the course (or program) to accommodate a disability. The accommodation may not fundamentally alter the nature of the program or activity, lower academic standards, present an undue financial or administrative burden on the university, or pose a threat to others or public safety.

2. An equal opportunity to participate in and benefit from the academic community. This includes access to services, extra-curricular activities, housing, and transportation at a comparable level as that provided to any student.

Student’s Responsibilities – Students with disabilities shall be responsible for:

1. Self-identifying and registering with DSS for services.

2. Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.

3. Following the appropriate procedures and requesting accommodations through the DSS Accommodations Portal each term in a timely manner. Please review the DSS service request timeline on page 10 for requesting accommodations.

4. Meeting with faculty and other service providers to discuss accommodations as needed. Information about the disability is confidential; anonymity is not guaranteed. Students are expected to take an active role in communicating and arranging appointments with faculty to discuss their accommodation needs.

5. Notifying DSS of any issues, concerns or delays in receiving requested accommodations in a timely manner.

6. Meeting and maintaining the college’s fundamental academic and technical standards. Students with disabilities are held to the same standards as all other students, including adherence to the college’s Student Code of Conduct (see the Student Handbook, pages 79-92 or go to RockValleyCollege/DeanOfStudents).

College’s Rights – Rock Valley College has the right to:

1. Identify and establish standards for courses, programs, services, and activities as well as to evaluate students on this basis.

2. Request and receive, through the Disability Support Services office, appropriate documentation that supports the need for accommodation and/or other services.

3. Deny requests for accommodation and/or other services if the documentation provided does not support such a need, is insufficient or inappropriate.

4. Select among equally effective accommodations, adjustments and/or auxiliary aides or services.

5. Deny an unreasonable request for an accommodation and/or service that fundamentally alters a program or activity at the college or that creates an undue financial burden.

College’s Responsibilities – Rock Valley College has the responsibility to:

1. Ensure that courses, programs, services, activities, and facilities, when viewed in their entirety, are accessible and useable in the most integrated and appropriate settings.

2. Provide or arrange reasonable accommodations and services for persons with disabilities in college programs, services, and activities.

3. Maintain confidentiality of documentation and other personal information except where permitted or required by law to make disclosure.

4. Provide information on programs, services and/or resources in an accessible format.

5. Promote student independence and self-advocacy of students with disabilities.
REQUESTING SERVICES

Students with disabilities seek assistance from the Disability Support Services (DSS) office for a variety of reasons. The most common reason is to put into place accommodations that will reduce barriers that students are encountering or to provide access to the educational environment which is otherwise inaccessible. Through “connecting” with the DSS office, students are able to receive information on the variety of resources that are available – specifically for students with disabilities.

CHAPTER 2

Informational Interview

The DSS office encourages you to complete an informational interview through which you will be able to identify the most useful resources specifically for you. To schedule an informational interview, contact the DSS office at (815) 921-2371.

The DSS staff is committed to working with the campus community to reduce barriers whenever possible. Accommodations are sometimes necessary when barriers cannot be removed in any other way. During an informational interview students will be able to discuss with a staff member examples of barriers they are encountering as well as accommodations that have been successful in the past. It is often useful for students to bring “documentation” with them to informational interviews, or to present the DSS office with documentation prior to attending the informational interview.

Definition of Disability

The DSS office uses the definition of disability as outlined in Section 504 of the Rehabilitation Act, the ADA of 1990, and the ADA Amendments Act of 2008. You should be able to discuss what the nature of your disability is, how the disability limits one or more activities of daily living, and how this impact has been addressed previously. If the disability is new or you have not had disability-related educational services in the past, you and the Accommodations Specialist will review areas of concern and identify potential resources.

Temporary Disabilities

Students who have short term or temporary disabilities are encouraged to contact the DSS office to schedule an information interview. It may be possible for students with temporary disabilities to receive some accommodations, such as testing accommodations or assistance with note taking, for an abbreviated period of time.
Providing Documentation

Each college or university has its own requirements for documentation necessary to prove the existence of a disability and the need for an accommodation. Institutions are only required to accommodate a student’s disability or disabilities if the relevant school personnel are aware that the student has a disability or disabilities. If you seek a reasonable accommodation, and the school requests proof of your disability, you must provide that proof. The most effective way to show that you are entitled to reasonable accommodations is to get documentation from a medical (or otherwise appropriately qualified) professional who is familiar with your disability.

Documentation of your disability must be current, meaning it must reflect your abilities and limitations at the time you request the accommodation. Therefore, seek documentation from the medical professional(s) who has most recently treated you for your disability.

Documentation varies for many reasons, but typically contains information such as:

1) the student’s diagnosis,
2) who made the diagnosis, along with when and where,
3) how the diagnosis was made, and
4) any historical information about how the diagnosis or disability has limited the student in daily life activities, including learning and processing information.

In some situations, additional information may be requested.

Any documentation provided by a student seeking resources will be maintained confidentially in a confidential manner. Documentation received by DSS does not become part of the student’s permanent record at RVC. The following provides more detail of what additional documentation may be needed, depending on the specific nature of the disability.

Learning Disability, Attention Deficit Hyperactivity Disorder, Traumatic Brain Injury, Intellectual Disability

As some learning disabilities, such as Dyslexia, often do not change substantially over time, recent documentation is not necessary. However, documentation still needs to be current so that it reflects your current abilities and limitations. It is most helpful when documentation includes the names of tests administered and accompanying scores, recommendations (based on the diagnostic evaluation results) for specific learning strategies and academic support services, and any prescribed medications or other suggested resources.

Deaf or Hard-of-Hearing

Documentation should verify the degree of hearing sensitivity. Word/speech discrimination levels are also helpful.

Mental Health Diagnoses

As the impact of mental health diagnoses may change over time, current documentation is preferred. It is most helpful when documentation includes the impact of the diagnosis and the impact of any prescribed psychotropic medications on academic performance, recommendations for specific learning strategies and academic support services, and other suggested resources.

Visual Impairment, Physical Disability, and Other Health Conditions

It is helpful when documentation includes a physician’s report on the etiology, evaluation, and prognosis of the disability or condition. Students with disabilities of a fluctuating nature may benefit from having updated documentation annually, as additional resources may become available or be identified.

Students who do not have a disability, or who do not have documentation, are still encouraged to consult with a DSS staff member. Information and guidance can be provided on accessing potential resources, obtaining documentation, and/or receiving provisional accommodations.
DETERMINING REASONABLE ACCOMMODATIONS

A reasonable accommodation is a modification or adjustment to a service, program, course, activity, job or facility that reduces or eliminates barriers that students with disabilities may encounter.

Determining what accommodations are appropriate and necessary for a particular student is a collaborative process that generally happens during the informational interview. During this meeting, an individualized “accommodation plan” is crafted which lists specific accommodations for the student. The student bears responsibility for requesting the plan each semester and communicating the plan details with each faculty member with which they have classes that semester.

Reasonable accommodations are determined by examining:

1. The barriers resulting from the student’s involvement with the campus environment (courses, programs, services, etc.);
2. The possible accommodation(s) that may eliminate the barrier;
3. Whether or not the student has access to a service, program, course, activity, job or facility without the accommodation(s); and
4. Whether or not the essential elements of a service, program, course, activity, job or facility are compromised with the accommodation.

Occasionally, or in new, complex, or sensitive circumstances, it may be necessary for DSS staff to consult with other appropriate college personnel regarding accommodations.

Accommodation Request Analysis

In reviewing accommodation requests, the following analysis is used:

- Does the student have a documented disability?
- Is the student “otherwise qualified?”
- Is the request reasonable? (The following four requirements must ALL be satisfied for the request to be considered reasonable.)
  1. The accommodation does not fundamentally alter the nature of the program or activity.
  2. The accommodation does not lower academic standards.
  3. The accommodation does not present an undue financial or administrative burden on the institution.
  4. The accommodation does not pose a threat to personal or public safety.
MAKING TIMELY REQUESTS FOR ACCOMMODATIONS

CHAPTER 5

Accommodations may not be available until requested by a student registered with DSS. In order to ensure sufficient time to provide accommodations, the student must submit their requests online (via the DSS Accommodations Portal) within the appropriate time frame each term. If a request is submitted after the suggested deadline, reasonable efforts will be made by DSS and (when appropriate) faculty to accommodate the request. However, we cannot guarantee that such a request can be met. Untimely requests may result in delay, substitutions, or denial of accommodation.

Some accommodations, such as interpreting, captioning, and alternative format materials require significant processing time. Be sure to read DSS notices, reminders, and agreements in order to most effectively receive and utilize your accommodations.

Suggested Lead Time for Accommodations

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>TIME REQUIRED</th>
</tr>
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<tbody>
<tr>
<td>Interpreting, Real-time Captioning, Real-time Transcribing, Video Captioning,</td>
<td>Immediately upon registration.</td>
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<tr>
<td>Classroom Relocation, Braille materials</td>
<td></td>
</tr>
<tr>
<td>Tables, Chairs, Footstools, Podiums, Lab Assistants/Library Assistants</td>
<td>At least six (6) weeks prior to the beginning of the new term.</td>
</tr>
<tr>
<td>Alternative Format Course Materials (ex., E-text, Braille, Large Print, Tactile</td>
<td>At least six (6) to eight (8) weeks prior to the beginning of the</td>
</tr>
<tr>
<td>Graphics, etc.)</td>
<td>new term.</td>
</tr>
<tr>
<td>Note-Taking Services</td>
<td>Upon registration or one (1) week prior to the new term.</td>
</tr>
<tr>
<td>Alternative Testing</td>
<td>Minimum advance notice required for scheduling exams with Testing</td>
</tr>
<tr>
<td></td>
<td>Center:</td>
</tr>
<tr>
<td></td>
<td>Quizzes and Exams - 3 business days</td>
</tr>
<tr>
<td></td>
<td>*One (1) business day prior to a quiz or exam students should</td>
</tr>
<tr>
<td></td>
<td>call the Testing Center to confirm appointment and delivery of</td>
</tr>
<tr>
<td></td>
<td>exam</td>
</tr>
<tr>
<td>Reasonable Flexibility of Attendance</td>
<td>Reasonable flexibility of attendance details should be discussed</td>
</tr>
<tr>
<td></td>
<td>with your instructor by the end of the 1st week of the term.</td>
</tr>
<tr>
<td>Reasonable Extension of Assignment Deadlines</td>
<td>Reasonable extension of assignment deadlines should be discussed</td>
</tr>
<tr>
<td></td>
<td>with your instructor by the end of the 1st week of the term.</td>
</tr>
</tbody>
</table>

Assistive Technologies or Software Time required: At least 2-4 weeks

Personal Services

Postsecondary institutions are not required to provide “personal services” to students with disabilities, per applicable laws. Below are some examples of common personal services:

1. Private tutoring
2. Personal Care Attendant (PCA)  
   (To learn more about what a PCA is, please see pages 30 and 48.)
3. Personally prescribed medical devices  
   (eyeglasses, wheelchairs, hearing aids, etc.)
4. Personal transportation/mobility services
5. Personal assistance to transport books or other personal items

Students can contact DSS for referrals to resources that are available to all students, or available within the community, such as: campus tutoring resources, Rockford Mass Transit District (RMTD), Department of Rehabilitation Services, etc.
ASSISTIVE TECHNOLOGIES (AT)

Special software or equipment, generally referred to as Assistive Technology, is located at a variety of locations on campus. The following are some common types of assistive technologies available on campus to students.

- **ZoomText** is a screen magnification software that will magnify text from print and electronic sources.

- **JAWS** is a speech output software that incorporates screen reading capabilities to read aloud text from word processing and the Internet.

- **Dragon Naturally Speaking** allows users who have difficulty using a standard keyboard to type documents by using their voice.

- **Kurzweil 3000** enables students with learning disabilities to scan and read aloud books, digitized documents, and the Internet.

- **Dolphin Easy Reader** is a digital talking book software that allows users to read and listen to content through a combination of text, speech, and images. This program is available for student’s to download on their home PC.

- **Closed-Circuit Televisions (CCTVs)** that magnify print materials for students who are vision impaired are located in the Testing Center as well as the Assistive Technology lab (ERC-1114) in the *Library.

* The Library is located on the Main Campus in the Educational Resource Center (ERC) on the first and second floors.

**Assistive Technology (AT) Lab:**

Located on the first floor of the Library (ERC-1114), the AT lab contains two workstations that are loaded with ZoomText Extra, JAWS, Dragon Naturally Speaking, and Kurzweil 3000 software. In addition, there is one Closed-Circuit Television (CCTV) in the lab that can be used for magnifying and reading printed materials. The lab is available for student use during regular library hours. For assistance regarding the AT lab, students should contact the Library’s Circulation Desk (815) 921-4615.

**Equipment Loaner Program:**

In addition to the above mentioned software programs, DSS also has a variety of other equipment (example: digital recorders, Livescribe pens, alternative keyboards, iPads, etc.) that can be checked out free-of-charge on a semester-by-semester basis.

For more information, or to receive training on any of the assistive technologies available at RVC, please contact our Assistive Technology Specialist, Michael Sentilleses, at (815) 921-2364 or M.Sentilleses@RockValleyCollege.edu.
ASSISTIVE LISTENING SYSTEMS

An assistive listening device amplifies sound. The system is comprised of a microphone and a transmitter (worn by the speaker) and a receiver and coupling device (worn by the listener) that transmits sound to the listener’s ear or hearing aid. Although not useful for all types of hearing loss, good candidates for the system experience an improved ability to hear both because of amplified sound and because the majority of environmental sounds are masked.

FM System

Students who are Deaf/Hard-of-Hearing may request an FM system for amplification of sound in addition to other services provided through DSS.

Please note, however, many of the newer digital hearing aids will require assistance from an audiologist in order to adjust hearing aid settings to be compatible with the FM system. If eligible to receive an assistive listening device, one may be requested by selecting “Assistive Listening Devices” when making requests for accommodations through the portal.

Students are responsible for the equipment issued by DSS and will be charged for loss or damage other than normal wear and tear.

For general inquiries and assistance related to using an FM system, please contact the Assistive Technology Specialist, Michael Sentilleses, at (815) 921-2364 or M.Sentilleses@RockValleyCollege.edu.
INFORMATION & COMMUNICATION TECHNOLOGY (ICT) ACCESSIBILITY  \ \ \ \ CHAPTER 27

Just as physical accessibility is addressed by adding curb cuts and automatic door openers to building structures, the digital and electronic infrastructure of institutions must also be made accessible in order to support the full inclusion of individuals with disabilities.

Rock Valley College is committed to the full participation and inclusion of individuals with disabilities in all of its educational and administrative services, programs, and activities, in accordance with federal and state law (the Americans with Disabilities Act of 1990 (ADA), the Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and Section 508 of the 1973 Rehabilitation Act as amended.) This commitment extends to the College’s Information and Communication Technology (ICT).

Ensuring equal and effective information and communication technology access is the responsibility of all College administrators, faculty, and staff. As such, all RVC employees have an obligation to create, obtain, and maintain all Information and Communication Technology (ICT) in a manner that ensures it is accessible to individuals with disabilities.

The US Access Board adopted new guidelines for information and communication technology covered by Section 508 of the Rehabilitation Act and Section 255 of the Communication Act, which are effective as of January 18, 2018. These standards provide guidance in regards to the procurement, development, implementation, and ongoing maintenance of ICT.

All College websites and online materials and resources should comply with the World Wide Web Consortium (W3C) Content Accessibility Double-A Conformance Recommendation, as well as the Illinois Web Accessibility Standard or “Illinois Information Technology Accessibility Act Standards.”

For questions, or assistance in making electronic information accessible, please consult with the DSS office at (815) 921-2371.
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 as an academic accommodation. Students seeking alternative format materials should present documentation that clearly supports the need for the request. The same format is not right for everyone and some formats require the use of specialized hardware or software in order to access the materials.

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. Students must make timely requests and understand that it may take time to convert material for their accessibility needs; however, in general, after receiving specific requests made by qualified students, DSS will try to find the most usable format in the shortest amount of time.

**Electronic Text (E-Text)**

The most frequently requested format is electronic files (or E-Text) that can be converted into alternative formats, such as audio or Daisy (advanced features beyond a traditional audio book) files. Word documents, text files, image files, sound files and webpages, all are electronic formats and as such, they can be accessed with adaptive software. It is possible 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. See types of software on page 11.

Creating Electronic Text:

At DSS, when materials are not available in an accessible format, we use an in-house production process. Students who are using digital materials that have been created in-house are required to sign an agreement form with the DSS office indicating they understand their rights and responsibilities as related to copyright law. *(Please note that accessible materials are intended to be used by the eligible student only and are not to be duplicated and/or redistributed).*

**Guidelines for Requesting Alternative Formats:**

Students requesting textbooks in alternative format are encouraged to do the following to ensure that materials are processed as quickly as possible:

- Submit request for books in alternative format via the [DSS Accommodations Portal](#) in order to request this accommodation. Requests should be made as soon as the student registers for classes — preferably at least six (6) weeks prior to the date that materials are needed.
- Provide the DSS office with proof of purchase (copy of your bookstore receipt or rental agreement) and your course syllabi at the time of request. In some situations, it may only be possible to convert the chapters or portions of the book that will be referenced in class.
- Notify DSS immediately if a course is dropped or changed.

The DSS office will make every reasonable effort to ensure that students receive alternative format materials in a timely manner. To that end, students should understand that:

- The DSS office can only convert materials that are in its possession, and is unable to purchase materials on the student’s behalf;
- Requests are processed in the order received;
- Many publishers state that their response time can be between six (6) to 10 weeks during peak periods, so early planning is essential;
- If the course schedule or production schedule does not allow for the timely provision of adapted materials, DSS staff, the course instructor, and the student should discuss whether an alternative, reasonable accommodation is available.
In accordance with Federal Law, media that contains an audio component (ex., television broadcast, webcast, film, video, CD-ROM, DVD, live event, or other production) must include quality captions or subtitles to ensure equal access by individuals with disabilities.

Because it can take time to create accessible media, it is recommended that you submit a request via the DSS Accommodations Portal as soon as you register for courses. It may be necessary for DSS staff to consult with your instructor(s) to gather information, such as what media is planned to be shown in class; whether it is already in an accessible format; if it is not, how and when it can be made accessible; and whether any alternative solutions may be available for making the course information accessible to you.

The DSS office can provide assistance to faculty and staff regarding making media accessible upon request. Requests to have media captioned can be submitted via the “Request Media Captioning” link on the DSS website.

For questions regarding accessible media, students should contact the Assistive Technology Specialist, Michael Sentilleses, at (815) 921-2364 (voice) or M.Sentilleses@RockValleyCollege.edu (email).
INTERPRETING & REAL-TIME CAPTIONING SERVICES

CHAPTER 10

Sign language interpreting and/or real-time captioning services may be requested for classes, class-related activities, and college-sponsored events open to students and the public. Interpreters/captioners are trained professionals who are hired by the college. All interpreters are required to abide by the NAD/RID Code of Professional Conduct. In addition, effective January 1, 2009, all RVC interpreters are required to be licensed in accordance with the Interpreter for the Deaf Licensure Act.

Student Responsibilities

• Maintain accurate and current class schedules
• Maintain current contact information (address, email, phone number, etc.) in the DSS Accommodations Portal.
• Register for classes on the priority registration date (when possible), and request accommodations in the DSS Accommodations Portal immediately after registering for classes.
• Cancel or modify requests for accommodations in the DSS Accommodations Portal as changes occur.
• Email RVC-DisabilityServices@RockValleyCollege.edu or call (815) 921-2371 when absent from class(es) or if faculty cancels class on a particular day.
  - Students who repeatedly are “no shows” in classes without requesting a cancellation of the service may have the service suspended at the discretion of the DSS Director (see “No Show/No Call Policy”).
• Be prompt in arriving at class. The interpreter will wait for 15 minutes outside the classroom if a student is tardy.

Additional Important Notes:

• Requests are filled on a first-come, first-served basis, and should be made as early as possible so as to not delay service provision.
• When two or more students who use interpreting/captioning are found to be taking the same class (but different sections), DSS may request for one or more students to switch sections whenever feasible.
• In the case of an absence, students must notify their interpreter/captioner in advance (see “No Show/No Call Policy”). For this reason, it is highly suggested that the student exchange contact information at the beginning of the semester with their interpreter/captioner.
• The interpreter/captioner is not responsible for the student’s progress or success, and is not a substitute for missed information in the event of an absence. Any concerns regarding class performance should be addressed with the appropriate instructor and/or DSS.
• Please check the class syllabus for information concerning field trips, extra credit opportunities and other activities that may require accommodations and notify DSS appropriately.

Non Class-Related Interpreting/Captioning Requests

Ideally, all advertisements for an event should list a contact person to whom requests for accommodations can be made. If no such information is provided, interpreters and/or captioners can be requested by accessing the Deaf/Hard-of-Hearing (DHOH) Request option in the DSS Accommodations Portal.

Examples of non-course-related requests may include any college-sponsored event, such as: workshops, lectures, activities, performances, and meetings. Please note that some requests may take more time than others due to the amount of prep time required for interpreters/captioners staffing coordination, etc., therefore it is imperative to provide as much advance notice as possible.

If you have any questions, or require additional direction, please feel free to contact the Disability Support Services office at (815) 921-2371.

Timeline for Requests

A minimum of 48 hours advance notice is requested; one week advance notice is preferred. Please do not make requests directly to interpreters or captioners as these professionals must have prior approval from DSS before accepting assignments.

No Show/No Call Policy:

As an individual who receives interpreting or captioning services, we expect you to give appropriate notification (as outlined in the policy below) when you will be unable to attend class and/or a college-sponsored event. Students unable to attend a class or event must notify DSS in advance. Failure to provide any advance notice will be recorded as a “No-Show.”
• The student should contact both DSS at (815) 921-2371 and their interpreter to let them know they will not be in class.

• The student is expected to call, even if there are other students in the class using the interpreter or captioner.

• If the student does not show up for a class/event two times (per semester) without advance notice, services will be suspended for that class/event until the student arranges a meeting with the DSS Director. After this meeting, services will resume should it be determined that this is the most reasonable and appropriate course of action.

• The third no show for that class/event will automatically result in cancellation of regular services for that class/event. To obtain services for future sessions of that class/event, the student must schedule another meeting with the DSS Director to review policy and discuss any concerns regarding the class/event and the accommodation. (Note: this will be required for all additional no shows beyond the third).

• A decision will be made during this meeting regarding interpreting/captioning for the remainder of the semester. It is possible that the student will need to complete a separate request form for each remaining class/event session. Should this be the outcome, the request should be submitted between 8:00 a.m. and 12:00 noon at least one day before the class/event session (or as arranged with the DSS Director).

• The interpreter/captioner will wait at the class/event for 15 minutes, and will then leave if the student has not arrived. This will be considered an absence without advance notice.

• If the student knows in advance that they may be late, they should contact the interpreter directly and an attempt will be made to notify the interpreter/captioner.

• Students are highly encouraged to exchange contact information with their interpreter/captioner prior to the start of the class/event so that timely notification can be made in the event of an absence.

If you have any questions or concerns regarding the above policy, please feel free to contact the DSS office at (815) 921-2371.

Professional Expectations & Conduct
1. Avoid having personal conversations with the interpreter/captioner during class and allow the interpreter/captioner to have a break during break time.

2. The student and the interpreter/captioner may wish to meet to discuss or develop new vocabulary for the class.
   • If the student has any difficulties understanding their interpreter/captioner, or concerns about the interpreter/captioner services, the student is encouraged to meet with the interpreter/captioner to discuss them.
   • If the student is unable to resolve an issue, contact the DSS office for assistance. The student may request that the DSS Director observe the interpreter/captioner in their class.

3. A high standard of professionalism is required of RVC Interpreters. They are expected to follow the Code of Professional Conduct established by the Registry of Interpreters for the Deaf (RID). In addition, they are expected to adhere to the policies and procedures of RVC Interpreter services. These policies include:
   • The interpreter is expected to treat all assignment-related information confidentially.
   • The interpreter should not talk about what happens in the student’s class, meeting, or counseling session.
   • The interpreter is expected to interpret the full message accurately and not censor or add to the message.
   • The interpreter should remain impartial and not become involved in the situation they are interpreting.
   • The interpreter should not offer or give personal information about the student, but instead suggest the person speak to the student directly.
   • The full text of the Code of Professional Conduct can be accessed at: RockValleyCollege.edu/ProfessionalConduct.

4. In the educational environment, interpreters/captioners may at times need to share accommodation-related issues with other staff on a need-to-know basis. The DSS staff adopts a team approach in the collaboration and sharing of work-related information. As a result, there will be times when interpreters share information about students and work experiences for the purpose of improving the quality of the DSS interpreting/captioning services.
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. There are a variety of options to consider for note-taking assistance, including the use of technological devices such as digital recorders and LiveScribe smart pens (available on loan from the DSS office). You may also request a student to take notes for you.

Students should take an active role in attempting to secure a note-taker, and asking their instructor for assistance, when necessary. A tip sheet to share with note-takers is included in Appendix A (page 45-46). Volunteer note-takers are typically peers in the student’s class. Note-takers may be obtained by:

- Informing the instructor of the need for a note-taker;
- Having the instructor make an announcement when class begins; or
- Asking another student in the class, who is reliable and has good note-taking skills, to take notes.

Usually note-takers readily volunteer. They are already taking notes for themselves, so you are not asking them to do more than what they are already doing. Students having difficulty locating a note-taker, or who have concerns regarding the quality of the notes, should discuss this directly with their instructor. If, after talking to the instructor, the issue is not resolved, the student should seek assistance from the DSS office.

In some unique situations, note-takers may be compensated. These situations are determined on a case-by-case basis, and must be preauthorized by the DSS Director. Students who are compensated must register via the DSS Accommodations Portal and complete all necessary paperwork.

Quality notes are a priority and DSS strives to provide note-takers with resources and training whenever possible. All note-takers referred to DSS are strongly encouraged to complete an online note-taker training. This comprehensive training is offered through the Described and Captioned Media Program on Postsecondary Outcomes and upon completion, students are provided with a “Verification of Training Completion” certificate. This certificate must be presented to DSS in order for the note-taker to be eligible for any compensation.

Students using note-taking assistance are encouraged to review a sample of the notes taken by a student note-taker who comes forward during the recruitment process to make sure the handwriting and organizational method will work well. If two or more students volunteer to be note-takers, ask one volunteer to be a “substitute” note-taker in the event the primary note-taker is not available. It is helpful for students and note-takers to exchange contact information up front.

Students are responsible for all communication regarding missed classes, quality of notes, and other concerns. A note-taker is not a substitute for class attendance. It is not the note-taker’s responsibility to supply the student with notes for classes they missed. The student and note-taker should establish “up front” what the note-taker agrees to do in situations where the student receiving notes is absent from class.
PRIORITY REGISTRATION

Students may, in some limited circumstances, need to register for classes ahead of the open registration times. The student is responsible for registering for their class(es) on the designated date, which generally falls on the second day of the college’s established priority registration period.

Priority registration may be appropriate for students who require:

• Accessible classrooms
• Course materials in alternative format (example: Braille or electronic)
• Sign language interpreting, real-time captioning, or captioned media
• Specific schedule due to medical and health reasons

Students must be approved for priority registration through the DSS office to be eligible for this service. It is important to note that some students may qualify for the priority registration date by virtue of sufficient credit hour completion. This is often the case with students who are close to graduation. Students should verify their registration date prior to making a request for priority registration.

Once approved by DSS, students should:

• Meet with an academic advisor BEFORE the priority registration date to schedule classes for the upcoming term;
• Register for classes on the designated date and time for priority registration; and
• Request accommodations in the DSS Accommodations Portal as soon as class registration is completed.

Tips for Maximizing Priority Registration:

Given that priority registration affords students more time during the course selection process, it is important to give consideration to the following:

• The time the class meets and how often the class meets
• The need for back to back classes or the need to schedule classes with ample breaks in-between
• If the course load has a balance of academically challenging and less difficult classes
• Location of the class and travel pattern required to get to/from class. Proactive discussions with instructors regarding course requirements, policies, concerns, or other factors that may have an impact on success in the course
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 their attention, time, energy, and resources towards a course load that is more reasonable and less demanding. The need for a reduced credit load should be discussed with the Accommodations Specialist at the initial appointment and/or with the student’s academic advisor at the time of course selection.

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.
For students who have a learning disability that impacts arithmetic computation, using a simple calculator may be a reasonable accommodation. Students who request the use of a simple calculator for the college’s placement test (either the computerized ACCUPLACER and/or Companion) must meet with the Accommodations Specialist and be approved for this accommodation prior to scheduling a test date.

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

**Process**

- DSS will consider requests for use of a calculator on a case-by-case basis.
- Students must select this accommodation when requesting their accommodations through the DSS Accommodations Portal.
- If approved, faculty will be notified by the notification letter emailed by DSS. Faculty should contact DSS if they have any concerns regarding this accommodation.
- Students must communicate the need for this accommodation with Testing Center staff when scheduling any exams/quizzes.

The student should meet with the instructor to determine the type of calculator permitted for the coursework or exam(s) and for which portions of the course or exam exam(s) a calculator would be allowed. Given the specific analysis for each course, it is entirely possible that the use of a calculator will be allowed for some coursework or exams, and not for others. For example, calculators are not allowed where they would compromise the basic skills expected for the course, such as in MTH 086, 088, 089, 091 (first unit), and the basic skills test in MTH 216.
ACCOMMODATIONS FOR SPELLING

CHAPTER 15

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 spell-check devices or not penalizing a student for spelling errors. The use of an accommodation for spelling and grammar-related course work would be reasonable so long as the accommodation does not lower standards, compromise an essential component of (or fundamentally alter) a course or program.

Process

• DSS will consider requests for use of a spelling aid on a case-by-case basis.
• Students must select this accommodation when requesting their accommodations through the DSS Accommodations Portal.
• If approved, faculty will be notified by the notification letter emailed by DSS. Faculty should contact DSS if they have any concerns regarding this accommodation.
• For exams and in-class assignments, students should meet with their instructor to identify the method that will be used to accommodate the disability (example: spell check device or the student will not be penalized for spelling errors).

If the student/faculty selects a hand-held spell checker as the accommodation, the student will be held to the same spelling standards as other students. In addition, the spell checking device should typically not provide access to definitions or synonyms.
Exam and quiz accommodations are approved on an individual basis. These accommodations allow the student to accurately demonstrate their knowledge and achievement as opposed to measuring the impact of a particular disability. Test anxiety is not considered a disability in and of itself. However, for students who experience anxiety that is related to a more comprehensive mental health condition (example: a Generalized Anxiety Disorder) and which has been diagnosed by a qualified mental health professional, accommodations may be appropriate. Students should schedule an appointment with the Accommodations Specialist to get more information.

Types of Exam/Quiz Accommodations

- **Use of a Sign Language interpreter.** If an interpreter is required, it is the student’s responsibility to notify the Testing Center as soon as the need becomes known. Requests with less than 48 hours-notice cannot be guaranteed.

- **Interpreters used for the Accuplacer entrance exam will only interpret general RVC orientation information, Accuplacer Placement Test instructions, and the post-test score.** The student may not use an interpreter during the actual test.

- **Alternative Test Forms.** Some students who have a disability that prohibits them from being able to use a standard test format, may request an alternative format such as: Braille, large print, audio and/or electronic. In addition, some student’s disability may require them to provide test answers orally or in an alternative manner. The Accuplacer Placement Test is available in large print, Braille, and audio formats for students with visual and/or print disabilities.

- **Extended time for tests.** This is typically 1.5 or 2.0 time. Extended time may be reasonable any time a student may be slowed down on a test by the impact of their disability due to reading speed, writing speed, processing speed, the use of some form of adaptive equipment, or the intervention of a reader/scribe.

The Testing Coordinator who proctors the tests will monitor students receiving extended time closely to make sure appropriate time is given. Students will be contacted if any adjustments to time are recommended.

Note: the Accuplacer placement test is untimed. Students who only need extended time as an accommodation do not need to make an appointment for this exam. All other students who require accommodations in addition to extended time, however, need to contact the Testing Center (see page 24) to schedule an appointment.

- **Student aide services (readers, scribes, lab assistants).** This accommodation is the provision of another person, or assistive technology, to assist with reading information, transferring information to paper, or working with a student in a lab. The provision of such services is based on the student’s functional limitations.

**Readers/Audio Exams:** Rock Valley College utilizes assistive technology for students who require the accommodation of a reader. Exams are imported into an electronic format and students can then have their exams read out loud via Kurzweil 3000 software. Training and support in the use of Assistive Technology is provided to students upon request.

When circumstances warrant, or when an alternative to using Assistive Technology is required, Testing Center staff may provide a human reader for exams. Such situations will be addressed on a case-by-case basis. Readers will only read what is on the printed page. Staff cannot be asked to interpret, define, explain or reword questions.

**Scribes:** Scribes will record verbatim what students have dictated. The scribe is not responsible for organizing or paraphrasing students’ words, or for correcting grammar, punctuation, or sentence structure. Students may request at any time to review what the scribe has written, either by reading it themselves or asking the scribe to read it out loud.

- **Reduced Distraction Room.** For students who are easily distracted or for a student with a disability that involves, or is aggravated by stress, provision of a reduced distraction testing environment can be a necessary and important element in their successful test-taking.

- **Adaptive Equipment and Assistive Technology.** Assistive devices and/or specialized computer software are available upon request. (See page 11 for section on Assistive Technology).

- **Miscellaneous Accommodations.** Accommodations other than those mentioned above may be approved on a case-by-case basis. Some examples may include: use of a white noise machine, playing music during exams, supplemental test aids, and adaptations to lighting.
Testing guidelines for students:

Providing testing services for students with disabilities requires careful scheduling of both the professional staff and the physical space available in the Testing Center. Therefore, it is imperative that students make their accommodation requests for testing as early as possible. The following guidelines have been established to assist students with advance planning to ensure that their needs are met in a timely manner.

1. Request Testing Accommodations through the DSS Accommodations Portal. Requests should be made every semester and for each class where accommodation is needed.

2. Communicate Accommodation Needs With Instructors. Students should communicate with instructors regarding testing accommodations whenever necessary. Some areas where clarification may be needed include what accommodations are being requested, preferred location for testing (example: classroom vs. Testing Center), timeline for completing the exam, what accommodations are allowed, etc.

3. Schedule Exam(s)/Quizzes With the Testing Center. It is recommended that testing appointments are scheduled at least three days in advance of an exam/quiz (via phone, email, or personal visit). Students should be prepared to indicate the exam/quiz date, time, course name and instructor name.

   Additional Notes:
   - Course examinations and tests are normally administered during the regularly scheduled class periods when other students are testing, unless there are extenuating circumstances.
   - A scheduled testing appointment is required for students using any of the following accommodations:
     - Student aide services (readers, scribes, lab assistants);
     - Specialized environment;
     - Adaptive equipment and/or Assistive Technology; and
     - Audio/Alternative texts formats.

4. Call to Confirm Exam/Quiz Delivery. Students are advised to confirm their appointment with the Testing Center and verify test delivery from their instructor one day prior to the test. Confirmation can be done via phone, email, or personal visit.

Contact Information for the Testing Center:
The Testing Center is located on the ground floor of the Student Center.
Phone: (815) 921-2380
Website: RockValleyCollege.edu/Testing
Email: RVC-Testing-Center@RockValleyCollege.edu

Spring/Fall Hours:
Monday 8:00 a.m. - 5:00 p.m.
Tuesday, Wednesday, Thursday 8:00 a.m. - 8:00 p.m.
Friday 8:00 a.m. - 5:00 p.m.
Select Saturdays 8:00 a.m. – Noon

Please Note: Friday, Saturday, and evening hours are subject to change during Summer, Spring Break, and between Fall and Spring semesters. Please contact the Testing Center to verify hours of operation during these periods.
FLEXIBILITY WITH ATTENDANCE & ASSIGNMENTS

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

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

Students who may not adhere to an attendance policy or may occasionally miss an assignment deadline or test due to circumstances directly related to a disability may seek an accommodation. The process for requesting this accommodation is through DSS. All requests are considered individually and on a case-by-case basis.

DSS may consult with instructors about possible flexibility in attendance/assignment policies as a possible accommodation whenever necessary and appropriate. In such a situation, the goal will be to understand in the role attendance plays in the design of the course, as well as the impact or role timing of assignments and exams play in the interactive or participatory nature of the course.

Specifically, the following may be explored:

- What is the course attendance policy? What do the course description and syllabus say?

- What method is used to calculate the final grade? (attendance, assignments, exams, etc.)

- Is the attendance policy and late work or missed exams policy applied consistently? Are there exceptions to the policy made for extenuating circumstances, such as athletic travel or religious observation?

- How much interaction is there between the instructor and students and among students?

- Do student contributions constitute a significant component of the learning process?

- Does the design of the course rely on student participation as a significant method for learning? Attendance and/or their assignment (project) contributions.

- Is there content only offered in class?

- To what degree does a student’s failure to attend class or do an assignment on time compromise the educational experience of other students in the class?

If special consideration in meeting deadlines is needed, the student needs to:

1. Request flexibility of attendance and/or assignments as an accommodation through the DSS office;

2. Notify the instructor(s) and work with him/her to determine the following:
   - How and when you should inform him/her that you will miss class
   - How/when missed assignments and/or exams should be made up
   - The number of absences (beyond what any student is allowed) that would be reasonable
   - If it is reasonable for online discussion expectations to be modified due to disability related reasons and under what conditions
   - If it is reasonable to extend the window for completing online exams or assignments
   - Whether a drop, withdraw or incomplete may be appropriate based on your particular situation(s)

The DSS office determines that the accommodation is reasonable. This does not mean, however, that a student can miss as many classes as they want, and students are still responsible for completing all coursework.

Tip: A general rule to consider for determining a reasonable timeframe for a makeup or postponement of an assignment, paper, exam or quiz is the time equivalent to that, which was missed. In certain courses, it may be appropriate to consider an alternative assignment, reading or project to make up for missed class discussions or projects. Other examples of how disability absences might be accommodated may include the ability to turn in assignment/papers late without a grade penalty or the ability to make up any assignments, quizzes or exams that have been missed without a grade penalty.
Important Information:

- An accommodation is not a blanket reason to miss class.
- Some students register late in the term and some wait to respond to the need. In these cases, faculty is not expected to provide retroactive accommodations. However, accommodation is still required, even at a late point in the term.
- At no time is the student required to present the faculty member with medical documentation verifying their disability-related absence for this accommodation.
- Absences that are not related to the effects of a disability are not included in this accommodation (i.e., absences due to a common illness, car trouble, etc.) and should be addressed according to the syllabus stated attendance/absence policy. The student is responsible for following the faculty member’s syllabus regarding absences due to non-disability-related issues.
- An accommodation in attendance is not reasonable if regular attendance is essential to the course and/or curriculum.
- Faculty are not obligated to re-teach material missed due to not attending class.
- Not every course component can be provided an extension.
- Students have the responsibility for completing all class work and should be held to the same standards as all other students.
ACCESSIBLE FURNITURE

Tables, Lumbar Support Chairs, Chairs with no Arms, Podiums, and Footstools

Although the majority of classrooms and labs are universally accessible, there may be times when a student needs a specific type of furniture due to their disability. DSS works with faculty members, Facilities, Plant Operations and Maintenance (FPOM), and other RVC departments in order to provide accessible furniture, including chairs, tables, podiums, and footstools.

Students needing accessible furniture should make requests in the DSS Accommodations Portal as soon as possible [at least six (6) weeks lead time before the start of the term is preferred]. DSS will arrange for the placement of appropriate furniture in the classroom as needed. Furniture requests made after the semester has begun may take longer to fulfill.

If there is a problem or issue with furniture, or it goes missing, please contact DSS immediately.

For questions about general campus accessibility or classroom furniture please contact DSS at (815) 921-2371 or email RVC-DisabilityServices@RockValleyCollege.edu.
Classroom Relocation

Rock Valley College takes great pride in ensuring that all campus locations, grounds, and facilities are accessible. However, on occasion certain circumstances (space layout or an elevator breakdown, for example), may require that DSS relocate class sections into more accessible facilities. DSS works to provide accessible classrooms by relocating course sections that present accessibility barriers to students with disabilities. Requests to relocate a classroom should be made as soon as possible. Classroom relocation requests made less than six (6) weeks prior to the beginning of the term may result in delays.

If students are concerned a classroom may not meet their needs, or for other general questions or concerns about campus accessibility, please contact DSS at (815) 921-2371.

Orientation & Mobility on Campus

Students are expected to independently navigate to and from classes. Human guides may be provided for unusual circumstances, such as navigating around construction barriers. If a student is uncomfortable with independently navigating the campus, they, as a personal service, may hire a human guide. Students seeking additional information about resources for employing a human guide should speak to the DSS office.

Campus Map

To the right is a Main Campus map showing all accessible entrances, elevators, handicapped parking spaces, and Emergency Call Boxes, both indoor and outdoor.

General questions or concerns regarding campus grounds or facilities can be directed to the Facilities, Plant Operations, and Maintenance (FPOM) department at (815) 921-4300.
LABORATORY ASSISTANTS

Students whose disability limits their participation in labs may be eligible for a Lab Assistant.

Lab Assistants may:

- Act as a scribe (filling out required lab worksheets or other written materials)
- Carry and/or manipulate lab materials
- Provide verbal description for students who are blind or low vision

**Please note:** Lab Assistants will only help carry out lab procedures that the student is unable to complete due to their disability. All information about actual lab processes and procedures are the student’s responsibility.

**Lab Assistants:**

- Will perform only those tasks directed by the student
- Are used as a tool, not as a teacher or tutor
- Will not prompt or guide the student in performing a lab task
- Will adhere to proper lab procedures
- May receive instructions, if needed, regarding a student’s disability-related needs from the student and/or DSS

A Lab Assistant should be requested immediately after registering for classes each term. DSS will contact the faculty member to find out the nature of the lab requirements and what barriers are present. In some cases, another student in the class may serve as the Lab Assistant, but other times it may be necessary to hire an assistant. For this reason at least six (6) weeks of lead time is preferred in order to ensure timely implementation of this accommodation.
PERSONAL CARE ATTENDANTS (PCAs)

Rock Valley College (RVC) acknowledges that some students may require a Personal Care Attendant (PCA) while in the learning environment.

The following are some important points of consideration regarding this service:
• RVC does not provide PCA services
• PCAs are hired, paid and employed by you, the student they are assisting
• PCAs are not classroom or Lab Assistants
• PCAs are required to abide by all RVC policies, including but not limited to the Student Code of Conduct (see Student Handbook, pages 79-92 or go to: RockValleyCollege/DeanOfStudents)
• PCAs are only permissible in the classroom or lab when the student being assisted is present
• PCAs may not be enrolled in the class they are working in and will not receive academic credit for the class

In order to bring a PCA to RVC, the student must register with Disability Support Services (DSS) prior to the PCA attending classes and the classes the PCA will attend each term must be identified.

Personal Care Attendant (PCA) Responsibilities

The following information provides clarification on the responsibilities of the PCA, the student and Disability Support Services (DSS).

Student responsibilities:
• Informing DSS of the need for a PCA and providing appropriate documentation
• Employing the PCA (hiring, training, paying, replacing, ensuring back-ups, etc.)
• Ensuring the PCA abides by all RVC policies, including but not limited to the Student Code of Conduct
• Establishing a non-disruptive mode of communication between themselves and the PCA in the learning environment
• Ensuring the PCA is acting as a non-academic participant in the learning environment

PCA responsibilities:
• Remaining available to assist the student with personal needs in the learning environment, as needed
• Acting as a non-academic participant in the learning environment
• Abiding by all RVC policies, including but not limited to, the Student Code of Conduct

DSS responsibilities:
• When an educational environment requires students for safety or health related reasons to meet certain criteria, such as a background check, inoculations, personal protective equipment, etc., the PCA must meet the same requirement(s)
• Requesting appropriate documentation from the student that supports the need for a PCA in order for DSS to determine eligibility for the academic accommodation allowing the PCA access to the educational environment
• Notifying faculty of PCA attendance in the learning environment
• Addressing faculty and student concerns regarding a PCA in the learning environment
• Facilitating discussion(s) between the faculty and student regarding PCA related questions and/or concerns, upon request

Refer to the PCA guidelines in the Appendix C (page 48) for more detailed information regarding utilizing a PCA in the classroom.
Students who are eligible through the DSS office for this service have a right to record (example: via a digital recorder, Smart Pen, etc.) class lectures and presentations for their personal study (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516). Students are encouraged to communicate their desire to record course lectures/material with their instructor in advance of the course, whenever possible.

Students must make a request to record lectures via the DSS Accommodations Portal. Once approved, they will be required to sign a consent form indicating that they understand and/or will abide by the following points:

- Lectures recorded for this purpose are not to be shared with other people without the consent of the lecturer;
- Recorded lectures may not be used in any way against any lecturer or a student whose remarks in class are recorded;
- Information contained in the recorded lecture is protected under state and federal law (e.g., copyright law);
- Recordings may not be published or quoted without the express consent of the lecturer or speaker without giving proper identity and credit to the person;
- Recordings of class lectures or discussions are to be erased and/or disposed of at the conclusion of the semester.
- The recorded material is only for the student’s use and is only for use in conjunction with the course;
- The student will comply with requests to turn off the recorder at the request of an instructor when personal or sensitive information is discussed that is not relevant to an assignment or test;
- Instructors can inform the class that lectures are being recorded; and
- Instructors have the right to view this policy agreement if requested.

A Sample of an Audio-Recording Agreement Form can be found in the Appendix B (page 47). Any questions or concerns regarding the use of a recording device should be directed to the DSS office.
Rock Valley College recognizes the importance of allowing individuals 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.

This policy complies with several federal and state laws: The Americans with Disabilities Act (ADA) of 1990 as amended; Section 504 of the Rehabilitation Act of 1973; and The Service Animal Access Act/White Cane Law (Illinois General Assembly).

RVC’S SERVICE ANIMAL POLICY

Part I: Definitions

Handler
A person with a disability that a service animal assists or a personal care attendant who handles the animal for a person with a disability.

Service Animal
Any dog* individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under the Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. Service animals are working animals, not pets. The work or tasks performed must be directly related to the individual’s disability.

Examples of tasks a service animal may perform include, but are not limited to:
- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Providing non-violent protection or rescue work
- Pulling a wheelchair
- Assisting an individual during a seizure

* Under particular circumstances set forth in the ADA regulations at 28 CFR 35.136(i), a miniature horse may qualify as a service animal.

Assistant and Emotional Support Animal
An assistance animal may provide physical assistance, emotional support, calming, stability and other kinds of assistance. Assistance Animals do not perform work or tasks that would qualify them as “service animals” under the Americans with Disabilities Act. Assistance animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA or this policy and may not be permitted on campus.

Place of Public Accommodation
Public accommodation” means a place of public accommodation” as defined in ORS 659A.400.: “a place or service offering to the public accommodations, advantages, facilities or privileges whether in the nature of goods, services, lodgings, amusements or otherwise.” A place of public accommodation does not include any institution, bona fide club or place of accommodation which is in its nature distinctly private.

Part II: Policy on Service Animals

A. Where Service Animals Are Allowed
In compliance with applicable law, service animals are generally allowed in all areas of the College’s facilities and programs where the handler is allowed to go. Such areas include public areas, public events, classrooms, and other areas where College programs or activities are held.

A service animal may be restricted from specific areas of the College when (1) it would fundamentally alter a program or (2) the College has legitimate safety concerns and/or it is consistent with other College policies, state, and/or federal laws.
laws/regulations. Examples of these restricted areas include but are not limited to:
• Food preparation areas;
• Research facilities/grounds and laboratories;
• Medically sensitive patient and clinic areas; and
• Biologically sensitive or hazardous locations.
If a service animal is restricted from certain areas, Disability Support Services (DSS) assists in evaluating and providing reasonable accommodations for the student.

B. Inquiries Regarding Service Animals
College personnel must permit service animal access to property, events and/or activities with its handler when it is readily apparent that the animal is trained to do work or perform tasks for its handler. Examples include (1) a dog guiding an individual who is blind or has low vision, (2) pulling an individual’s wheelchair, or (3) providing assistance with stability or balance to an individual with an observable mobility disability.

If the need for the service animal is not apparent, College personnel may only ask the following of service animal handlers:
1. Is the service animal required because of a disability; and
2. What work or task has the animal been trained to perform.

If the owner states that the animal is required because of a disability and that the animal has been trained to do work or a task for the owner, then the service animal must be admitted. If there is any doubt that an animal is a service animal, College personnel should admit the animal and then consult with the Disability Support Services office regarding future access.

College personnel may not ask about the nature of the handler’s disability or request medical documentation of disability. Handlers are not required to possess or provide any special documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or to demonstrate the animal’s ability to perform work or tasks.

Specific questions or concerns related to the use of service animals on the RVC campus by visitors can be directed to the DSS Director: L.Shattuck@RockValleyCollege.edu or (815) 921-2371.

C. Responsibilities of Handlers
Service animal handlers are not required to register their service animal with the College. However, Disability Support Services does provide a voluntary registration process for interested service animal handlers. Voluntarily registering a service animal could assist the College if any problems arise, or if an emergency situation occurs and emergency personnel need to be notified of where the service animal might be located in the case of an emergency evacuation.

Service animals, while generally allowed in all areas of campus accessible to students, must be under their handler’s control at all times. Service animal handlers are expected to comply with the following:

1. Service Animal Control Requirements
   a. The handler must accompany the service animal at all times.
   b. The service animal must be under the direct control of the handler at all times, such as by a harness, leash, or other tether. If the use of a harness, leash, or other tether interferes with the service animal’s safe, effective performance of work or tasks, or if the owner’s disability prevents the use of such devices, then the service animal must be under the handler’s control through voice control, signals, or other effective means.
   c. The handler is responsible for the behavior of the service animal. Uncontrolled barking, jumping, sniffing, growling and whining, not related to the service the animal is providing, are some examples of unacceptable behavior.
   d. To the extent possible, the animal should be unobtrusive to other individuals and the learning, living, and working environment.
   e. Identification – It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability. This will alert others that the animal is working and not a pet.
   f. The handler must ensure all legal requirements have been met for the presence of animals in public places (vaccinations, licensure, I.D. tags, etc.) mandated by State and/or local ordinances.
2. Animal Etiquette

   The handler should ensure that the animal does not:

   1. Sniff people, restaurant tables or the personal belongings of others.
   2. Display any behaviors or noises that are disruptive to others, unless part of the service being provided the handler.
   3. Block an aisle or passageway for fire egress.
   4. Cause any damage or injury to individuals or College property.

   Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

3. Waste Cleanup Rule

   Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal. The person cleaning up after the animal should abide by the following guidelines:

   • Always carry equipment sufficient to clean up the animal’s feces whenever the animal is on campus.
   • Properly dispose of waste and/or litter in appropriate containers.
   • Contact staff if arrangements are needed to assist with cleanup.

   Any cost incurred for doing so is the sole responsibility of the handler.

D. Removal of Service Animals

   College personnel may only ask service animal handlers to remove their service animal from College premises or from the immediate area under the following circumstances:

   1. Out of Control Animal: A handler may be directed to remove an animal that is out of control and the handler does not take effective action to control it. If the improper animal behavior happens repeatedly, the handler may be prohibited from bringing the animal into any college facility until the handler can demonstrate that they have taken significant steps to mitigate the behavior.

   2. Non-housebroken Animal: A handler may be directed to remove an animal that is not housebroken.

   3. Direct Threat: A handler may be directed to remove an animal that RVC determines to be a substantial and direct threat to the health and safety of individuals. This may occur as a result of a very ill animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like a medical facility, certain laboratories or mechanical or industrial areas.

   Where a service animal is properly removed pursuant to this policy, RVC will work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service animal on the premises.

E. Conflicting Disabilities

   Some people may have allergic reactions to animals that are substantial enough to qualify as disabilities. RVC will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact Disability Support Services. Staff requesting allergy accommodations should contact the Human Resources office.

F. Emergency Response

   Emergency Situations – In the event of an emergency, the emergency response team (ERT) that responds should be trained to recognize service animals and be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke in a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The handler or animal may be confused from the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to automatically be considered harmful. The ERT should make every effort to keep the animal with its handler. However, the ERT’s first effort should be toward the handler; this may necessitate leaving the animal behind in certain emergency evacuation situations.

G. Service Dogs in Training

   Per Illinois State law, a dog being trained has the same rights as a fully trained dog when accompanied by a trainer and identified as such in any place of public accommodation (as defined in Section 5-101 of the Illinois Human Rights Act). Handlers of service dogs in training must also adhere to the requirements for service animals and are subject to the removal policies as outlined in this policy.
H. Addressing Issues/Concerns

Rock Valley College is committed to a prompt and effective resolution of any issues or concerns regarding service animals. If the handler has a concern, they should contact the Director of DSS.

Concerned College personnel or students should contact DSS in the following situations:
- If any questions or concerns arise relating to service animals;
- If you have an allergy or other medical condition that makes spending time in the same room or facility with a service dog difficult or dangerous;
- If any service animal is out of control, or a handler is mistreating their service animal.

Part III: Appeals and Grievances

Any person dissatisfied by a decision concerning a service animal or an assistance animal may appeal through the office of Disability Support Services. Alternatively, information may also be obtained by phone, (815) 921-2371 or email at: RVC-DisabilityServices@RockValleyCollege.edu.

Part IV: Public Etiquette towards Service Animals

It is important to understand the role of a service dog, and to follow proper etiquette, so as to not interfere with the tasks the dog is trained to provide. Although it may be tempting to approach a service animal or want to pet one, distracting a service animal in any way (ex., by making noises, offering food, water, toys, or petting) may be dangerous to the animal's handler, especially if the animal is a medical alert animal or brace/mobility support animal. In addition, it is important to show respect to individuals who use service animals by allowing them to go about their business uninterrupted and unbothered.

Simple rules of Etiquette for service animals and their handler:
- Do not feed or pet the service animal when you see them on campus;
- Do not distract the animal in any way;
- Do not try to separate the handler from the service animal;
- Do not harass or startle a service animal, and
- Please ignore the service animal entirely.

* See Appendix E (page 51) for a Service Animal Etiquette guide.
In accordance with the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Rock Valley College is committed to upholding the rights of individuals with disabilities and ensuring their full access to campus services, programs, and activities. The following policy has been developed to protect the rights of students with disabilities and to assure Rock Valley College compliance.

The College is dedicated to providing prompt and effective resolution of incidents of discrimination and harassment, and encourages informal resolution of discrimination complaints as close to the source as possible.

Informal Complaint Resolution Procedure
If a student has concerns or encounters problems related to a disability, accommodations, and/or construed discrimination, they shall express their concern initially with the appropriate faculty/staff member involved in the conflict in an informal manner. The complaint must be presented within thirty (30) business days of the incident.

Students may (and are encouraged to) consult with the Accommodations Specialist, who can act as their advocate and provide assistance in resolving the issue.
In situations where the issue cannot be resolved, or where the issue directly pertains to the Accommodations Specialist, students may choose to contact the Director of Disability Services for assistance in resolving the complaint. The Director will (whenever necessary) assist in clarifying rights and procedures for both parties.

Section 504 Coordinator – Students
Lynn Shattuck
Director, Disability Support Services | (815) 921-2371
Main Campus, Student Center, Ground Floor
3301 N. Mulford Road, Rockford, IL 61114
RVC-DisabilityService@RockValleyCollege.edu

Formal Complaint Resolution Procedure
The ADA Compliance Officer (Dean of Students) is designated by the College as the entity responsible for ensuring prompt resolution of complaints. The ADA Compliance Officer will, at the request of the student, review the issues surrounding the complaint and seek to resolve the matter informally, whenever possible.

If the complaint remains unresolved, the student will be prompted to file a formal, written complaint with the Compliance Officer within fifteen (15) days of the alleged offense. Upon receipt of the written complaint, the Officer will conduct a formal review, and once the investigation is complete, will issue a written decision no later than 30 days after the initial filing. An extension for additional review may be granted by agreement of the Officer.

The written complaint to the officer must:
• Clearly state the nature and basis of the alleged offense;
• Be signed and dated;
• Provide the name(s) of the person(s) committing the alleged offense;
• Document specifics of the incident(s) in question; and
• Identify any known witness(es) who have knowledge of the alleged discrimination.

ADA Compliance Officer – Students
Terrica Huntley
Title IX Coordinator | (815) 921-4187
Main Campus, Student Center, Second Floor
3301 N. Mulford Road, Rockford, IL 61114
RVC-DeanofStudents@RockValleyCollege.edu

Appeal Process
If the complaint remains unresolved, the student may appeal the decision of the ADA Compliance Officer by resubmitting the written complaint (within 15 days of receiving the Compliance Officer’s decision), to the Vice President of Student Services for a final review. In cases of appeal, the student must present in writing, the reasons for this final appeal (ex., instances where the Officer acted arbitrarily, capriciously, or in bad faith). The Vice President of Student Services will issue a final, written decision within 30 business days of this new filing. If additional time is necessary, the complainant will be notified in writing, prior to the 30-day expiration period.

If it was determined that law and/or college policy was violated, a remedy to the problem will be offered. If it is determined that there was no violation, the complainant will be notified and other options for possible resolution of the complaint will be explained.
External Complaint Resolution

Although the College's internal procedures are designed to ensure a timely and effective resolution of student complaints, students do have the right to utilize external channels for complaint resolution. The regional contact for the Office of Civil Rights is listed below:

**Office for Civil Rights - Chicago Office**

U.S. Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
Telephone: (312) 730-1560
Fax: (312) 730-1576; TDD: (800) 877-8339
Email: OCR.Chicago@ed.gov

Confidentiality

Any information regarding the filing of a complaint, the investigation of a complaint, and/or the disposition of the complaint shall be handled in a confidential manner and will be disclosed only as needed. Unauthorized breaches of confidentiality may result in disciplinary action.

Retaliation

No College community member shall discriminate against any individual because that individual has opposed any act or practice made unlawful by the applicable laws, or because that individual submitted a complaint or charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under any applicable law or this policy.

For concerns that are not related to a disability, the student should follow general RVC complaint procedures, as outlined in the *RVC Student Handbook* (go to: RockValleyCollege.edu/StudentHandbook).
The city’s public transportation system provides bus service to:
- RVC’s Main Campus (3301 N. Mulford Road),
- Stenstrom Center (4151 Samuelson Road),
- Bell School Road Center (3350 Bell School Road), and

our two downtown locations at:
- RVC Downtown (99 E. State Street in the Rockford Register Star building) and
- N. Main Street Center (303 N. Main Street in the Supply Co. building).

The RMTD bus stops at RVC’s Main Campus are located along the perimeter road at the Spring Brook Road entrance (outer edge of Parking Lot 9B), and at the Health Sciences Center (HSC) – Parking Lot 4, near the Dental Hygiene Clinic entrance. Buses run hourly and all buses are wheelchair accessible.

Rockford Mass Transit District

The Rockford Mass Transit District (RMTD) provides fixed route transportation to the cities of Rockford, Loves Park, and the Village of Machesney Park. The buses are accessible and preferential front seating is available to those with disabilities. Those with Visual Impairments should be sure to inform the driver to verbally announce stops. More detailed information, including current fare rates and route schedules, can be obtained at: RMTD.org or by calling (815) 961-9000.

Paratransit

The RMTD also offers an accessible origin to destination transportation service for persons with disabilities who cannot ride the fixed route. The Paratransit drop-off/pick-up location is in front of the Educational Resource Center (ERC) building, Parking Lot #8A/B.

To use Paratransit, the student must:

1. Complete a Paratransit application. The application must be completed in person at the Rockford Paratransit office at 520 Mulberry Street in downtown Rockford.

2. Be certified as eligible by Rockford Paratransit. Examples of people who are eligible are those who, because of a disability, are “unable” to:
   - Board, ride, or disembark from an accessible bus;
   - Persons unable to use the system due to visual or mental impairments;
   - Persons unable to reach boarding locations or situations due to a specific impairment related condition

Other considerations are:

- Age, distance to stop, or illiteracy by themselves are not considered a disability;
- People who are blind and visually impaired may be eligible if they cannot use RMTD’s regular fixed route system;
- People with medical conditions such as epilepsy, kidney disorders, or diabetes may be eligible depending on their ability to use RMTD’s regular fixed route system

Information on Paratransit services can be obtained at: RMTD.org/eligibility.php or by calling (815) 961-2255.
In some instances (ex., where a specific disability can interfere with a student’s ability to successfully complete a course), a student may request the substitution of a course as an accommodation. 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.

Students need to be aware that the process for substitution of a course can take time. As a result students should not wait until the last minute (ex. last semester) to accomplish this task. Core competency classes, courses that are necessary to fulfill degree or program requirements, and courses that are prerequisites for required courses do not qualify for consideration under this procedure. 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.

Below is an outline of the process to be used by a student to substitute a required course because of a documented disability.

1. The student with a disability must submit documentation and prepare a letter to the Director of DSS requesting a course substitution. The letter should explain:
   a. How the student’s disability interferes with completion of the required course;
   b. How the student has already attempted to complete the course or prerequisite courses as well as what campus resources they have used; and
   c. Verification of good attendance in these courses.

2. The DSS Director will consult with the department that is responsible for the course offering in question. The department must demonstrate whether the required course is essential for the completion of a degree, program or a certificate.

3. When necessary, a copy of the student’s letter will be shared with the appropriate Division Chair or Dean along with a statement of judgment as to whether the student is eligible for such an accommodation.

The entire process should not take more than 30 days, in most cases.
As each individual is unique, the following information is intended as a guide only, to help familiarize faculty and staff with some of the characteristics, and inherent challenges, associated with the most prevalent disabilities on campus. Suggestions for appropriate academic accommodations are also included for each disability category.

**Learning Disabilities**

A **Learning Disability (LD)** is a permanent disorder which affects the manner in which individuals with average or above average intelligence take in, retain, and express information. Students with learning disabilities demonstrate a “significant discrepancy” between aptitude (intellectual functioning) and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, or mathematical reasoning. This discrepancy cannot be primarily attributed to vision, hearing or motor impairments; mental retardation; emotional disabilities; environmental, cultural or economic disadvantage; or a history of an inconsistent education.

**Attention Deficit Disorder (ADD/ADHD)** is a neurological disorder that is characterized by distractibility, impulsivity and restlessness. These symptoms are present from childhood on, and with a much greater intensity than in the average person, so that they interfere with everyday functioning.

Some academic difficulties experienced by students with LD and ADD/ADHD are:
- Reading comprehension
- Spelling
- Written expression
- Time management
- Math computation
- Executive Functioning/Organization
- Oral expression
- Attention/Concentration
- Problem solving
- Social skills

Students who have LD and ADD/ADHD may benefit from: exam accommodations, recorded lectures, tutoring, study skills instruction, books in audio format, time extensions on assignments, and/or alternative ways of completing coursework.

**Deaf/Hard-of-Hearing (DHOH)**

The term deaf is defined as a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes.

- Students who are Deaf will use different services depending on their language/communication system.
- Some individuals who are Deaf belong to a cultural group that uses American Sign Language, a fully developed language with its own structure and rules. Members of this cultural group are bilingual and English is their second language.
- Many students who are D/deaf do not perceive themselves as having a disability. As with any cultural group, individuals who are Deaf have their own values, social norms, and traditions. Because of this it is important to be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting.

**Deaf/ Hard-of-Hearing (DHOH)**

The term Hard-of-Hearing (HOH) is defined as a condition where the sense of hearing is impaired, but functional for ordinary life purposes (usually with the help of a hearing aid).

- Hard-of-Hearing refers to those individuals who may use speech, speech reading, and hearing aids to enhance their oral communication.
- Hard-of-Hearing students may use hearing aid(s) and/or assistive listening devices with an FM transmitter for the instructor. For those who use speech reading, only 30-40% of spoken English is comprehensible even for those who are highly skilled.
- Hard-of-Hearing students also may use American Sign Language, Signed English or cued speech. The latter two are visual systems that enhance the reception and expression of spoken English.
- Students will vary widely in their listening and oral communication skills.

For students who are Deaf or Hard-of-Hearing (DHOH) and who choose to speak, feedback mechanisms are limited, therefore their vocal control, volume, and articulation may be affected. These secondary effects are physical and should not be viewed as mental or intellectual weaknesses. Indications that a student has a hearing loss may include a student’s straining to hear, use of loud or distorted speech, difficulty with phone conversations, and consistent failure to respond.
Common accommodations made for students who have hearing loss may include: Sign Language interpreters, assistive listening devices, use of electronic communication (example: Email), signaling devices, priority registration, note-takers, tutoring, preferred classroom seating arrangements, and captioned videos and media.

Psychological/Mental Health Disorders

Students with psychological or mental health disorders have experienced significant emotional difficulty that generally has required treatment in a hospital setting and/or as an outpatient. With appropriate interventions, often combining medications, psychotherapy, and support, the majority of psychological/mental health disorders are cured or controlled. Below are some brief descriptions of some more common psychiatric-related disorders:

- **Depression** is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood much of the day, a lack of pleasure or interest in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

- **Bipolar disorder (manic depressive disorder)** causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep.

- **Anxiety disorders** can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic and extreme fear.

- **Schizophrenia** can cause a person to experience, at some point in the illness, delusions and hallucinations.

Common accommodations for students who have psychological or mental health disorders may include: exam modifications, alternative ways to complete assignments, taped lectures, and study skills/management training.

Traumatic Brain Injury (TBI)

A Traumatic Brain Injury can occur when there is an injury to the brain as a result of an outside force, such as a closed head injury, trauma or a missile penetrating the brain, or by internal events such as a tumor, stroke, etc. There is great variability in the effects of head injury on different individuals, but most injuries result in some degree of temporary or permanent impairment with three major brain functions: physical, cognitive and behavioral. The following are some of the areas that may be impacted by the injury:

- Memory/Recall
- Processing speed
- Conceptualization
- Psycho/social behaviors
- Attention/concentration
- Self-control
- Balance/strength
- Communication
- Goal setting/planning
- Judgment and reasoning
- Ability to control emotions
- Speech

Common reasonable accommodations for students with TBI will generally be similar to those provided for LD/ADD students. Assistive Technology may also be recommended.

Blind/Visual Impairments

Vision impairments fall within three general categories:

1. **Visual acuity of 20/200** - This means that the legally blind student can see at 20 feet what the average sighted person can see at 200 feet;
2. **Low vision** - The individual has limited or diminished vision that cannot be corrected with standard lenses; and
3. **Partial sight** - The student’s field of vision is impaired (this could be due to an illness, degenerative syndrome, trauma, etc.).

**Note:** Although some students may have total blindness, only 2% of all individuals with vision impairments are totally blind. The majority of individuals have some residual vision. Common reasonable accommodations for students with vision loss may include: alternative print materials, magnification devices, adaptive computer equipment or software (AT), readers for exams, priority registration, recorded lectures, and raised line drawings.
Orthopedic Impairments/Physical Disabilities

The term orthopedic impairment refers to a broad range of disabilities. Students who have these impairments must often use devices such as wheelchairs, crutches, canes, braces and artificial limbs to facilitate mobility. The impairment may be either congenital or a result of an injury or disease. Some of the most frequently seen examples of this type of disability include:

- Arthritis
- Amputation
- Blood Diseases
- Multiple Sclerosis
- Spinal Cord Injury
- Polio
- Cerebral Palsy
- Muscular Dystrophy

In addition to the above mentioned conditions, some students may also have temporary orthopedic/physical disabilities such as a broken leg, sprained ankle, etc. Common accommodations for students with orthopedic impairments may include: priority registration, note taker, accessible classroom location and furniture, alternative ways to complete assignments, student aides, scribes, assistive computer technology, exam modifications, access to elevators and conveniently located parking.

Other Health Impairments/Chronic Illness

Some other impairments, such as neurological or medical conditions may be observable or hidden. These disabilities can impact students by significantly impairing their energy level, memory, mobility, speech and vision or muscular coordination. Examples of health impairments may include:

- Asthma
- Cancer
- Respiratory Disorder
- Chronic Fatigue Syndrome
- Tourette’s Syndrome
- Cystic Fibrosis
- Multiple Sclerosis
- Epilepsy
- Narcolepsy
- Kidney problems
- Severe Migraines
- Crohn’s Disease
- Arthritis, inflammatory conditions
- AIDS/HIV+
- Diabetes

Reasonable accommodations for these students will vary greatly. Some will require individually tailored accommodations while others will use accommodations similar to those students who have other disabilities. Accommodations for students who have health impairments will generally be similar to the accommodations given to students who have orthopedic impairments.

Autism Spectrum Disorders

The diagnostic criteria and characteristics for each specific autism spectrum disorder is very detailed and specific. The term Autism Spectrum, however, generally refers to a range of disorders which include Autism, Asperger’s Syndrome, and PDD-NOS. These are neurological, pervasive developmental disorders that impair communication, cognitive, and social skills. Students with an autism spectrum disorder typically have problems communicating with others and engaging in peer interactions. They may also have heightened sensitivity to stimuli and follow repetitive routines.

Students with autism are often referred to as “high functioning,” as they are many times very intelligent, capable and proficient in knowledge of facts. Students may struggle with Language comprehension, Social Interaction, Organizational Skills, Distractibility, and Resistance to change. As such, the following could be helpful accommodations for these students:

- Having access to visual study guides and structured outlines;
- Extended time for assignments or exams;
- Provide information both visually and orally;
- Testing in a quiet environment;
- Alternative ways to demonstrate mastery of course material; and
- Providing alternative options for group work
A Transition-Focused Educational Program

The Rock Valley Academic Institute for Successful Employment (RAISE) program is a collaborative initiative involving Rock Valley College, local not-for-profit organizations, and local school districts to provide opportunities for adults who have intellectual disabilities to participate in inclusive post-secondary educational opportunities, gain independent living skills, and obtain the skills needed for competitive employment.

RAISE is designed to address student’s unique learning needs by providing a comprehensive approach that includes career exploration, specialized vocational and academic instruction, and opportunities for social integration. The RAISE program is based on a learning environment which takes advantage of the social aspects of campus and community life, and as such most courses are held on the RVC Main Campus.

Mission Statement

All individuals with disabilities deserve to live rich, meaningful lives and to be integrated into their community as fully as possible. RAISE prepares students with intellectual disabilities for higher education and workforce opportunities through academics, work skills development, and social skills training.

The specific objectives of RAISE are to provide students with:

- An enriched collegiate experience
- An interactive and inclusive environment
- Learning activities that transfer to lifelong independent living skills
- Work ethics necessary for gainful employment
- Self-respect and knowledge of individual strengths
- Empowerment through education
- Connections with post-21 employment and agencies
- Certificate of Achievement in Career Readiness

Program Eligibility

Students MUST meet the following eligibility requirements:

- Submit Rock Valley College enrollment application and other forms included as part of the RAISE application process;
- Provide results of the most recent diagnostic testing specifying reading, math, and written language skills to be at or above a 3rd grade level;
- Have a documented intellectual disability;
- Be able to follow the required college code of conduct;
- Be able to manage all self-care needs and demonstrate sufficient emotional stability to participate in and adjust to all aspects of the program;
- Be motivated and have realistic and tangible career and outcome goal; and
- Be able to focus and participate in all program requirements.

*Final candidate selection is at the discretion of the RAISE program staff.

Coursework:

Courses offered through RAISE are designed specifically for individuals who would find traditional post-secondary educational opportunities challenging. As such, coursework focuses on specific independent living, vocational, and academic skill development, with the goal of helping students to live in the community independently and to obtain competitive employment.

Coursework focuses on specific independent living, vocational, and social skill development, with the goal of helping students to live and engage in the community independently and/or to obtain competitive employment. Students who successfully complete all required coursework receive a Certificate of Achievement in Career Readiness.

RAISE program topics include:

- self-advocacy & personal empowerment
- communication skills
- healthy relationships
- independent living
- public transportation & community safety
- healthy environment
- community resources
- career exploration
- work readiness & career skills development

Courses are offered on Wednesday and Friday mornings during the fall and spring semesters. Courses are typically held on the RVC Main Campus, but on occasion may be held at RVC satellite sites and other community locations. All credits earned will be listed on the student's RVC transcript.

For more information on the RAISE program, or to register for classes, contact the Disability Support Services Office at (815) 921-2371 or visit the website: RockValleyCollege.edu/RAISE.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>CAMPUS LOCATION</th>
<th>PHONE NUMBER</th>
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<tbody>
<tr>
<td>Academic &amp; Transfer Advising</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4100</td>
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<td>Accounts Payable</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4410</td>
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<tr>
<td>ADA Compliance Officer (Dean of Students)</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4187</td>
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<td>Admissions/Information Center</td>
<td>Student Center (SC), First Floor</td>
<td>(815) 921-4250</td>
</tr>
<tr>
<td>Adult Education/General Education Diploma (GED)</td>
<td>RVC Downtown (RVCD), 99 E. State Street</td>
<td>(815) 921-4290</td>
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<td>Adult Education/English Language Acquisition (ELA) (formerly English as a Second Language, ESL)</td>
<td>RVC Downtown (RVCD), 99 E. State Street</td>
<td>(815) 921-4290</td>
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<td>Assistive Technology Support</td>
<td>Student Center (SC), Ground Floor</td>
<td>(815) 921-2364</td>
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<td>Book Store (Barnes &amp; Noble)</td>
<td>Student Center (SC), Ground Floor</td>
<td>(815) 921-1680</td>
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<td>Campus Police (emergency)</td>
<td>Support Services Building (SSB), First Floor</td>
<td>(815) 654-4357</td>
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<tr>
<td>Campus Police (non-emergency)</td>
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<td>(815) 921-4350</td>
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<td>Career Services</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4091</td>
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<tr>
<td>Community/Continuing Education</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-3902</td>
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<td>Disability Support Services (DSS)</td>
<td>Student Center (SC), Ground Floor</td>
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<td>Financial Aid</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4150</td>
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<td>Getting Started Center</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4096</td>
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<td>Early College</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4080</td>
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<td>Human Resources</td>
<td>Support Services Building (SSB), First Floor</td>
<td>(815) 921-4750</td>
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<td>Library (Assistive Technology Room, ERC-1114)</td>
<td>Educational Resource Center (ERC), First Floor</td>
<td>(815) 921-4600</td>
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<td>Math Lab</td>
<td>Jacobs Center for Science &amp; Math (JCSM), Ground Floor</td>
<td>(815) 921-3525</td>
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<td>Personal &amp; Success Counselor</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4100</td>
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<td>Records &amp; Registration</td>
<td>Student Center (SC), Second Floor</td>
<td>(815) 921-4250</td>
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<td>Sign Language Interpreters (DSS Office)</td>
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<td>(815) 921-2371</td>
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<td>Testing Center</td>
<td>Student Center (SC), Ground Floor</td>
<td>(815) 921-2380</td>
</tr>
<tr>
<td>TRIO Achieve Program</td>
<td>Student Center (SC), Ground Floor</td>
<td>(815) 921-4280</td>
</tr>
<tr>
<td>Tutoring Center/Writing Center</td>
<td>Student Center (SC), Ground Floor</td>
<td>(815) 921-2370</td>
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The first step to taking effective notes is to:
- Attend all lectures
- Sit in the front of the classroom
- Be an active listener

The following suggestions will help you become a great Note-Taker:
- Record the date and class on the top of the first page of notes.
- ALWAYS number your pages.
- Use black or blue ink if writing your notes by hand.
- Write or print neatly. Make notes complete and clear enough to understand when you come back to them.
- If you use abbreviations, make sure you include a “key” so your notes can be understood.
- Highlight important items with asterisks (*) or draw circles or boxes around main topics. You can even highlight important ideas, terms, and concepts with different colors. Indentation and underlining can also be used to emphasize a point. Show uncertainty with a circled question mark.
- Leave plenty of white space for later additions. Skip lines. Leave spaces between main ideas.

Information to Include in Your Notes:
- Anything written on the board or presented on a PowerPoint or overhead.
- Any information that is repeated or emphasized by the instructor, especially when the following phrases are used: “finally,” “remember,” “most important,” etc.
- Numbered or listed items.
- Important or new terms, definitions, and examples.
- References to your textbook.
- Include pertinent comments made by your classmates.
- Ask questions about topics that need more clarification.

If you ever feel like you aren’t able to keep up, DON’T WORRY—just write down key words so that you can return to fill in any gaps. Make sure you leave blank spaces for missed information.

Lastly, review your notes and fill in any gaps. Consult instructor, if needed.

THANK YOU FOR BEING A NOTE-TAKER
Sample Note-Taker Letter

Letter to Instructor Regarding Notetaking Services

The Disability Support Services (DSS) office has determined that access to complete classroom notes for your course lectures is a reasonable accommodation for me. I would like to collaborate with you to coordinate this accommodation which will support my learning in your class.

There are several ways in which we can arrange for my access to good quality lecture notes:

• Notes posted openly on the class website; or
• Copies of your notes.

If we can’t arrange for one of these options, please assist me in locating a classmate who would be willing to share their notes by making the following announcement at the beginning of TWO CONSECUTIVE class periods:

If you take clear, concise notes and are willing to share a copy with a student with a disability, please meet me and the student in the front of the room right after class ends today. You can also e-mail me, and I’ll put you and the student in touch directly. The DSS office will formally recognize your volunteer service at the end of the semester. Thank you.

Please do NOT include my name as part of the announcement. I’ll check in with you after class to, hopefully, meet the note-taker. I can then work with them to arrange for the best way for us to coordinate sharing notes.

If we do not locate a volunteer through this announcement, we can contact the DSS office for further assistance.

Thank you for your assistance.

Student’s Name

The “Note-Taker and Student Agreement Form” is located on the DSS web page under the Form Tab (on the right side).

NOTE-TAKER AND STUDENT AGREEMENT FORM

Course: ___________________________ Days: ___________ Time: ___________
Term and Year: ___________________________
Instructor’s Name: ___________________________

TERMS OF AGREEMENT:

___ Notes will be emailed to the student directly within 24 hours after class.
___ A hard copy of notes will be given to the student after every class.
___ Notes will be uploaded to Disability Support Services Portal within 24 hours after class (preferred).

I understand that I must maintain confidentiality when emailing notes, therefore I will use the Blind Carbon Copy (BCC) field when inputting multiple students’ email address. I understand that failure to maintain confidentiality may result in termination. ______(note-taker initials)

I understand I may be asked to provide proof that notes were provided in order to receive payment if there is a complaint by a DSS student. ______(note-taker initials)

Note-Taker Name: ________________ Signature: ________________
Student Name: ________________ Signature: ________________

DSS OFFICE USE ONLY

Date agreement filed with DSS: ________________
Note: ________________
APPENDIX B

RECORDING AGREEMENT

Sample of an Audio-Recording Agreement Form

Lecturer ___________________________________________________________
Student ________________________________ ID# _______________________
Class ___________________________________________ Term ____________

Students who require an accommodation for note-taking have a right to record class lectures and presentations for their personal study only. (§4.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516).

Lectures recorded for this purpose are not to be shared with other people without the consent of the lecturer. Audio-recorded lectures may not be used in any way against any lecturer or a student whose remarks in class are recorded. All information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer or speaker without giving proper identity and credit to the person. *Recordings of class lectures or discussions are to be erased at the end of the semester.*

Student Pledge

I have read and understand the above agreement on audio-recorded lectures. I pledge to abide by the above policy with regard to any lectures I record while enrolled in this class.

Student
signature & date: ___________________________________________________

Witness
signature & date: ________________________________________________
APPENDIX C

PERSONAL CARE ATTENDANT (PCA) RESPONSIBILITIES

Best practices for interacting with a PCA in the classroom:

• Address the student directly when interacting in the learning environment, such as looking at the student when speaking.

• If the student’s disability affects communication, the PCA may verbalize the students’ comments. The student and the PCA will have already established a non-disruptive mode of communication between themselves prior to the class. For example, the student may use a communication board and the PCA will read out loud the students’ comment or question.

• If you have been notified by DSS that a student will be bringing a PCA to your class, there is a possibility that this student may also utilize a classroom assistant. A classroom assistant provides academic support in the classroom, such as scribing in-class assignments, using a calculator, etc. This may mean that there are extra people (sometimes up to two) in the class other than the enrolled students. NOTE: DSS will provide additional chairs as needed.

PERSONAL CARE ATTENDANT (PCA) GUIDELINES

A PCA is not an academic participant (auditing the class, taking the class, etc.); therefore the PCA should not be asking questions, making comments, taking notes or recording activities. A PCA should be available (in the classroom or close by) to the student as needed.

FAQs OR FYIs FOR FACULTY:

Q: What is the difference between a PCA and a Classroom/Lab Assistant?

A: A PCA provides personal care to the student in the classroom, such as repositioning of the student, removing materials from a backpack, assisting the student with communication, attending to the students’ personal needs. A Classroom/Lab Assistant performs only tasks that are associated with making academic activities accessible to the student (scribing, measuring, utilization of a calculator, etc.). If DSS is aware, DSS will provide information in advance to the faculty regarding whether a PCA or Lab Assistant will be present in their class.

Q: How do I know if it is the student or the PCA who is answering a question in my class?

A: If the student’s disability affects communication, the student will choose an effective way to communicate. This may include technology such as a voice box, communication board, typing on a computer, etc. This could also include the PCA verbalizing the student’s comments as long as it is clear it is not the PCA’s own comments. Prior to attending class the PCA and the student will have established a non-disruptive mode of communication between themselves. For example, the student may use a communication board and the PCA will read out loud the student’s comment or question. This could include classroom, lab, field trip, and testing environments.

Q: Who employs the PCA?

A: A PCA is employed by the student. A Classroom/Lab Assistant is provided and/or employed by DSS.

Q: If I have any questions or concerns regarding the behavior of a PCA in my classroom, who should I talk to?

A: PCAs are held to the same standard of conduct that every RVC student is held to. If you have concerns regarding a PCA’s behavior, a discussion with the student in a timely manner is recommended first. If your concerns are not resolved after this discussion, please contact DSS. For violations to the Student Code of Conduct please contact the Dean of Student’s office.

*Adapted from Oregon State University
APPENDIX D  INSTRUCTIONS FOR REQUESTING ACCOMMODATIONS THROUGH AIM

Signing into the DSS Accommodations Portal

Step 1) Go to the Rock Valley College Website: RockValleyCollege.edu/DSS), then to the Disability Services Home Page (illustrated here).

Step 2) Click on the Big Blue Button on the Disability Services Home Page (illustrated below).

Step 3) When that page opens, Sign In using your RVC username and password. (Note: students who are not already registered with the DSS office should click on the New Student link and complete the application).
APPENDIX D  INSTRUCTIONS FOR REQUESTING ACCOMMODATIONS THROUGH AIM (cont’d.)

Requesting Accommodations for a course/multiple courses each semester:

Step 1)
Once you are signed in, click on “List Accommodations” (on left side of page).

Step 2)
Click the box for each of the courses that you are registered for and for which you would like to request accommodations. Then click the grey button “Step 2 – Continue to Customize Your Accommodations.”

Step 3)
Select the accommodations that you would like to use for each individual course. Then click the “Submit Your Accommodation Requests” button. [This will electronically notify your instructor(s).]
APPENDIX E

With an increase in the number of students with disabilities pursuing a postsecondary education, it is becoming more common to see service dogs on campus. It is important to understand the role of a service dog, and to follow proper etiquette, so as to not interfere with the tasks the dog is trained to provide.

Although it may be tempting to approach a service animal or want to pet one, distracting a service animal in any way (example: by making noises, offering food, water, toys, or petting) may be dangerous to the animal’s handler, especially if the animal is a medical alert animal or brace/mobility support animal. In addition, it is important to show respect to individuals who use service animals by allowing them to go about their business uninterrupted and unbothered.

Simple rules of Etiquette for service animals and their handler:

• Do not feed or pet the service animal when you see them on campus;
• Do not distract the animal in any way;
• Do not try to separate the handler from the service animal;
• Do not harass or startle a service animal, and
• Please ignore the service animal entirely.

Service animals are NOT pets. Typically extensive training is required for a dog to become a service animal. As such, it is very important that the environment be conducive to the animal being able to carry out the specific tasks they have been trained to provide. Although it may not be obvious that an animal is working, service animals provide a wide variety of tasks for their handler. Some of the specific tasks a service animal may assist individuals with disabilities with include:

• Guiding individuals who are blind;
• Alerting individuals with hearing loss;
• Pulling a wheelchair for a person with a physical or mobility disability;
• Fetching or retrieving items, or turning on/off light switches;
• Alerting others or standing guard over a person during a seizure; or
• Calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack.

Typically, service animals are fitted with a vest or harness that clearly identifies them as a service or working animal. It is a general rule that when an animal is “in harness” it is working, however service animals should be regarded as being a working animal at all times even if a harness is not visible.

Service animals are an invaluable tool for their handlers. They provide mobility, inclusion, comfort, and companionship, and they foster social interaction through their presence. By understanding the proper etiquette for interacting with a working team, you can help to foster a safe, positive, and respectful environment.

If you have any questions or concerns regarding service animals on campus, please feel free to contact the Disability Support Services office at (815) 921-2371.