

Introduction

According to data released by the Department of Commerce Census Bureau in March of 2001, nearly 20 percent or about 1 in every 5 Americans have some level of disability. Accordingly, students with disabilities are a rapidly growing population at Butler Community College and other educational institutions throughout the United States.

The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our community college's commitment to fulfill the promise of success. On July 26, 1990, President George H.W. Bush signed the Americans with Disabilities Act (ADA). This law enforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation and public accommodations.

Furthermore, in partnership with ADA, Section 504 of the Rehabilitation Act of 1973 and its 1992 Amendments, further mandate that, "No otherwise qualified disabled individual shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The ADA affects everything an institution does; the law's scope is not limited to academic programs or structural accessibility. Administrative support services such as registration, financial aid and counseling services must be accessible to students with disabilities. The passage by Congress of the Americans with Disabilities Act sent a loud and clear message that people with disabilities are to be accorded the right to work and participate in education—whether they are funded publicly or privately.

To comply with the above mandates, colleges, such as Butler Community College, who receive Federal assistance must assure those educational programs and services that are offered to other students be available to students with disabilities.

In order to comply this Federal mandate; the Office of Disability Services, as well as, faculty/ staff of Butler Community College must produce a cohesive effort to accommodate the needs of the disabled population at the college.

Defining Disability

The Americans with Disabilities Act defines a person with a disability as, "any person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment."

Major life activities include:

- ❑ Caring for oneself
- ❑ Manual tasks
- ❑ Hearing
- ❑ Walking
- ❑ Speaking
- ❑ Seeing
- ❑ Breathing
- ❑ LEARNING

Frequently Asked Questions for Prospective Students with Disabilities

1. How is college different from high school with regard to services for students with disabilities?

There are several differences that students should be aware of. Students are expected to be responsible for their own academic and personal needs. Please see *How College is Different from High School*.

2. Are 504 plans and IEP or SOP accepted for use in documentation of a disability at the college level?

504 plans and IEP's are not solely considered to be acceptable documentation. However, this information is useful in understanding prior academic experiences of the student. Testing used to document a disability will be considered if current and administered by a professional, and if such testing and evaluation meet guideline requirements and are deemed adequate to the College in documenting a substantially limiting physical or mental impairment.

3. Will I receive the same accommodations that I received in high school?

Requested accommodations must be consistent with the College's academic goals and standards. Accommodations approved on a case-by-case basis, based upon the student's individual requests. Therefore, accommodations may vary, are required to be reasonable, and are subject to the current needs of the student. Accommodations may not fundamentally alter the curriculum of the course. Therefore, students should not assume that accommodations provided in high school will be provided in college.

4. When do I contact Butler about my disability?

For high school students, your junior year is not too early to begin to contact colleges. A campus visit can be set by calling the Office of Disability Services at (316) 322-3166 or (316)733-3166 from the Wichita metro area. The Office of Disability services will work with the Admissions Office to set up a campus tour and visit with staff from your areas of interest. Please see How Do I Register for Services.

5. What is considered to be acceptable documentation?

Documentation varies according to the disability and is outlined in the “Documentation Guidelines”. The Director of Disability Services reserves the right to determine the adequacy of the submitted documentation.

6. I have a disability that interferes with my academic performance, but no current documentation. What should I do?

The Office of Disability Services can assist students by referring the student to qualified professionals for evaluation.

7. What types of classroom accommodations are considered?

Typical accommodations depend on the disability and include, but are not limited to, extended time on tests (time and one-half), alternative (distraction-reduced), testing location, note takers, scribes, alternate format of classroom materials, spell-checkers, etc.

8. Is there special advising available for students with disabilities?

No, The Director of Disability Services will serve as a consultant to you and the advising staff concerning the scheduling of classes. You must see an advisor to enroll in classes.

9. Are housing accommodations available?

Yes, students should contact the Director of Disability Services to request these accommodations. Students must also follow all regular housing procedures, as well as, present recommendations from qualified treating professionals. ***Deadline***

for housing accommodations is July 1st. See Housing Accommodation Procedure for further information.

Registering for Services

Eligibility must be determined to make arrangements for using services and accommodations from the Office of Disability Services. Providing current documentation to the Office of Disability Services that establishes a disability is the responsibility of the student. In addition to documentation, the student must complete an Accommodations Request Form (ARF). AN ACCOMMODATIONS REQUEST FORM MUST BE ON FILE FOR SERVICES TO BE RECEIVED.

INCOMING STUDENTS: Contact the Office of Disability Services after acceptance to Butler in order to determine what documentation is necessary to determine eligibility for services.

CURRENT STUDENTS: Please contact the Office of Disability Services prior to, or as early, in the semester as possible, and provide appropriate documentation of your disability. After appropriate documentation is provided, student information will be gathered and confidentiality will be discussed. The student will fill out an Accommodation Request Form. The Director will then determine what services and accommodations are needed based on the provided documentation.

Documentation Guidelines

In order to fully evaluate requests for accommodations and services, Butler's Office of Disability Services will need documentation of the disability that consists of an evaluation by an appropriate professional that describes the current impact of the disability as it relates to the accommodations requested.

*A brief statement written on a prescription pad from your treating professional is **not sufficient** documentation.*

All contact information received is kept in a separate confidential file within the office of the Director of Disability Services. No information concerning inquiries about documentation will be released without written consent.

Seven Essential Elements of Quality Disability Documentation

(As adopted by the Association of Higher Education and Disability)

The dimensions of good documentation discussed below are suggested as a best practices approach for defining complete documentation that both establishes the individual as a person with a disability and provides a rationale for reasonable accommodations. By identifying the essential dimensions of documentation, institutions allow for flexibility in accepting documentation from the full range of theoretical and clinical perspectives. This approach will enhance consistency and provide stakeholders (students, prospective students, parents and professionals) with the information they need to assist students in establishing eligibility for services and receiving appropriate accommodations.

1. The credentials of the evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and

benefits, they may still be useful in suggesting alternative accommodations and/or services.

The Director of Disability Services reserves the right to determine the adequacy of submitted documentation.

Accommodations

Academic accommodations and other services are provided on an individual basis determined by documented need. Some of the accommodations and services available to qualified students are:

- Asset testing
- Letters to faculty
- Test accommodations, such as extended time, readers or scribes
- Note takers
- Alternate format of classroom materials
- Registration assistance
- Interpreters for the Deaf
- Accessibility information
- Proofreading/writing help
- Tape recorders
- Spell-checkers

Asset Testing

Students are required to provide documentation to the Disability Service Office *prior* to scheduling as Asset placement test. Documentation will be reviewed by the Director of

Disability Services and appropriate accommodation instructions will be given to the Counseling, Advising and Placement office. Once the documentation is reviewed, the student and the Office of Disability Services will assist the student in scheduling the Asset test. Students with documentation are required to follow the re-testing procedures set forth by the Counseling, Advising and Placement office. **Failure of a student to provide documentation of a disability does not constitute a reason for re-testing!**

Letters to Faculty

Prior to the first day of class, each instructor is sent a letter from the Disability Services office listing the accommodations that will need to be made for the student with regards to the class. ***This letter is a confidential communication between the Office of Disability Services and the instructor and does not contain information regarding diagnosis or type of disability! Information regarding disability is only provided to the faculty by the student or Disability Service office with the written permission of the student.*** An example of the letter is found at the end of this publication.

Testing Accommodations Rules and Procedures

Students are **required to make appointments** to take exams within the Disability Service Office. A student should check their syllabus as to the testing dates for their classes. Students are encouraged to schedule a test date **at least one week in advance** to ensure availability of readers, proctors and testing space. Students who do not make appointments will not be allowed to take the test until an appointment is scheduled. **Students will be required to take the exam on the day of the test unless arrangements are made by the Disability Services office prior to testing! Students who fail to show up at arranged testing times will have their test sent back to the instructor and student must make arrangements directly with the instructor to make up the test, if allowed.** It is *the student's* responsibility to ensure that the instructor knows when you are taking the test in our office.

In addition to the testing guidelines set forth by the instructor, the following rules will be strictly enforced:

- No cell phones, pagers, book bags are allowed in the testing room.
- Calculators are allowed only if approved by the Disability Services Office or the instructor.
- Scratch paper will be provided by the Disability Services Office or your instructor.

- Once the student receives the test, the student will be required to complete the test in the allotted time given. The test will be returned to the instructor at the end of the allotted whether the student has completed the test or not. It will be the discretion of the instructor to whether the student may complete any unfinished portions of the test.
- Only readers and scribes provided by the Office of Disability Services will be allowed to provide services to the student.
- Students will NOT be allowed to leave the testing area once the test has started.

Note taking Accommodations

Note taking assistance is provided to students who register with the Office of Disability Services and provide documentation that supports the need for this accommodation. Students are required to submit a Request for Services form to Office of Disability Services ***no later than three weeks*** prior to the start of the semester to ensure that services are in place for the first day of class. As a general rule, note takers do not know for whom they are taking notes unless you have identified yourself.

Unless prior arrangements have been made by the Office of Disability Services, all students will pick up their notes from the Disability Services office. Students are ***strongly encouraged*** to pick up their notes several times per week! If possible, the student should take his/her own notes during class. This will reinforce the notes that you receive from your note taker.

Alternate Text Formats

Alternate text formats are provided to students who register with the Office of Disability Services and provide documentation that supports the need for this accommodation. Students are required to submit a Request for Services form to Office of Disability Services ***no later than three weeks*** prior to the start of the semester. New textbook editions may cause a delay in service; however, the Office of Disability Services will work with the student, instructor and publisher to ensure that the accommodation needs of the students are met.

Students who receive audio formats of textbooks will be required to check out media players from the Office of Disability Services in order to use the recorded formats of the textbook. **All materials are required to be returned by the student during finals week! If all materials are not returned or have been damaged, the student will be placed on hold with the Accounts Receivable office for the replacement cost of the equipment. The hold will be removed once the equipment is returned or the replacement cost has been paid.** An Accounts Receivable Hold will affect the student's ability to access campus services such as enrollment, transcripts or grades.

Registration Assistance

The Office of Disability Services will assist you the registration process. The office will consult with your Advisor on the best possible classes with regards to your disability. Assistance is also available to instruct the student on the usage of Pipeline.

Interpreters for Hard of Hearing/Deaf Students

Student Responsibilities

- Butler interpreters are required to adhere to the professional standards set by the Registry of Interpreters of the deaf Code of Ethics. Please do not engage the interpreter in extended conversations during class. It is the interpreter's responsibility to interpret everything that is said in class, even comments that are not intended for general public knowledge. If you don't want it voiced, don't sign it!
- Show up for class on time! The Office of Disability Services requires the interpreter to wait 10 minutes for each hour of class. If you do not show up for class within these time periods, the interpreter is free to leave. If you know that you will be absent/late, please contact your interpreter first. You may also call the Office of Disability Services at (316) 322-3321.
- If a student is absent or late for (3) three consecutive classes without notifying the interpreter or the Office of Disability Services, the access (interpreting) services of the student will be suspended until a meeting is held with the Director of Disability Services, the Dean of Learning Resources and the Vice President of Student Services.
- If interpreting services are needed to fulfill class requirements outside of the classroom, requests need to be made to the Office of Disability Services at least (3) three days in advance. Attempts will be made to honor requests made on shorter notice with the understanding that the service may not be available on such short notice.

Accessibility Information

Information regarding the accessibility of the college facilities and programs are available by contacting the Director of Disability Services at (316)322-3321 or 733-3321 from the Wichita Metro area.

Proof Reading/Typing Accommodations

The Office of Disability Services will proof read and type papers for students whose disability impacts their ability to perform these functions. If a student wishes to dictate a paper, a rough draft from the dictation will be read back to the student for corrections and clarifications. It is preferred that the student submit materials for proof reading/typing at least (3) three days prior to the paper being due in class. The Office of Disability Services cannot guarantee completion of a paper with less than three days notice! Students should submit items for proofing either on a flash drive or disk. ***It is the responsibility of the student to provide the office with clear, written instructions about the format and style of the paper. Students are also responsible to verify the final draft of the paper.*** The Office of Disability Services will maintain a copy of the original document submitted by the student and the final draft. If the Office of Disability Services does not finish a paper according to the set time schedule, the office will contact the instructor.

Tape Recorder/Spell Check Equipment

Micro-cassette recorders and Spell Checkers are available for check-out through the Office of Disability Services. Students are responsible for supplying their own cassette tapes. **All materials are required to be returned by the student during finals week! If all materials are not returned or have been damaged, the student will be placed on hold with the Accounts Receivable office for the replacement cost of the equipment. The hold will be removed once the equipment is returned or the replacement cost has been paid.** An Accounts Receivable Hold will affect the student's ability to access campus services such as enrollment, transcripts or grades.

Disability Housing Accommodation **Procedure**

Appropriate housing assignments enable students to build a foundation for good study habits and lay the foundation for building life long relationships. We consider exceptions to the standard assignment process carefully with regard to the individual situation.

Students requesting housing accommodations through Office of Disability Services must do so ***in addition*** to following all regular-housing procedures. **Documentation must accompany housing application request and housing deposit fee. Deadline for housing accommodation requests is July 1st.**

In addition to the basic documentation for enrollment in the Disability Services program, recommendation from a qualified treating professional is required. Recommendations *must be on official letterhead* and include:

1. Provide clear description of the recommended housing accommodation.
2. Connect the recommended accommodation to the impact of the condition.
3. Possible alternatives to the recommended accommodation.
4. A statement of the level of need for (or consequences of not receiving) the recommended accommodation.

Also included in the letter must be the date of the student's most recent visit and the credentials and signature of the qualified professional. All information is kept strictly confidential.

For further questions about this process, please contact the Director of Disability Services at (316) 322-3166 or (316) 733-3166 from the Wichita/Metro area.

Service Animal Information

Definition

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Americans with Disability Act (ADA) definition of service animals is "...any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items." If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or a training program

When a Service Animal Can Be Asked to Leave

Disruption: The partner of an animal that is unruly or disruptive (e.g. barking, running around, and bringing attention to itself) may be asked to remove the animal from college facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animals into any college facility until the partner takes significant steps to

mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner.

Ill Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave university facilities.

Uncleanliness: Partners with animals that are unclean and/or bedraggled may be asked to leave university facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, consider the animal tidy even though its spring coat is uneven and messy-appearing or it has become wet from weather or weather-related incidents.

Further information is available by contacting the Director of Disability Services.

Grievance Information

Students who believe that they receive inappropriate, inadequate or unacceptable services from the Office of Disability Services are encouraged to file a written statement of the incident to the Director of Disability Services. The Director of Disability Services will contact the student within five school days to discuss and attempt to resolve issues in a timely manner.

If the student is not satisfied with the response from the Director of Disability Services, the student may request a hearing with the ADA Committee. The ADA Committee is comprised of the following members: Director of Disability Services, Vice-President of Student Services, Dean of Learning Resources, Director of Human Resources, Director of Facilities Management, faculty member and a Student Senate member. If resolution is not reached at this level, the student can file a complaint with the Office of Civil Rights in Kansas City. The address and additional information are available upon request.

