



DISABILITY RESOURCE HANDBOOK

Accessing Accommodations

**A guide for faculty, staff and students at
Massachusetts College of Liberal Arts on providing equal access and equal
opportunities for students with disabilities**

**Massachusetts College of Liberal Arts
Center for Student Success and Engagement/Disability Resources
Eldridge Hall, Top Level
375 Church St. North Adams, MA 01247
Phone: 413-662-5318 Fax: 413-622-5444**

Revised Fall 2017

Disability Resources: An Overview of the Accommodation Process

The Law	3
Accessing Services and the Process	4
Priority Access Registration	6
Test Accommodations	7
Note Taking	8
Course Substitution for the Core Language Requirement	9
Accessible Textbooks/Course Materials and Assistive Technology	10
Additional Academic Support	11
Transitions from High School to College	12
What You Need to Know: Q&A	14

Forms

Registration Form	16
Accommodation Request Form	18
Accommodation Plan	20
Sample Course Syllabus Statement	21
Exam Proctoring Checklist	22

The Law

Massachusetts College of Liberal Arts acts in accordance with two relevant laws: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Americans with Disabilities Act

MCLA falls under Title II of the ADA, which is a civil rights statute which prohibits discrimination against people with physical or mental impairments that limit major life activities. Examples of major life activities covered under the law are caring for oneself, walking, seeing, hearing, speaking, breathing, learning and working.

The following agencies that are required to follow Title II of the ADA by law are: Department of Agriculture, Department of Education, Department of Health and Human Services, Department of Housing and Urban Development, Department of Interior, Department of Justice, Department of Labor and Department of Transportation.

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified person with a disability in the United States 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.”

A person with a disability includes any person who has a physical or mental impairment that limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.

In addition to meeting the above definition, for the purpose of receiving services, “qualified individuals with disabilities” are individuals who meet required and essential admissions requirements.

Disabilities under Section 504 of the Rehabilitation Act of 1973 may include but are not limited to the following:

AIDS	Epilepsy
Alcoholism	Head injury/Traumatic brain injury
Arthritis	Heart disease
Autism spectrum disorders	Mental illness
Blindness/visual Impairment	Multiple sclerosis
Cancer	Muscular dystrophy
Cerebral palsy	Orthopedic/mobility impairment
Deafness/hearing impairment	Psychiatric disability
Diabetes	Specific learning disability
Drug addiction	Speech and language disorder

Accessing Services at MCLA

CSSE/Disability Resources is the office that files disability related documents, certifies eligibility for services, determines reasonable accommodations and coordinates such accommodations. All students' documentation of their disability is kept confidential. Diagnostic information regarding a student's disability is confidential and is shared on a need to know basis; such information is released only in accordance with federal and state laws. However, faculty will be notified of specific accommodation needs for students.

Students who wish to inquire about their eligibility for services must self-disclose their disability to the CSSE/Disability Resource office and submit required documentation by a qualified professional. The documentation should identify the disability, describe the challenges faced in relation to college life and if possible recommend specific accommodations.

Once documentation is received and carefully reviewed, a determination of the students' eligibility will be made. If a student qualifies for services, a staff member within the Disability Resource office will determine what reasonable accommodations can be provided at MCLA. Accommodations are developed on an individual basis and are established to facilitate equal access for students. Success is in the hands of the student.

The Process

Once enrolled, students will need to have an initial meeting to complete an intake interview. If documentation is complete, the student will be officially registered as a student who is entitled to accommodations under the Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Accommodation plans are developed on a semester-by-semester basis and will vary depending on the essential requirements for a given course. Students are responsible for requesting accommodations each semester by either filling out the Request for Accommodations Form or by setting up an appointment with a Disability Resource staff member prior to the start of classes. The accommodation plan will outline the specific courses requiring accommodations and will clearly describe what accommodation(s) are to be provided. It is then the responsibility of the student to deliver and discuss this plan with the instructor(s).

Typical Accommodations Provided at MCLA

Priority access registration
Test accommodations
Note takers or recording devices
Course substitution for the foreign language requirement
Access to textbooks and course materials in alternative formats
Assistive technology

Please keep in mind that the above accommodations represent some accommodations provided to MCLA students. Students' needs are reviewed on a case by case basis, and specific accommodations will reflect each individual student. **Further information can be found on the Disability Resource page of our website (<http://mcla.edu/Academics/csse/disability-services/index>).**

Further information regarding the above accommodations will be on pages 6-10 of this document.

Priority Access Registration (PAR) and Procedures

Disability Resources Priority Access Registration (PAR) provides students with specific disabilities and/or functional limitations an opportunity for priority in the registration process. Priority Access is decided on a case by case basis taking into consideration the student's documented disability.

Students who may qualify:

- Students who have mobility impairments.
- Students who have visual impairments.
- Students who have attention limitations (may be due to medications).
- Students who have various medical conditions or other health impairments.
- Students who require access to alternate formats/electronic files of class materials.

Students with any of the above are encouraged to register early in order to avoid class schedules which exacerbate the functional limitations of their disability. Disability Resources relies on student cooperation to facilitate the registration process.

How to request PAR:

The student must request this accommodation through the Disability Resource Office.

The student must fill out and return the PAR application form to CSSE/Disability Resources prior to the deadline. These forms can be found in the CSSE office.

Deadlines are as follows:

October 1 for Spring Registration

March 1 for Fall Registration

The student must provide Disability Resources with documentation verifying the need/value for early registration. If the office already has copies of your documentation which supports PAR, you do not need to resubmit this information. Documentation may not be required of students with obvious physical disabilities.

PAR will be reviewed each semester and prior approval for PAR does not guarantee continued eligibility.

Student Responsibilities:

Once students have been approved for PAR, students must make an appointment to meet with their academic advisor and complete the registration process during the time frame indicated. Students who do not complete the registration process during the PAR period will be required to register during their regular scheduled registration time as assigned by the Registrar's Office.

Testing Accommodation Process:

Testing accommodations at MCLA will provide students with an opportunity to take their exams in an alternate location with individualized support. Students must follow the accommodation process at MCLA and be approved for this as a reasonable accommodation based on the students' documented disability. Specific testing accommodations may include but are not limited to the following: alternate setting, extended time, use of a computer and use of assistive devices.

Receiving Test Accommodations:

Student:

- Meet with CSSE/Disability Resources to request and be approved for test accommodations.
- Meet with faculty of each course to inform them of the approved accommodation by providing the accommodation plan.
- Schedule the exam with CSSE three business days prior to the exam date by filling out the Exam Proctoring Checklist in Self-Service Banner.
- Attend proctored session as scheduled.

Faculty:

- Meet with the student to review the students' accommodation plan.
- Complete the instructor section of the Exam Proctoring Checklist in Self-Service Banner.
- Deliver the test to CSSE or email the test to the Exam Proctoring Mailbox (examproctoring@mcla.edu) for each scheduled test to be proctored in CSSE.

Disability Resource Staff:

- Staff in CSSE/Disability Resources will meet with the student to determine/approve test accommodations and develop the accommodation plan.
- Implement test proctoring according to Exam Proctoring Checklist.
- Maintain Exam Proctoring Checklist in each student's file and return the exam as requested

Process for Requesting a Note Taker:

Disability Resources at MCLA will provide peer note takers to students whose documented disability supports this as a reasonable accommodation. The note taker request must be completed within the first four weeks of the semester. MCLA understands that unforeseen situations arise and therefore we will allow the request of a note taker in special circumstances up until the midterm point.

Requesting a Peer Note Taker:

Student:

- Meet with CSSE/Disability Resources to request and be approved for a note taking accommodation.
- Fill out the note taker request form clearly stating each class for which you are requesting notes.
- Meet with each course faculty to deliver the accommodation plan.
- Attend classes as scheduled and follow all attendance policies. Notes will not be provided in situations where the student is not attending class.

Disability Resource Staff:

- CSSE/Disability Resources will meet with the student to determine/approve the request for a note taker based on the student's documented disability.
- Once the note taker accommodation has been approved, the CSSE/Disability Resource office will secure a note taker for the courses requested. This is done by a means of reviewing class rosters and consulting with faculty.
- Once a note taker is found, a meeting will be set up with the note taker to review the procedure and their responsibilities.

Peer Note Taker:

- Note taker will attend an initial meeting to review responsibilities and sign the note taker agreement.
- The note taker will come to CSSE weekly to scan their notes for electronic distribution.
- If the note taker cannot fulfill the obligation, they will contact the office immediately.

Course Substitutions for the Modern Language Requirement for Students with Disabilities:

There are currently a number of course accommodations that are provided for students with disabilities. There is, however, a subset of students with disabilities for whom the foreign language requirement is discriminatory. Deaf students and students with language based learning disabilities are at a disadvantage in fulfilling the requirement, and it is suggested that students with these disabilities be allowed to substitute the courses identified below in order to meet the foreign language requirement. Given the similarities between native and foreign language acquisition, it is prohibitive for students who have phonological and orthographic difficulties in their native language to hear, learn and process another lexicon and rules of usage. To require these students to take and pass a foreign language is to impose an unreasonable expectation upon them.

Allowing substitute courses is a solution sanctioned by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, as well as recent higher educational case law regarding implementation of foreign language requirements. As such, the substitution is considered an accommodation for students with disabilities. Institutions are required to utilize a deliberative process to develop reasonable accommodations to their policies, practices and procedures in order to not discriminate against individuals with disabilities. In this case, a deliberative process is one where input is garnered from disability experts, faculty in the foreign language department, and other relevant professors and college officials.

With these standards in mind, there are a series of courses recommended for approval as substitute courses by which a student with a disability could meet his/her one semester foreign language requirement.

Students should be referred to the CSSE/Disability Resource Office to review documentation of disability and determine eligibility for this accommodation. CSSE/Disability Resource Staff will advise eligible students around specific courses for substitution. CSSE/Disability Resources is the office that will submit requests to the Dean of Academic Affairs for approval. Once approved the Registrar's Office and the students' academic advisor will be notified.

Alternate Textbooks and Course Materials:

MCLA will work with students with specific disabilities to ensure they have full access to all course materials. The student must currently be registered as a student with a qualified print disability at the time of the request for alternative formats, and under copyright law must provide CSSE/Disability Resources with proof that he/she has purchased the textbook(s). Requests for electronic texts must be submitted **at least four (4) weeks prior to the start of class.**

To make your request, please complete the request for alternative text form and submit it to CSSE/Disability Resources at **least four weeks prior to the start of class.** This type of accommodation takes time to coordinate as we are often working with third parties to fulfill the request. If you do not notify us within the four week window, please be patient and we will make diligent effort to fulfill your request as soon as possible.

Assistive Technology:

MCLA offers students with disabilities a variety of assistive technology to assist them in their academic learning. Students must work directly with the staff in the CSSE/Disability Resource office to be approved and receive specific programs/devices.

Some offerings include:

- Kurzweil 3000-Firefly
- Dragon NaturallySpeaking
- Livescribe Smart Pen
- FM Assistive Listening Device

Additional Academic Support Available to ALL Students:

CSSE provides resources across the curriculum, with a focus on writing and tutorial supports and assistance with selected Science, Technology, Engineering and Math (STEM) courses.

Writing Studio:

Trained peer Writing Associates help students revise and refine their papers, including:

- Composing a thesis statement
- Organizing and developing ideas
- Identifying resources for grammar and punctuation

Location: Murdock Hall 120. Book your appointment online at www.mcla.edu/writingstudio

Tutorials:

Small group tutorials are available by qualified peers and are available to students enrolled in specific courses. Requests can be submitted during the first eight weeks of the fall or spring semesters. If a student, after consultation with his or her instructor, continues to experience difficulty in a course, then it is appropriate to request a tutorial. If a tutor is available, a tutorial group will be scheduled. Students may also be referred to other resources if a tutorial cannot be arranged (see below).

Supplemental Instruction (SI):

SI targets traditionally difficulty courses with high withdrawal or fail rates among enrolled students. The goals of the SI program are to increase students' performance in STEM courses across the curriculum. SI Leaders are trained peers who have been recommended by faculty, attend the targeted course and hold weekly SI sessions to help students with content and study skills.

Teaching Assistants (TAs):

TAs are assigned to selected courses across the curriculum. They assist faculty with class preparation, grading papers and hold hours outside of the class to assist students in understanding course content.

Please visit the CSSE office in Eldridge Hall, top level for more information or visit <http://www.mcla.edu/Academics/csse/Academic-Support/index> for more information.

Transitions from High School to College: Know the Difference

Applicable Laws

HIGH SCHOOL	COLLEGE
Individuals with Disabilities Education Act (IDEA)	Americans with Disabilities Act (ADA)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about success	ADA is about access

Required Documentation

HIGH SCHOOL	COLLEGE
Individualized Education Plan (IEP) or 504 Plan	High School IEP/504 plans are not sufficient documentation. Students must submit current evaluation (within last 5 years) written by a qualified professional
School provides the evaluation at no cost to the student	Any cost associated with testing and/or documenting a disability is at the cost of the student
Documentation focuses on determining whether the student is eligible for services based on specific disability categories in IDEA	Documentation should identify the disability, provide information on specific functional limitations and recommend specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
The school identifies students with disabilities	The school protects a student's right to privacy and confidentiality. The student must self-disclose to the Disability Resource Office
The school initiates an IEP meeting to determine services and automatically incorporates accommodations into the students' daily schedule	Students must initiate contact with the Disability Resource office and request appropriate and reasonable accommodations each time they are need (semester-by-semester)
The students IEP is communicated to teachers automatically	Students are responsible for sharing their accommodation plan with professors and self-advocating their needs
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but in most cases expect the student to initiate contact when assistance is needed

Parental Role

HIGH SCHOOL	COLLEGE
Parents are notified and give permission for decisions regarding accommodations	Parents do not have access to information regarding the students' academic record or accommodations unless written consent is given
Parents advocate for the student	Students are their own self-advocates

Academic Instruction

HIGH SCHOOL	COLLEGE
Teachers modify the curriculum and alter the pace of course work	Professors are not required to modify curriculum design or alter assignment deadlines. The college will provide reasonable accommodations which do not alter the essential course requirements or objectives
Special classes and placements must be made available to students	Colleges are not required to provide special classes or programs for students with disabilities

Grades and Testing

HIGH SCHOOL	COLLEGE
IEP or 504 plan may include modifications to test format and grading	Grading and test format changes are generally not available. Accommodation to how tests are given (extended time, alternate setting etc.) are available when supported by disability documentation
Testing is frequent and covers small amount of material	Testing is usually infrequent and may be cumulative, covering large amounts of materials
Makeup tests are often available	Makeup tests are rarely an option; if they are you need to request them with the professor as this is not an accommodation
Teachers often take time to remind you of due dates	Professors expect you to keep track of course work and deadlines by following the course syllabus

Study Skills

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring does not fall under disability resources. Students with disabilities must seek out academic support resources as they are typically available to all students
Teachers decide how students should be organized	Students develop their own system of organization for assignments and notes
Teachers usually require less than one hour of homework per class per night	Students should study 2-3 hours for each one hour of class time

What You Need To Know: FAQ

Q: What does CSSE/Disability Resources do for students with disabilities?

A: The Disability Resource Office provides, arranges and coordinates reasonable accommodations for students who have a documented disability. Student files are kept confidential and are maintained in accordance with state and federal laws.

Q: How does CSSE/Disability Resources know whether a student has a disability?

A: The College requires verification of the students' disability, which remains on file before any services can be provided. Students must submit current documentation of their condition by a qualified professional. At this point, the documentation is reviewed and the students' eligibility for services is determined.

Q: Are all students with disabilities registered with CSSE/Disability Resources?

A: No, it is likely that many students with disabilities have chosen not to disclose their disability to the office, or they may have not met the eligibility criteria for services. Faculty are not required to provide accommodations to these students. If a student discloses a disability to you, you can encourage them to contact CSSE/Disability Resources.

Q: Is the student's disability information kept confidential?

A: Yes, all information regarding a student's disability is kept confidential and only released on a need to know basis. However, faculty will be notified if a student requires a special accommodation in their class and what the accommodation entails. The student delivers the accommodation plan to their instructors.

Q: What is the accommodation plan?

A: The accommodation plan is a letter that is developed with the student who is requesting accommodations for their courses. Each student works with Disability Resources at the start of the semester to determine, based on their documented disability, what specialized accommodations will be needed to allow the student equal access in their courses. The student will then deliver the accommodation letter to each instructor to inform them of their academic needs.

Q: When should students contact CSSE/Disability Resources regarding disability accommodations?

A: Students should plan to request accommodations prior to the start of each semester to develop their accommodation plan for their classes.

Q: Can students still receive accommodations if they do not come in at the start of the semester?

A: Yes, students are encouraged to come in anytime throughout the semester. However, accommodations are not retroactive and begin from the day the accommodation letter is delivered to their professor.

Q: What can faculty do if they have a concern about a student that is disability related?

A: They should always refer the student to CSSE and explain all the resources that are available to help them succeed. The faculty should notify CSSE of the concern to ensure that outreach is conducted. Faculty should not question a student regarding their disability; Faculty should not tell a student that they think he/she has a

disability. This is often a very sensitive topic for students. However, if a student discloses their disability then this is a good opportunity to engage in a constructive conversation around how the student learns best and what can be done to maximize their experience in the class.

Q: What should faculty do if a student tells them they need a note taker?

A: Students should always be referred to CSSE/Disability Resources to ensure that the students' disability warrants note taking as an accommodation. If a student has already been approved for this accommodation, this would be reflected in the students' accommodation plan.

Q: Often times, instructors are asked to recommend a student that is a good note taker. How is the best way to approach the class?

A: It is important to never announce the students' names as this breaks the confidentiality of the students' disability. Here is a sample of what can be said in class, "CSSE has a need for a note taker in this class. If you feel confident in your note taking skills, please contact CSSE."

Q: What is the process for students receiving a testing accommodation?

A: It is the responsibility of the student to contact CSSE to schedule to take their exam in our office three days prior to the scheduled exam. The student will receive an Exam Proctoring Checklist that is to be delivered to the instructor for him or her to sign and return to CSSE with a copy of the exam. All exams are done in a separate room with a test proctor.

Q: What if a student receives testing accommodations but does not schedule their exam within the three day notice?

A: CSSE will make a "good faith" effort to accommodate the student. However, we may not be able to honor the request with limited notification. If CSSE cannot accommodate due to short notice, the student will have to attend the class and take the exam as scheduled.

Q: What should an instructor do if a student wants to discuss specific accommodation needs for their class?

A: The student should be referred to CSSE/Disability Resources. Instructors are not required to provide accommodations unless the student presents them with an accommodation plan.

Q: What is the process for requesting Priority Access Registration (PAR)?

A: Students must be approved for this accommodation, which is based on the nature of the disability. Students must fill out the PAR application form and submit prior to the deadlines. Deadlines are October 1 for the Spring Registration and March 1 for Summer and Fall registration. Requests made after these dates will not be considered for PAR.

Q: How does a student know if he or she qualifies for a course substitution for the core language requirement?

A: Students who may qualify for the course substitution for the core language requirement are students with specific language disabilities and/or hearing impairments. To inquire about eligibility, the student should make an appointment with CSSE/Disability Resources who can determine if the student qualifies and advise the student on specific courses. CSSE/Disability Resources will submit proper documentation to the Dean of Academic Affairs for approval.



Massachusetts College of Liberal Arts
Center for Student Success and Engagement
Disability Resources
Phone: 413-662-5318
Fax: 413-662-5444

Registration Form

Complete this form to register with CSSE/Disability Resources to determine eligibility of services. Documentation from a qualified professional should be submitted to support your request for reasonable accommodations.

Name: _____ A#: _____

Address: _____

Phone: _____ Major: _____

Enrolled at MCLA _____ (i.e. Fall 2015, Spring 2015)

What is your disability? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Brain Injury |
| <input type="checkbox"/> ADD/ADHD | <input type="checkbox"/> Psychological |
| <input type="checkbox"/> Autism Spectrum | <input type="checkbox"/> Medical/Health |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Mobility Impairment |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Other: Describe _____ |

My Disability affects the following areas. Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Skills |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Mobility |
| <input type="checkbox"/> Math | <input type="checkbox"/> Vision and Hearing |
| <input type="checkbox"/> Memory | <input type="checkbox"/> Processing |
| <input type="checkbox"/> Attention and Concentration | <input type="checkbox"/> Organization/Time Management |
| <input type="checkbox"/> Physical Health | <input type="checkbox"/> Other: Describe _____ |

In your own words, please describe challenges you may face in an academic setting due to your disability.

What accommodations have you used in the past? Please be specific.

What type of student are you? Check all that apply.

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Full Time | <input type="checkbox"/> Commuter |
| <input type="checkbox"/> Part Time | <input type="checkbox"/> Residential |
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Graduate |
| <input type="checkbox"/> Non-Matriculated | |

Do you work? _____ If yes, how many hours per week? _____

Are you receiving services from an outside agency? _____
If yes, what Agency? _____

Do you have a language based disability? _____
If yes, are you looking for a waiver for the core language requirement? _____

Documentation is: Enclosed _____ being sent separately _____

Is there additional information you would like to share that would be important when considering your accommodations?

Student Signature

Date

If submitting this form electronically, type in your name and date above and send it from your MCLA email account.

Please note: This form is for beginning the registration process only. If you wish to request reasonable accommodations you must meet with Katie Sutton, Assistant Director of CSSE/Disability Resources. Please call 413-662-5318 or email k.sutton@mcla.edu to set up an appointment. Before accommodations can be granted all supporting documentation from a qualified professional must be on file with CSSE/Disability Resources AND a Reasonable Accommodation Request Form must be complete. (Note: Requesting accommodations, providing recommendations from a qualified professional or having receiving accommodation in the past does not guarantee a student will receive such services at MCLA.)



Massachusetts College of Liberal Arts
Center for Student Success and Engagement
Disability Resources
Phone: 413-662-5318
Fax: 413-662-5444

Reasonable Accommodation Request Form

Complete this form prior to *each* semester if you are requesting classroom accommodations based on a documented disability that is on file with CSSE/Disability Resources.

Accommodations may take up to two weeks to put into place. Others may take longer and require advance notice (i.e. note takers, interpreters, classroom location change). Please submit your request in a timely fashion.

Name: _____ A#: _____

Phone: _____ Major: _____

Undergraduate _____ Graduate _____ On Campus _____ Commuter _____

Requesting accommodations for the following semester: _____ (i.e. Fall 2015)

How many credits are you enrolled in for the semester? _____

Do you typically take a reduced course load? Explain.

Please check the below accommodations in which you are requesting. All requests must be supported by relevant documentation of your disability.

- _____ Testing accommodations
- _____ Assistive technology/software. Describe: _____
- _____ Communication devices. Describe: _____
- _____ Text materials in accessible format. Describe file type: _____
- _____ Other Describe: _____

If you are requesting testing accommodations, please check all that apply:

- _____ 1.5 extended time (time and a half)
- _____ 2.0 extended time (double time)
- _____ Reduced distraction environment
- _____ Use of a computer
- _____ Use of assistive devices
- _____ Other Describe: _____

Do you require assistance with in class note taking? _____

If answered yes, please describe the difficulties you face when note taking.

Are there accommodations that could assist you with note taking (i.e. smart pen, digital recorder)? Describe.

Are you requesting a peer note taker for your classes?
If yes, please list course and section number for specific classes.

Are you interested in learning how to improve your notetaking skills and strategies? _____

Do you require specific scheduling needs? _____ If yes, please describe.

Would you like all your instructors to receive notification of your accommodation plan? _____
If answered no, please explain.

Is there additional information you would like to share that is important to your academic success at MCLA?
Please explain in detail.

Based on the information given in this form, your accommodation plan for the requested semester will be developed. It is your responsibility to pick up your accommodation letter and notify all your instructors. You can plan to pick up your accommodation letter at the start of each semester (within the first week of classes). You will receive enough copies to hand deliver one to each professor and discuss your accommodations needed for the semester.

If you have concerns or questions regarding your accommodations or the process, please contact Katie Sutton in the CSSE office at 413-662-5318.

Student Signature

Date

If submitting this form electronically, type in your name and date above and send it from your MCLA email account.



Katie Sutton, Assistant Director of CSSE/Disability Resources
Eldridge Hall, Top Level
375 Church Street, North Adams 01247
413-662-5318
Fax: 413-662-5444
k.sutton@mcla.edu

Student Name:

Student A#

Semester:

Courses/Instructor:

REQUEST FOR ACADEMIC ACCOMMODATIONS

In Accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, this student is receiving support while attending MCLA. The following accommodations have been recommended to provide the student with equal access to educational opportunities. The following accommodations are required by law unless they fundamentally alter the nature of your course. It is the responsibility of the student to provide you with a copy of this accommodation plan, and the student has been advised to meet with you privately to discuss his/her academic needs for success in your course.

CSSE will provide the testing accommodations if the instructor is unable to meet these needs. However, CSSE requires three days advance notice from students in order to administer the exam. It is the student's responsibility to notify CSSE, schedule the exam, and complete the necessary paperwork. It is the instructor's responsibility to send the test to CSSE prior to the scheduled exam time. This can be done through inter office mail, dropped off at CSSE or emailed to the Exam Proctoring Mailbox.

TESTING ACCOMMODATIONS:

CLASS ACCOMMODATIONS:

If you have additional questions, please do not hesitate to contact Katie Sutton. Please remember, students have a right to privacy in disability matters, and their confidentiality must be maintained. However, I am happy to discuss the student's learning style and/or instructional needs as they apply to your course. Thank you.

Katie Sutton, Assistant Director of CSSE/Disability Resources

Date



MCLA: Students with Disabilities

Faculty should include statements about academic accommodations in their course syllabus. Below are three sample options.

1. Any student who believes he or she may need an accommodation based on the impact of a documented disability may be eligible for accommodations that provide equal access to educational programs at MCLA. Students are advised to contact that Disability Resource Office at 413-662-5318 or stop by CSSE, Eldridge Hall to schedule an appointment. In compliance with the Americans with Disabilities Act (ADA), the Disability Resource Office will work with students to coordinate reasonable accommodations. Students who wish to request accommodations should do so within the first four weeks of the semester. Once accommodations have been determined, the student will provide a copy of his/her accommodation plan to each individual instructor. Students must fulfill all course requirements in order to receive passing grades in their classes, with or without reasonable accommodations. Please note that accommodations cannot be granted retroactively.
2. Students with disabilities who wish to access accommodations are advised to contact the Disability Resource Office at 413-662-5318 or stop by CSSE, Eldridge Hall to schedule an appointment. The Disability Resource Office will work individually with students to determine accommodations that are reasonable for them. Based on the students' documentation, an accommodation plan is developed to facilitate equal access. It is the responsibility of the student to deliver and discuss their accommodation plan with their professor.
3. Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Disability Resource Office at 413-662-5318 or stop by CSSE, Eldridge Hall to discuss your specific needs.

Last revised January 2016

Center for Student Success & Engagement/ Disability Resources
Procedure for students receiving test proctoring/ Exam Proctoring Checklist

Student Name - _____ Student A# _____

Course/Instructor- _____

Testing accommodations: _____ Alternate location _____ 1.5 Extended time _____ 2.0 Extended time

Other _____

Day/time class will take exam _____ Day/time scheduled in CSSE _____

FACULTY SECTION

Please indicate below the conditions under which the exam will be administered in class, only items indicated below will be allowed for use during the exam:

Use of notes _____ Open Book _____ Dictionary _____ Calculator _____

Other _____

How much time are you allowing in your class for this quiz/exam? _____

Please deliver the exam to CSSE/Disability Resources prior to the scheduled exam time. If you prefer, the exam can be emailed to “exam proctoring”, or: examproctoring@mcla.edu prior to scheduled exam.

Method of exam delivery:

_____ Instructor delivers to CSSE _____ Student will bring in sealed envelope

_____ Will email to “exam proctoring mailbox” or: examproctoring@mcla.edu

Method of exam return:

_____ Instructor picks up exam _____ Student delivers exam in signed and sealed envelope

_____ Member of CSSE returns exam to _____

Faculty signature - _____

TESTING ROOM PROCEDURE

CSSE will provide the testing accommodations if the instructor is unable to meet these needs. However, CSSE requires three days advance notice from the students in order to administer the exam. It is the student’s responsibility to notify CSSE, schedule the exam and complete the necessary paperwork. All exams are timed; students generally receive 1.5 or 2.0 extended time. Students will be stopped when their extended time is up unless otherwise indicated on this form by the professor. On the day of the exam, you are expected to arrive on time. When you enter the testing room, you will silence all electronic devices and place all devices on the table at the front of the room. Only materials that have been approved by your instructor and indicated on the Exam Proctoring Checklist will be allowed out during the exam. All other items must be placed at the front of the room. You will not be allowed to remove any electronic devices from the room until you have completed the exam. No head phones are allowed unless approved as part of your accommodation.

Office use only

Time started _____ Time completed _____ Exam returned to _____

Signature of Proctor _____

