

AMERICANS WITH DISABILITIES STUDENT HANDBOOK

Briar Cliff seeks to operate in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990 as amended in 2008. The legislation defines a person with a disability as someone with a physical or mental impairment that substantially limits one or more major life activities, has a history of such impairment, or is regarded as having a disability.

If you are a student with a disability and have met the academic standards required for admission to the college, you are ensured equal educational opportunity.

WHERE TO APPLY FOR SERVICE

Submit your documentation to the Coordinator of Disability Services' office, Heelan 108, in person or via email (Jeanene.sampson@briarcliff.edu) to apply for accommodations.

DOCUMENTATION NEEDED

To qualify for services and accommodations, you will need to provide documentation. Students who have attended high school in Iowa must submit the SAR (Support for Accommodations Request).

Other students must submit the following:

Documentation that is current –that is, based on adult criteria or within three years.

Documentation from a professional (not a family member) who is competent to diagnose the disability, e.g., a medical doctor, a clinical psychologist, an audiologist.

Test scores, if available, including: Wechsler Adult Intelligence Scales accompanied by one or more achievement measures, such as Woodcock Johnson Psychological-Educational Battery, Peabody Individualized Achievement Test, and Specific Language Disability Test.

If you were receiving support services or accommodations in high school, a list of those would be very helpful in determining appropriate accommodations for college. However, continuation of those accommodations is not automatic. A determination of what is appropriate for the demands of college will be made.

High school IEP's alone are not adequate documentation.

BECOMING INDEPENDENT—WHAT IT MEANS

It is the objective of the disabilities services office to provide services that foster self-determination in preparation for independence and employment. Since you have probably reached the age of 18 before entering college, your status has changed to that of an adult. This has several ramifications. If the disability is of long standing, you have probably been used to people knowing about the disability and automatically providing accommodations. Becoming an adult means that you now have the right to decide whether or not your disability is known to your instructors. You also now have the obligation to ask for the needed accommodations. If you decide to self-disclose, the nature of your disability will be held private and confidential unless sharing some information would be necessary in order to assure you equal access. Faculty and other people involved in providing the accommodations will be told only what accommodations they need to provide. While the Disabilities Office treats this information with sensitivity, you have the freedom to disclose the nature of the disability to anyone you choose.

If you decide not to acknowledge a disability, the school is under no obligation to provide accommodations. Likewise, no allowances will be made retroactively for poor performance.

Other people experience change when you become an adult. Parents have been accustomed to being given progress reports and updates – this will no longer happen. If you wish, you may sign a release of information form to allow communication between the Disabilities Office and your parents.

The process for obtaining services that is set down for you is an attempt to bridge your previous position of dependence with your new independence. Asking you to approach instructors and articulate your needs is the first step in that process. Having the Coordinator of Disability Services help you if you experience problems provides a transitional step that will not be available after college when you enter the world of work.

PROCESS FOR OBTAINING SERVICES

To get accommodations, make an appointment with the Director of Student Support Services to present documentation and discuss your needs. There is no common list of accommodations for each learning disability. The accommodations that are given are based on your need as described in your documentation.

You will receive a disability card similar in size to the Briar Cliff ID. It will say that you have a disability documented in the Disabilities Office, and it will list the accommodations that are deemed appropriate. It is your responsibility to let instructors know of your needs and be ready to show the card should anyone request to see it. For online students, the Coordinator of Disability Services can provide confirmation to instructors on request. **You have no obligation to answer questions that attempt to learn the nature of your disability;** however, it is to your benefit to answer questions that help a faculty member understand what techniques/practices would best help you learn.

If, after following procedure, you do not get the necessary accommodations, you should contact the Coordinator of Disability Services' office and let the director know so that he/she can then follow up and see that accommodations are provided.

The school is obliged to make reasonable accommodations when proper documentation is in place; however, it may not always be possible to satisfy your preferred accommodation. Likewise, it is necessary for you to give timely notification of your needs so that we can adequately respond.

For the timing of various requests, see below. **Timing refers to working days.**

| | |
|----------|---|
| 1 week | enlarged hand-outs, copies of overheads, etc. |
| 1 week | room for private, extended testing time |
| 1 week | arrange with teacher to get test to disabilities office |
| 1 week | note-takers, scribes, readers |
| 2 days | disability ID card (after documentation is in) |
| 2 weeks | sign language interpreter |
| 2 months | books on CD |
| 3 days | assignment scanning |

There are several options available for students with **visual or motor disabilities**. On the second floor of the library there is a scanner and some computers equipped with Scan and Read, which reads aloud the

material scanned. This program is also useful for students who are **dyslexic**. The Kurzweil 3000 is available on computer. This allows someone with visual impairment to have what is on the screen or what the student types read to them. This too is helpful to students who are **dyslexic**.

If you use the services of Recordings for the Blind and Dyslexic (RFB&D), you need to inform the Bookstore of what books you need as soon as you register for classes to insure having them by the beginning of the semester. **If you are using this service for the first time** you may want to ask the Coordinator for Disability Services for advice on the process. RFB&D has an application fee of \$50 and a usage fee of around \$25 per year. This fee is your expense.

The purpose of accommodations is to give students with disabilities equal access to the learning environment, but accommodations are in no way a guarantee of success. That responsibility remains with you. We wish you every success at Briar Cliff University.

HANDICAPPED FACILITIES AT BRIAR CLIFF UNIVERSITY

| <u>BUILDING</u> | <u>ENTRANCE</u> | <u>PARKING</u> |
|--------------------|----------------------------|---|
| Noonan | Front entrance | Upper and lower lot |
| Chapel | East entrance | Noonan upper lot |
| Theatre classrooms | South entrance | Noonan upper lot |
| Theatre | East entrance | Noonan upper or lower lot |
| Heelan | *East entrance | South, front of building |
| Library | *Main entrance | Front of building |
| Baxter DiGiovanni | South entrance | Outside of North Hall |
| Flanagan Center | Upper entrance | Outside of North Hall |
| Alverno | South-east entrance | Beside north entrance – back of Alverno |
| Toller | ** | Beside north entrance – back of Alverno |
| Stark | *East Center *West door | north of west door |

* Indicates automatic door opener

** Not wheelchair accessible