



2400 West Bradley Avenue,

Champaign, IL 61821

217-351-2200

[Parkland College Website](#)

# ACCESSIBILITY SERVICES STUDENT HANDBOOK

Spring 2024 Update

Implementation Guide for ADA; Section 504

Accessibility Services

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Champaign, IL 61821-1899

Room U-260

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Dear Student,

On behalf of the staff in Accessibility Services, we want to congratulate you on your decision to attend Parkland College. We are confident you will find Parkland to be a premier learning institution whose mission is to *engage the community in learning*.

The *Accessibility Services Student Handbook* explains the policies and procedures of Accessibility Services and serves as a guide for your self-advocacy and accessing academic accommodations and campus resources. We encourage you to maintain regular contact with Accessibility Services by scheduling at least one follow-up appointment each semester with us, so that we can discuss your progress and make campus referrals, if needed.

Accessibility Services is located in U260. Our office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday (fall and spring); 7:30 a.m. to 5:00 p.m. Monday through Thursday (summer). Please call our office at 217-353-2338 or email us at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu) if we can assist you.

We are very pleased that you're taking your next steps at Parkland and look forward to working with you!

Sincerely,

Accessibility Services Staff

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## Purpose of This Handbook

This handbook is a supplement to the College Catalog and the Student Policies and Procedures Manual. It is provided generally for students' personal knowledge and information. It cannot be construed as a legal document or contract, nor does it supersede applicable federal, state, or local laws or other College policies.

## Mission

Accessibility Services envisions a fully accessible, integrated, and universally designed campus community. Our goal is to work in partnership with the greater college community to facilitate equal access to the educational programs, services, and activities of Parkland College for students with disabilities in accordance with federal law. Students with disabilities are one of the many groups that make up our campus community and a diverse community broadens our understanding and appreciation for accommodations and universal access.

Accessibility Services does not:

- Perform psychoeducational diagnostic assessments.
- Ask faculty to compromise the quality of instruction or evaluation or to sacrifice academic standards.
- Provide transportation to and from classes.
- Provide students with personal devices or personal aids including wheelchairs, eyeglasses, hearing aids, personal assistance with eating, dressing, or toileting, readers, scribes or typists for personal study.

## How a Student Can Be Successful

The ability to self-advocate is *critical* to student success in college. Accessibility Services considers skill building in self-advocacy a key departmental goal, and as such, it is fundamental to many of our processes and procedures. All requests for accommodations and services must come from the *student* (not a parent or case manager). The one exception to this requirement is when someone else has been formally named as the student's legal guardian via a court order. In such instances, it is important for Accessibility Services to be informed of the guardian's status and to have a copy of the court order on file.

Students with disabilities who succeed in college generally possess the following characteristics:

- Ability to communicate strengths and weaknesses in learning.
- Knowledge of their disability and the kinds of teaching strategies, tools, and services which work best to help compensate.
- Ability to explain both talents and needed compensatory strategies clearly and frankly to others.
- Maturity and initiative to assume the greater share of self-advocacy.
- Ability to adhere to effective, routine study habits to whatever degree is necessary for success.
- Acceptance of and initiative to seek assistance for academic and other problems, as appropriate.
- Recognition of the concept that post-secondary education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communication with parents, friends, classroom instructors, academic advisors, and support services personnel.

## Intake Process

Students seeking reasonable accommodations under the Americans with Disabilities Amendments Act of 2008 (ADA) or under Section 504 of the Rehabilitation Act of 1973 are required to register with Accessibility Services. Registration consists of the student: a) providing appropriate documentation; b) completing an intake interview; c) receiving a list of approved accommodations from Accessibility Services. Please note that once a student is registered, they must contact Accessibility Services to communicate which instructors should receive the information about the accommodations every semester.

## Documentation

Students are required to provide documentation of disability. Documentation must include a diagnosis and demonstrate the need for accommodations in the college setting. Students will also have the opportunity to meet with a specialist to discuss their needs.

The following documentation can be sufficient to establish that an enrolled or admitted student is a student with a disability:

1. Documentation that student has had an IEP.
2. Documentation that student has received services or accommodations under a 504 plan.
3. Documentation of a plan or record of service from a private school, LEA, State educational agency, or institution of higher education provided under a 504 plan.
4. Record or evaluation from relevant licensed professional finding that individual has a disability.
5. Plan or record of disability from another institution of higher education.
6. Documentation of disability due to military service.

See Appendix A for Documentation Criteria. Services received at other institutions of learning do not automatically transfer to Parkland College.

### Documentation Guidelines

Classroom and testing accommodations are made on an individual case-by-case basis. Students who wish to request an accommodation or academic adjustment because of a disability must follow the established process for self-identification by completing the intake process with Accessibility Services.

Documentation of disability is needed to determine the impact of the disability and the type of services that can be provided. Records provided to support a request for services should be current and relevant to the accommodation request. Educational or medical records, reports, and assessments created by health care providers, and school psychologists are examples of records that may support accommodation requests. When students do not have copies of reports to be reviewed, Accessibility Services provides a Disability Documentation Form that can be faxed or emailed to the appropriate professional. This form is provided for the student's convenience; however, a letter on the professional's letterhead providing detailed information may be substituted for the form.

To be useful, such records should include:

- Statement of diagnosis provided by an impartial qualified professional
- Description of diagnostic criteria and/or diagnostic tests used
- Description of the current impact of the disability in an academic environment
- Accommodation information with supporting evidence; and
- Credentials of the diagnosing professional

We strive to make the process of self-identification and requesting services as simple and convenient as possible for students.

See Appendix A for Documentation Criteria.

### Intake Appointment

Once documentation is received, a specialist reviews the documentation and then an intake appointment is scheduled. The student meets individually with an Accessibility Services Specialist to review student needs and discuss appropriate accommodations. Various procedures and policies of the Accessibility Services office are reviewed. Intake appointments last about 30 minutes. Depending on when a student registers with Accessibility Services, an intake appointment can occur in one or two sessions. Students are strongly encouraged to schedule follow-up appointments each semester to discuss their overall progress.

### Notifying Instructors

After the intake appointment, the student is expected to contact our office to request that we notify their instructors about their approved accommodations. Students can stop by Accessibility Services, or email [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu) to request that we notify instructors about approved accommodations.

### Provisional Accommodations

Provisional accommodations can be authorized when a student has a prior record of a disability but needs additional time to provide Accessibility Services with updated disability documentation. Any such accommodations are courtesy arrangements, evaluated on a case-by-case basis for no more than one semester. The college is under no obligation to continue these accommodations if



documentation standards are not met. Furthermore, the college is not obligated to continue any informal accommodations arranged/permitted by faculty without the approval of Accessibility Services. If provisional accommodations are granted, a provisional accommodation agreement form must be signed by the student and kept on file in Accessibility Services.

## Temporary Impairments

Students with temporary impairments that impact their access to educational activities may need temporary adjustments. Students with temporary impairments that are very short-term (e.g. 2-3 weeks) should talk to their instructor for these adjustments. Students with temporary impairments that are more extensive and that substantially limit major life activities may be eligible for reasonable accommodations. These students are encouraged to contact Accessibility Services for evaluation for possible services that may allow the student to remain enrolled. These students will be asked to provide verification of their illness/injury and its impact on their ability to function in the college environment.

## Dual Credit Students

Parkland has a dual credit program allowing students who are still in high school to enroll in certain courses for college credit. For more information, contact Early College Services at 217-353-2663 or [llyne@parkland.edu](mailto:llyne@parkland.edu). Students with disabilities who desire to take dual credit courses should contact Accessibility Services to discuss academic adjustments/accommodations.

## Students Enrolled at Other Colleges and Universities

Students with disabilities who are attending other institutions are required to register with Parkland College's Accessibility Services and complete the intake process if academic adjustments and/or auxiliary aides are desired in Parkland courses. Parkland College is not bound by any determination of eligibility or any accommodation approved by another college or university.

## Notification Through Maxient

Accessibility Services uses Maxient as a database management system, which is a secure password-protected system. Students may begin the registration process

through Accessibility Services by completing an Intake Form through Maxient. Accessibility Services staff also send email communication to students through Maxient. Students may also use Maxient to make a request for testing in our office. Finally, Accessibility Services Staff uses Maxient to notify instructors about students' approved accommodations.

## Follow Up

You are responsible for monitoring the effectiveness of your accommodations and for contacting Accessibility Services should concerns or questions arise.

## Faculty-Student Communication

In the event there is a communication problem about accommodations between a faculty member and a student, an Accessibility Services Specialist may act as liaison. Students who believe their rights may have been compromised should refer to the grievance procedures as outlined in the "Student Rights" section of this handbook.

## Accommodation Information:

### Alternative Testing

Test accommodations are determined on an individual basis and depend on the nature and degree of the disability, course material, the type of test, and the abilities of the student to use alternative test-taking methods. Testing accommodations include:

- extended test-taking time
- distraction-reduced environment
- assistive technology
- large print
- reader
- scribe/writer

When utilizing the extended testing time accommodation, please follow the procedure as outlined in Appendix B.

## Alternate Format Books

Accessibility Services maintains a membership to Access Text, Book Share, and Learning Ally which provide eligible Parkland College students with the opportunity to obtain their texts in an alternate format (audio, pdf). When a text is not available, staff will utilize other resources. Every effort will be made to provide course materials to the student in a timely manner. A minimum two-week notice is required in most instances.

## Classroom/Lab Assistant

On occasion, a student with a disability will require an assistant in a lab or other classroom setting due to the nature of their disability. This lab assistant may assist the student by reading, writing/scribing, or by manipulating lab tools/materials. Clear boundaries are necessary in these situations. In all cases, the student is responsible for directing the actions of the lab/classroom assistant, not vice versa. A college student is always responsible for doing their own work. Students who have been approved for a classroom assistant will be asked to complete the classroom assistant agreement.

**\*\*PLEASE NOTE:** Classroom/lab assistants are not expected to serve as personal aides.

## Extensions on Assignments

This accommodation may be considered for students with disabilities that impact their ability to process and complete work within the deadlines of the course. Students who have this approved accommodation and would like to request an extension on assignments should email their instructors and copy their Accessibility Services Specialist ahead of the due date if possible. The instructor will then let the student know if the request has been granted. If the student has received an extension, the instructor will let the student know the length of the extension. If any concerns arise, the student should contact their Accessibility Services Specialist as soon as possible.

## Disability-Related Absences

This accommodation may be considered for students with chronic medical conditions that result in random or cyclical episodes that affect attendance.

Students are required to submit documentation from a physician that confirms such occurrences.

Prior to the start of the course the student will sign an Attendance Accommodation Agreement where they agree that this accommodation may not alter the core requirements of the course and is not designed to allow students to miss an unlimited number of classes, assignments, projects, quizzes or tests. Class attendance policies are not determined by Accessibility Services.

When a student with this accommodation is experiencing a disability related absence, they should notify their instructor via email within 24 hours of their absence. It is recommended that they also cc: their Accessibility Services Specialist. Students are expected to make up any missed work during the time that they were absent.

### Math Accommodations

When a student is approved for this accommodation, Accessibility Services works in conjunction with the Mathematics Department to determine the method of reasonable accommodation. For a student with an approved calculation accommodation, the policy of the Mathematics Department is to satisfy the math accommodation with the use of a multiplication and addition chart for any quiz, exam, or assignment for which a calculator is not already allowed.

### Note-taking Services

Students are asked to discuss their approved notetaker accommodation with their instructor.

#### **Notes may be provided in a variety of ways:**

- The instructor may provide a hard copy of their lecture notes, or post them online in Cobra;
- The instructor may solicit a volunteer notetaker from the class by announcing either verbally or via email that one is needed (without identifying the student's name); or,
- If no suitable volunteer is found, an Accessibility Services Specialist or the Dean of Counseling Services will meet with the instructor to identify reasonable solutions. Students must notify their specialist if they experience a problem with this process.

## Personal Care Attendants

Personal needs that necessitate an attendant are the responsibility of the student. This may range from assistance in toileting and being repositioned in chairs to having medication placed in the mouth. Students who are requesting these types of services from peers, staff, or faculty will be requested to obtain a personal attendant. Failure to do so may result in an administrative hold being placed on future enrollment until such time that the student has obtained an attendant. Requesting such services from an untrained, random individual can be a safety threat to both the student with a disability and to the individual providing the assistance.

Students using personal care attendants (PCAs) will be asked to sign the personal care attendant agreement.

## Sign Language Interpreting Services

Accessibility Services obtains interpreting services for eligible Parkland College students as required by federal law. Deaf/Hard of Hearing students who require interpreting services in their courses must follow the usual procedures for all students with disabilities. Students needing this service should contact Accessibility Services at least three weeks prior to the start of each semester for classroom needs and at least one week prior to a special event. A request form may be submitted in person or by email at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu). Parkland College employs area sign language interpreters who work as independent contractors. Accessibility Services makes a diligent effort to ensure that interpreting services are provided in a timely manner to all eligible Parkland students.

Students utilizing sign language interpreters will be asked to sign a sign language interpreting agreement.

## Spelling Accommodations

Students with a spelling accommodation may be eligible for in-class assignments and test spelling accommodations. The spelling accommodation is the use of the Franklin spell checking device.

## Recording Classroom Lectures

Students with an approved recording accommodation will be asked to complete the tape recorder loan form.

### Agreement to Audio Tape Lectures

**Lectures:** Students with disabilities who are unable to take or read notes have the legal right to record class lectures ***for their personal study only*** (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516). Lectures recorded for this purpose may not be shared with other people (including other students) without the consent of the instructor. Neither may recordings be distributed electronically or in any other form or quoted without the express written permission of the instructor. Information contained in the lecture is the sole intellectual property of the instructor and is protected under copyright laws.

**Class discussions:** If class discussion is part of the instructional method used, privacy laws may require the instructor to inform all class members that a recording of the class is being made (without disclosure of who is taping the class). Such recordings ***may not be used*** in any way against faculty members, other lecturers, or students whose classroom comments are taped as part of the class activity. Neither may those recordings be shared or used in any way except for personal study.

## Word Processor Accommodations

Students who are approved for the word processor accommodation have the option to type in-class work on the computer and turn in typed work to the instructor. Students with this accommodation may also have the option to type up information for exams and quizzes and turn it into the instructor. Students who would like to utilize this accommodation for exams/quizzes would have to follow the testing procedures for scheduling and taking exams through Accessibility Services.

## Service Animals

The ADA defines a service animal as “dogs that are individually trained to do work or perform tasks for people with disabilities.” Examples of such work include guiding people who are blind, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medication, or

performing other duties. Service animals are working animals, not pets. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

See Policy Number 3.42.01 in the Parkland College Policy and Procedure Manual.

#### Responsibilities of the Handler

Students with disabilities who utilize a service animal on campus are encouraged, but not required, to register with Accessibility Services in U-260. The cost of care and responsibility for the well-being of a service animal are the sole responsibility of the owner at all times.

Students accompanied by a service animal may be asked what tasks or functions the animal has been trained to perform. Service animals on campus must meet all mandated state and local regulations for the presence of animals in public places (vaccinations, I.D. tags, etc.), must be in good health, and must be under the full control of the owner at all times.

#### Service Animals in Laboratory Settings

Students who are enrolled in classes that have laboratory components may be asked to engage in an interactive process to ensure the safety of themselves, their service animals, and others in the lab setting. This interactive process will involve the student and their service animal, Accessibility Services staff, and the faculty member and/or department chair. Some of the questions that may be asked while engaging in this process and determining safety are:

1. What are the essential functions of the lab components?
2. What are the safety concerns?
3. What steps need to be taken in order to provide safety for the student, the service animal, and other students?
4. If it is determined that the service animal may be considered a threat to the safety of others in the lab setting, what are other accommodations available to the student to remove the barrier?

#### Conflicting Disabilities

It is common for persons to have a disability that precipitates an allergic reaction to animals. Persons with an asthmatic/allergy/medical condition should direct their concern to the Dean of Counseling Services or an Accessibility Services

Specialist. The person making the complaint must show medical documentation to support that complaint. Action will be taken to consider the needs of both persons and to resolve the problem as efficiently and expeditiously as possible.

### Evacuation Assistance/Emergency Planning

While on campus, students with disabilities are asked to take responsibility in developing their own individual evacuation plans. A Public Safety officer or a representative from Accessibility Services is available to assist in the development and execution of plans. Eight areas of rescue assistance have been identified across campus and are marked. If you wish to develop an evacuation plan, contact Accessibility Services, U-260, 217-353-2338 or at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu).

Rescue Assistance Areas are gathering points for individuals who need evacuation assistance in the event of a campus emergency. These areas have been identified across campus and marked with signs.

### Confidentiality and Record Information:

#### Confidentiality

Parkland College considers disability documentation confidential information that does not become part of a student's academic transcript. All disability-related information is housed in a secure area within the Accessibility Services office or in a secure database. Accessibility Services utilizes a secure, password-protected, electronic database to store student information, student documents, and records of appointments. Disability documentation is released only in accordance with applicable state and federal laws and Parkland College policies and procedures.

#### Disposal of Records

Five years after the last date of enrollment, all materials in a student's folder in Accessibility Service may be destroyed.

#### Campus Tutoring Resources

Students in need of subject matter tutoring are referred to the Learning Commons located in the Parkland Library. Parkland College offers tutoring services in various subjects to all students on a walk-in basis. In addition, the



Academic Development Lab within the Learning Commons contains specialized computer software which provides students the opportunity to improve their reading, writing, and math skills and is staffed with one learning specialist who work with students one-on-one.

## Grievance Procedure

Students with disabilities who experience a situation or a conflict in which they perceive that their rights have not been fully recognized or have been compromised in some manner may resolve the conflict by following the College's process for the resolution of grievances as set forth in the following link: [Parkland College Policy and Procedure Manual](#).

Grievances may be resolved on an informal basis or on a formal basis. Every attempt will be made to resolve all grievances internally at the point of origin in a timely manner. Informal grievances can be resolved through working with the specialist and the Dean of Counseling Services. Formal grievances are filed through the ADA Grievance Process. Mike Trame is the Vice President for Student Services/Section 504/ADA Compliance Officer (U-334) and will assign a grievance case to an investigator or an investigator team. While students are encouraged to attempt to resolve a grievance within the campus process, they have the right to file any grievance directly with the Office for Civil Rights at:

Office for Civil Rights/Chicago  
U.S. Department of Education

Citigroup Center  
500 W. Madison Street, Suite 1475  
Chicago, IL 60661  
Tel.: 312-730-1560  
Fax: 312-730-1576 TDD: 312-730-1609 or 877-521-2172

## Appendix A: Accessibility Services Documentation Criteria

### Documentation Criteria

Documentation on file for the applicant must:

- Be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis (include NPI Number and license number or certification and area of specialization).
- Clearly state the diagnosed disability or disabilities.
- Describe the functional limitations resulting from the disability or disabilities.
- Sufficiently document current limitations.
- Include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested.
- Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability; all test instruments must have adult norms.

(Note: This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature).

- Adequately support each of the requested testing accommodations.

\*Criteria based on best case practices outline by AHEAD, Association on Higher Education and Disability

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## Appendix B: Alternative Testing Agreement

Reader/Scribe and Extended-time testing accommodations are not accessible in the classroom! Students with these approved accommodations will test with Accessibility Services staff. Please observe the following for alternative testing. (Exceptions to the test request process must be approved by the Dean of Counseling Services.)

Some students are eligible to have their tests read aloud. It is critical to note that a test reader only reads the text as it appears on the page. The reader may not interpret, modify, provide word definitions, or otherwise clarify the questions or responses. Students who need an exam reader should notify Accessibility Services staff.

1. All exams must be scheduled in advance so that space may be reserved for you: Regular course exams require that you contact Accessibility Services at least two full working days (48 hours) in advance. Drop-in testing is not available, though pop-quizzes can be accommodated. Mid-term and final exams require a notice of at least one week in advance. (NOTE: We are unable to address requests made after office hours until the next business day.) You may schedule exams in person (U-260), by phone (217-353-2338), or by submitting a test request through Maxient. (NOTE: Your email request for an exam appointment is not confirmed until you receive a reply from our office.)
2. Exams must be scheduled on the same day the class is taking the exam unless Accessibility Services receives written or verbal authorization from the instructor giving permission for an alternate date.
3. You are expected to arrive on time in Accessibility Services for your prearranged testing appointment. All late arrivals will be recorded on the Exam Cover Sheet which is returned to the instructor with the completed test. If you are more than 15 minutes late, the test must be rescheduled as a makeup exam.

Instructors have the freedom to set their own makeup test policies, and they are not required to change their standard policy for students with disabilities. You, the student, are responsible for negotiating approval for all makeup testing. Accessibility Services will not reschedule a test without consent from the instructor.

4. Personal items including watches/accessories with Wi-Fi and Bluetooth features are not allowed in the testing room. All aids allowed on the test such as calculators, notes, books, tables, formulas, etc. must be approved by the instructor.

5. The testing is monitored by cameras and audio recordings as well as by Accessibility Services staff observation.

6. If you are caught or suspected of cheating on a test, Accessibility Services staff will immediately stop the test and return it to the instructor along with all evidence of the incident. The issue will be handled at the discretion of the instructor and could result in disciplinary charges as outlined in the Parkland Student Handbook.