Office for Disability Services
Lincoln College

ODS Student Handbook

Lincoln Campus

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Welcome to ODS

Welcome to Lincoln College’s Office for Disability Services.

The mission of the Office for Disability Services (ODS) is to ensure full and equal participation for persons with disabilities in the College community by providing facilitators, programs, and services that will support and enhance individuals’ ability to achieve their academic and personal goals. ODS is dedicated to encouraging self-advocacy, promoting equal access, and working with individuals to determine and establish appropriate accommodations.

We hope you will find this ODS Student Handbook helpful as you pursue your academic goals here at Lincoln College.

If you have any questions, do not hesitate to contact ODS.

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“Always bear in mind that your own resolution to succeed is more important than any one thing.”

Abraham Lincoln
Transition from High School to College

Among the changes faced by students making the transition from high school to college are differences in how the law addresses the rights of students with disabilities. Until the age of 21 or graduation from high school, students are covered by the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act (504) and Title II of the Americans with Disabilities Act (ADA). Once a student graduates from high school (or reaches the age of 21), IDEA no longer applies, but students in postsecondary institutions continue to be covered by 504 and ADA. The table below, adapted from the Postsecondary Education Consortium, identifies some differences between coverage at the high school level and the postsecondary level.

Table 1: Differences in coverage at high school and postsecondary levels

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>Post-Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable Laws</td>
<td>IDEA, Section 504, ADA as amended</td>
<td>Section 504, ADA as amended</td>
</tr>
<tr>
<td>Requirements</td>
<td>A free, appropriate public education in the least restrictive environment.</td>
<td>The institution must provide persons with disabilities, to the greatest extent possible, an opportunity to be fully integrated into the mainstream.</td>
</tr>
</tbody>
</table>
| Legal Definitions              | Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers. Not all students with disabilities are eligible. | The ADA defines a person with a disability as someone who:  
- has a physical or mental impairment that substantially limits one or more major life activities;  
- has a record of such an impairment  
- is regarded as having an impairment. Coverage extends to persons without disabilities who may be related to or associated with a person with a disability (includes HIV status, contagious and non-contagious diseases). |
| Who is covered                 | Students with educational disabilities that require special education services from age 3 to age 21 or until graduation. | All persons who have a disability are protected from discrimination based on their disability. |
| Services provided              | Educational services that are remedial in addition to services available to all mainstream students. | Elimination of barriers that would prevent a student from full participation in any programs and services offered to the general school population. |
| Evaluation and Documentation   | The school district is responsible for identifying and evaluating students with disabilities. Evaluations are the responsibility of the school and are performed at no expense to the student. Parents must consent to evaluations and placement. | Students must self-identify as having a disability and must provide adequate documentation of the disability. Evaluations and documentation of the disability are the student’s responsibility and expense. |
| IEPs and Accommodations        | Individual Education Plans are developed with parents, teachers, and other specialists involved. | An accommodation plan is developed with the student and the disabilities services office at the institution. |
| Classroom Placement            | Placement must be in the least restrictive environment. This may be special classrooms, resource rooms, or regular classrooms. | Placement is in the regular classroom with support services/accommodations provided to eliminate barriers to the educational experience. |

Learn more about your rights and responsibilities by requesting a copy of Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities from the Office for Disability Services (downloadable at [http://www.ed.gov/print/about/offices/list/ocr/transition.html](http://www.ed.gov/print/about/offices/list/ocr/transition.html)).
Transitioning to College from the Work Force

The rights of individuals with disabilities are protected by various federal laws, some which are broadly applicable and others which apply only to specific situations. Students with disabilities who are returning to college after several years away from formal education should be aware of how the law addresses their legal rights. The table below highlights some similarities and differences in the protections and responsibilities assigned to individuals in the workforce and to students in higher education.

Table 2: Protection from discrimination in the work force and higher education

<table>
<thead>
<tr>
<th>Employment</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicable Laws</strong></td>
<td>ADA as amended, Rehabilitation Act of 1973, Workforce Investment Act, Readjustment Assistance Act, Civil Service Reform Act</td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
<td>The employer may not discriminate in any employment practices.</td>
</tr>
<tr>
<td><strong>Legal Definitions</strong></td>
<td>The ADA defines a person with a disability as someone who:</td>
</tr>
<tr>
<td></td>
<td>• has a physical or mental impairment that substantially limits one or more major life activities;</td>
</tr>
<tr>
<td></td>
<td>• has a record of such an impairment</td>
</tr>
<tr>
<td></td>
<td>• is regarded as having an impairment.</td>
</tr>
<tr>
<td></td>
<td>Coverage extends to persons without disabilities who may be related to or associated with a person with a disability (includes HIV status, contagious and non-contagious diseases). A qualified person with a disability meets legitimate requirements of the job and can perform essential functions with or without reasonable accommodations.</td>
</tr>
<tr>
<td><strong>Who is covered</strong></td>
<td>Employees and applicants for employment</td>
</tr>
<tr>
<td><strong>Services provided</strong></td>
<td>Modifications that allow an applicant or employee to participate and/or perform essential job functions.</td>
</tr>
<tr>
<td><strong>Evaluation and Documentation</strong></td>
<td>Employees and applicants must request accommodations and may be required to provide documentation to establish protection under the law and to support the need for requested accommodations.</td>
</tr>
<tr>
<td><strong>Accommodation Plans</strong></td>
<td>An accommodation plan is collaboratively developed by the employee/applicant and the employer.</td>
</tr>
<tr>
<td><strong>Implementing Accommodations</strong></td>
<td>Accommodations are provided to allow individuals to participate in the application process, perform essential job functions, and equally enjoy benefits and privileges of employment.</td>
</tr>
</tbody>
</table>

Learn more about your rights and responsibilities by requesting a copy of *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities* (downloadable at [http://www.ed.gov/print/about/offices/list/ocr/transition.html](http://www.ed.gov/print/about/offices/list/ocr/transition.html)).
The table below provides summaries of some, but not all, laws related to the rights of students with disabilities. More information is available at the links provided.

Table 3: Laws Affecting Disability Concerns

| Overview of Section 504 of the Rehabilitation Act of 1973 | Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in programs or activities receiving federal financial assistance. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs. The U.S. Department of Education's Section 504 regulation is enforced by the Office for Civil Rights and is in the federal code of regulations at 34 CFR 104. Examples of the types of discrimination prohibited include access to educational programs and facilities, denial of a free appropriate public education for elementary and secondary students, and academic adjustments in higher education. Section 504 protects individuals with disabilities by prohibiting:
1. retaliation for filing an Office for Civil Rights complaint
2. retaliation for advocating for a right protected by the law
3. harassment of students or others because of a disability.  
Source: Office for Civil Rights of the United States Department of Education [http://www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html) |
|---|---|
| Overview of Americans with Disabilities Act (ADA) of 1990 | The ADA prohibits discrimination against individuals with disabilities and applies to employers, public services, public accommodations, communication providers and transportation providers regardless of whether they receive federal funding. The ADA also requires colleges to provide “equally effective” communications to persons with disabilities as those provided to individuals without disabilities.  
Source: Office for Civil Rights of the United States Department of Education [http://www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html) |
| Overview of Americans with Disabilities Act Amendments Act (ADAAA) of 2008 | The ADAAA made important changes to the definition of the term "disability." The effect of these changes was to make the burden of demonstrating the existence of an impairment that limits one’s abilities less onerous and to maintain the legal focus more on whether discrimination occurs and less on whether a disability exists, thus aligning the Americans with Disabilities Act more closely with other civil rights laws.  
Statement of Non-Discrimination

Lincoln College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation, or marital status in admission to and participation in its educational programs, college activities, and services or its employment practices. It is the intent of the College to comply with all equal opportunity regulations including, but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, and ADA Amendments Act of 2008. Inquiries regarding disability law may be directed to the Office for Disability Services.

Lincoln College is committed to providing equal opportunities to all its students and provides accommodations for qualified individuals with documented disabilities to enable them to participate fully in and enjoy the benefits of its services, programs and activities. The table below provides definitions of important terms used in this handbook.

Table 4: Definitions

<table>
<thead>
<tr>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability, with respect to an individual</td>
</tr>
<tr>
<td>• Having a physical or mental impairment that substantially limits one or more major life activities</td>
</tr>
<tr>
<td>• Having a history or record of having such an impairment</td>
</tr>
<tr>
<td>• Being regarded as having such an impairment</td>
</tr>
<tr>
<td>In addition, an individual may not be discriminated against due to association with a person who has, has a record of, or is regarded as having a disability.</td>
</tr>
<tr>
<td>Qualified individual with a disability</td>
</tr>
<tr>
<td>Someone who, with or without accommodations, meets the essential eligibility requirements for participating in programs, services, and activities provided by Lincoln College.</td>
</tr>
<tr>
<td>Reasonable Accommodations</td>
</tr>
<tr>
<td>Adjustments including reasonable modifications to rules, policies, or practices; environmental adjustments such as removal of architectural, communication, or transportation barriers; or providing auxiliary aids and services.</td>
</tr>
<tr>
<td>Essential Eligibility Requirements</td>
</tr>
<tr>
<td>Legitimate academic standards, education, experience or other requirements for admission to or participation in Lincoln College programs, services, or activities that an individual must be able to meet with or without accommodations.</td>
</tr>
<tr>
<td>Individual</td>
</tr>
<tr>
<td>Any person applying for admission to or participation in a program, service, or activity of Lincoln College or any person currently participating in a program, service, or activity of Lincoln College.</td>
</tr>
<tr>
<td>Documented Disabilities</td>
</tr>
<tr>
<td>The individual has presented official, written verification of a disability by a diagnosing professional, including recommendations for reasonable accommodations.</td>
</tr>
</tbody>
</table>
Applying for Accommodations

A student with a disability who has been accepted to Lincoln College is encouraged to contact the Office for Disability Services (ODS). Students are not required to make this contact, nor will the contact force students to use accommodation services. However, if students wish to receive services from Lincoln College, they must complete the following 4-step process:

1. **Contact the Office for Disability Services:**
   - **Lincoln Campus**
     - 217.732.3155, lcods@lincolncollege.edu, lower level, Harts Science Building
   - **Accelerated Programs (ABE and NN)**
     - 309.268.4321, ncods@lincolncollege.edu, LCN, Room 106B

2. **Complete and submit all ODS registration forms** accompanied by appropriate and complete documentation of the disability from a diagnosing/treating professional.

3. **Meet with ODS to discuss the impact of the disability; accommodation history; academic goals, strengths, & challenges; and requested accommodations.** ODS will provide information about eligibility, protection under the law, student responsibilities, confidentiality, and communication with 3rd parties. ODS may request additional documentation and make referrals to local resources.

4. **The student and ODS develop an accommodation plan based on the appropriateness of service requests and their connection to the functional limitation imposed by the disability.** Upon request, ODS will provide letters for instructors identifying the student’s accommodations.
If an individual’s request for accommodation is denied, a *Denial of Requested Accommodation* form will be issued explaining the reason for the denial and detailing other options discussed. The student may appeal the denial by following the steps below.

1. **The individual may request that ODS reconsider the denial based on additional information presented in support of the request.**

2. **If the denial is not reversed, the individual may then contact the Vice President for Academic Affairs.**

3. **If the denial is still not reversed, the individual may file a complaint with the Office of Civil Rights, [http://www.hhs.gov/ocr/](http://www.hhs.gov/ocr/).**

**NOTE**
Information provided to ODS is used for the purposes of establishing protection under the law, determining appropriate accommodations, and ensuring the effective implementation of those accommodations. All provided information will be protected against misuse by others. Disability documentation is considered confidential information and does not become part of a student’s permanent record. Information related to a student’s disability is housed in the Office for Disability Services, where it is generally maintained for 5 years after the last recorded date of the student’s enrollment and then destroyed.

ODS records are protected by FERPA, thus guaranteeing students the right to review their ODS files within 45 days of submitting a written request to ODS. At such a review, students may review all documents in their files, but ODS will generally NOT make photocopies of documenting information submitted by a third party (documenting information is defined as any document given to ODS to substantiate the student’s disability status and need for accommodations). Students are advised to make personal copies of their documentation before submitting it to ODS. In the case of documents sent directly to ODS from other sources, the student should request a copy from the original source. Other than the exceptions identified by FERPA, information will be released to third parties only if the student has signed a release form.
General Guidelines for Documentation

In order to fully evaluate requests for accommodations or auxiliary aids and to determine eligibility for service, the Office for Disability Services (ODS) needs documentation of the student’s disability. The documentation should include an evaluation by an appropriate professional that makes evident the current impact of the disability as it relates to the accommodation(s) requested.

The general guidelines listed below are developed to assist students in working with their treating/diagnosing professional(s) to prepare the information needed to evaluate accommodation request(s). This information should be accompanied by the ODS Letter to the Diagnosing Professional. Students should contact ODS if there are questions.

Table 5: Information requested from the diagnosing professional

<table>
<thead>
<tr>
<th>Information Requested from the Diagnosing Professional</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current functional impact of the condition(s)</td>
<td>The current relevant functional impacts on physical (mobility, dexterity, endurance, etc.), perceptual, cognitive (attention, distractibility, communication, etc.), and behavioral abilities should be described as a clinical narrative and/or through the provision of specific results from the diagnostic procedures/assessment.</td>
</tr>
<tr>
<td>Treatments, medication, accommodations, auxiliary aids, or services currently prescribed or in use</td>
<td>Provide a description of treatments, medications, accommodations/auxiliary aids and/or services currently in use and their estimated effectiveness in minimizing the impact of the condition(s). Include any significant side effects that may impact physical, perceptual, behavioral or cognitive performance. If additional accommodations/auxiliary aids are warranted, please list them along with a clear rationale and related functional limitations. Any accommodations/auxiliary aids will be taken into consideration, but not automatically implemented.</td>
</tr>
<tr>
<td>The expected progression or stability of disability over time</td>
<td>If possible, provide a description of the expected change in the functional impact of the condition(s) over time. If the condition is variable, describe the known triggers that may exacerbate the condition.</td>
</tr>
<tr>
<td>A diagnostic statement identifying the disability</td>
<td>When appropriate, include International Classification of Diseases (ICD) or Diagnostic Statistical Manual (DSM) codes, the date of the most recent evaluation, or the dates of evaluations performed by referring professionals. If the most recent evaluation was not a full evaluation, indicate when the last full evaluation was conducted. Diagnoses should be based on results from evaluations completed within the last five years.</td>
</tr>
</tbody>
</table>
The following points are considered by ODS when reviewing accommodation requests:

- Does the student have a disability?
- Is the student “otherwise qualified”?
- Did the student request accommodation?
- Was the request submitted in a timely manner and consistent with established policies for making requests?
- Is the request reasonable and/or readily achievable?
- Does the official, written documentation submitted by the student indicate that the accommodation is appropriate?
- Is the nature of the program or activity fundamentally altered by the provision of the accommodation?
- Does the provision of the accommodation present an undue financial or administrative burden on the College?

**Communicating with Instructors**

Once a student has registered with ODS and an accommodation plan has been created, upon request, ODS will provide letters of accommodation which the student may share with instructors. As FERPA protected documents, these letters are considered confidential and will be used only for the purpose of notifying the instructor of the academic accommodations. Students are never required to disclose the nature of their disability to the instructor, and instructors may not ask about the nature of the student’s disability.

Students may decide not to use the accommodations or to notify instructors that they have registered with ODS, but they do so with the understanding that instructors will NOT provide accommodations without receiving the ODS accommodation letter.

It is recommended that students provide the letters to their instructors as early as possible to allow the instructor adequate time to make any arrangements necessary to implement the accommodations. After sharing the letter, it is generally helpful to communicate with the instructor to arrange the best ways to implement the identified accommodations.

New letters of accommodation will be provided to the student each semester (fall, spring, and summer) as requested. If changes are made to the accommodation plan during the course of the semester, new letters will be provided showing those revisions.
Emergency Evacuation Plan  
Personal Evacuation Plan Cards (PEP cards)

Prior development of an evacuation plan, including the identification of safe routes and designated assistants, will help students ensure their personal safety in the event of an emergency. Individuals who may require assistance in an emergency evacuation may complete a Personal Evacuation Plan (PEP) card to help ensure that appropriate personnel are aware of their situation. Students are not required to complete the cards, and no marks identifying the student as an individual with a disability will be placed in residence hall windows. However, completing the cards will help students create a plan for an emergency evacuation and inform staff of that plan. Students can complete the PEP cards on individually or request ODS assistance in devising a plan. Plans should identify primary and secondary exits to be used in case of fire, as well as places of shelter in the event of earthquakes or tornados. Students should also identify their preferred method of assistance and preferred communication procedure. Completed PEP cards should be returned to the Office for Disability Services. The cards will be distributed to key offices and individuals.

### Personal Evacuation Plan (PEP) Card

<table>
<thead>
<tr>
<th>Personal Evacuation Plan</th>
<th>Emergency exits and places of shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of individual requiring assistance: ________________________________</td>
<td></td>
</tr>
<tr>
<td>2. Building: ________________________________</td>
<td></td>
</tr>
<tr>
<td>3. Room #: ________________________________</td>
<td></td>
</tr>
<tr>
<td>4. Communication Procedure ________________________________</td>
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<td>________________________________</td>
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<td>________________________________</td>
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<td>________________________________</td>
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<tr>
<td>5. Preferred method of assistance: ________________________________</td>
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<td>________________________________</td>
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Lincoln College  
pep2017
Appeals and Grievance Procedure

Students with concerns about services or accommodations should submit their concerns in written form to the Office for Disability Services which will respond within 5 business days. The Concerns about Accommodations form is available from the Office for Disability Services. If the student does not accept or agree with the resolution offered, or if the concern involves ODS personnel, the student may file a grievance with the Vice President for Enrollment Management and Student Services in accordance with Lincoln College’s grievance procedures as outlined in the Student Handbook (available online).

Faculty members who have concerns about the appropriateness of accommodations can submit an Accommodation Appeal to ODS. If after meeting with ODS, the faculty member’s concerns have not been resolved, the faculty member and appropriate ODS personnel will meet with the Vice President for Academic Affairs to resolve the concern. Accommodations authorized by ODS should be allowed until a resolution of the faculty member’s concern is reached.

Interpreters

Lincoln College is committed to providing qualified interpreters as needed to provide equal access to the College’s programs and services.

To request interpreter services for regularly scheduled classroom purposes, students must register with ODS and

- Provide appropriate documentation and inform ODS of interpreting needs and preferences.
- Provide ODS with a schedule as soon as registration has been completed.
- Report any changes in daily or weekly class schedules to ODS as soon as possible.
- Inform ODS in advance whenever interpreter services will not be needed or if the student will be arriving late to class. The interpreter will wait twenty minutes before leaving a class or appointment. If 3 incidents occur in which ODS is not notified that services are not needed or that the student would be late, the student will need to meet with ODS.
- All interpreter services must be scheduled through the Office for Disability Services. Lincoln College will not be responsible for interpreter costs without prior ODS approval.
- Contact ODS immediately if there are questions or problems with interpreter services.
To request interpreter services for additional College related needs throughout the semester, students should

- Submit a request in advance (recommended 5 business days) for interpreter services that are needed to fulfill any needs for advising, meetings with instructors, or other Lincoln College meeting.

- Inform ODS if scheduled interpreter services will not be needed or if the student will be arriving late to the scheduled appointment. The interpreter will wait twenty minutes before leaving the appointment. After three failures to notify ODS that services are not needed, the student will need to meet with ODS.

- All interpreter services must be scheduled through the Office for Disability Services. Lincoln College will not be responsible for interpreter costs without prior approval from ODS.

- Contact ODS immediately if there are questions or problems with interpreter services.

Testing Accommodations

Lincoln College is committed to providing testing accommodations required to provide students equal access to College programs and services. There are generally three exam options available:

- Take the exam with the class with appropriate accommodations.
- Take the exam with appropriate accommodations at a time and place mutually determined by the student and the instructor.
- Schedule exams with appropriate accommodations in the designated Testing Center.

Exams in the Testing Center

Students must schedule a specific appointment for any exam with the Testing Center at least 24 hours in advance. It is the student’s responsibility to request the instructor to submit the exam to the Testing Center. The instructor will inform the Testing Center of specific instructions as to time limits and approved aids.

Readers

The following points apply to students who use a reader during exams:

- Readers can be asked to repeat information, so students should feel free to ask.
- Readers will only read what is on the printed page and cannot be asked to clarify or reword statements unless authorized to do so by the instructor.
- Readers need information from the test-taker to be effective. Students should let the reader know their preferences related to reading tone, rate, and volume.
Scribes

The following points apply to students who use a scribe during exams:

- Scribes will write down verbatim what the test-taker dictates. The scribe is not responsible for organizing or paraphrasing thoughts into a final draft.
- Scribes are responsible for spelling and sentence ending punctuation unless those skills are being assessed. Students may direct the scribe for any specific spelling or punctuation within sentences.
- At any time, test-takers will have the opportunity to review what the scribe has written either by reading or having it read aloud.
- If there are corrections, the test-taker is responsible for providing specific directions as to what changes the scribe should make.

Testing Center Procedures

The following points apply to all students using the Testing Center.

- Present a current LC ID to the proctor.
- Any electronic device not specifically authorized for the exam must be turned completely off.
- Faculty instructions will be reviewed before the exam begins. Test-takers are responsible for following these instructions at all times.
- All test-takers are responsible for their personal exam materials.
- If exam instructions or conditions are unclear, the test-taker should stop the exam and seek assistance from the test proctor.
- Any suspected evidence of academic impropriety will be documented and reported to the appropriate faculty member.
- If a test is not completed within the instructor’s allotted time limit or the student misses a scheduled exam time, all exam materials will be returned to the instructor.
- Students must begin tests with adequate time to finish within Testing Center hours.
- If students arrive late for their appointments or choose to schedule their testing appointment at a time when there is insufficient time to receive the accommodation of extended time, they will need to reschedule or sign a waiver indicating that they have elected to waive their right to extended time on that exam. Signing the waiver will NOT affect students’ right to accommodation on future exams.
- Unless testing accommodations specify that breaks may be taken during the exam, students may not leave the Testing Center and return to complete the exam. If students do leave the Testing Center, the exam will be collected and returned to the instructor.
Alternative Media Services

Lincoln College is committed to providing media in alternative format to provide students access to all College programs and services. Alternative media options for required course readings may be provided to qualified students in a variety of formats. These formats include such options as braille, electronic, audio-recorded, or enlarged materials.

Student Responsibilities

Students can facilitate the alternative media process by contacting instructors as soon as registration is complete. Ask the instructor for textbook and required reading lists including, as available, title, ISBN number, edition, author, and the order in which chapters are covered.

As soon as possible after registering for a class for which alternate media services will be needed, students should provide the following information to ODS:

- Course name and number
- Instructor’s name (if known)
- Desired format
- Textbook information

To ensure timely production, as soon as possible, students should provide ODS with a class syllabus that lists required readings. Readings listed as optional will not be put into alternative format unless specifically requested.

Students are responsible for picking up materials when they are notified of completion. Materials will not be delivered. Students should check the materials upon receipt to ensure that there are no problems.

Students must return any borrowed materials at the end of each semester. Failure to return materials may result in a business hold being placed on the student’s record and/or costs added to the student’s account.

ODS Responsibilities

Once all pertinent information is received, ODS is responsible for producing the alternative media in a timely manner. A lead-time of at least five weeks is optimal to ensure timely completion.

ODS is responsible for recruiting, hiring, and training appropriate staff to produce materials or contracting with another agency to produce the materials.
ODS is responsible for providing needed appropriate assistive technology on campus and, upon the request of qualified students, providing orientation to assistive technology so that alternative materials may be used.

**Faculty Responsibilities**

Once contacted by ODS or the student, faculty members must identify specific required readings in the order in which they will occur in class.

Course materials such as lecture notes or video transcripts should be submitted to ODS in electronic format to aid in timely conversion to alternative format.

**Timelines**

Alternate format texts should be requested as far in advance as possible. Alternate format texts may require several weeks for delivery. Material which must be produced in-house can require considerable time since an average reader can record about 9 pages in an hour.

Enlargements will be created on an as-needed basis. Although 24 hours advance notice is recommended, ODS staff may be able to accommodate impromptu requests.

Braille materials should be requested as early as possible (3-6 months is recommended for textbooks).

**Note-taking Assistance**

**In-Class Note-takers**

*Students who use the accommodation of in-class note-takers should follow these guidelines:*

- Lincoln College generally uses volunteer note-takers. Instructors can help in finding a good note-taker. It is best to identify two (2) students in class who are willing to serve as note-takers. The second student will act as a back-up note-taker, in the event of the primary note-taker’s absence.
- Note-takers are encouraged to take the note-taker training provided online by the Northeast Technical Assistance Center (NETAC). Note-takers should meet with ODS to take the training course.
- After each class session, the note-taker should either give the notes to the student or submit notes to the individual designated by ODS to make photocopies of notes.
- Students who prefer not to be identified as a student receiving an accommodation may have the note-taker submit the completed notes submitted to ODS. The student may then pick up a hard copy of the notes from ODS or request that they be sent electronically.
• Note-taking assistance is not a substitute for attending class; the note-taker will not provide notes for any days that recipient is not in attendance.

Recording Lectures

_Students who use the accommodation of recorded class lectures should follow these guidelines:_

• Recordings of class lectures should not be expected to replace lecture notes, but should be used as a tool to help ensure that lecture notes are complete and correct.

• Students are generally expected to furnish their own recorders.

• Students should place the recorder or seat themselves at the front of the classroom, close to the instructor.

• Students should avoid causing unnecessary distractions due to the recording. It is helpful to arrive early to set up the equipment.

_Students who record lectures as an accommodation must sign an agreement indicating that they agree_

• To use the recordings solely for their personal use in study and preparation for the class.

• Not to share the recordings with other individuals.

• To acknowledge that the use of the recordings is governed by Lincoln College’s rules of academic conduct.

• To destroy the recordings when they are no longer needed for academic work.

Lab Assistants

_Students should contact ODS as soon as possible if the impact of their disability requires the services of an assistant in a lab class; submitting a request after the course has begun may delay the implementation of a qualified assistant._

_The following information concerning the lab class should be provided to ODS:_

• Course title
• Course number
• Classroom
• Lab meeting days and times
• Instructor’s name
Students should contact their lab assistant immediately if they cannot attend a scheduled lab session. Students who miss a lab twice without informing the assistant ahead of time will need to meet with ODS.

Lab assistants will inform the student ahead of time if they are unable to attend a scheduled session. Students should contact ODS immediately if a lab assistant misses a lab without making prior arrangements.

Lab assistants do not serve as instructors or guides; their role is to act only as directed. All information about actual lab processes and procedures remains the responsibility of the student. Lab assistants will not provide suggestions in performing a lab task unless they are asked to perform a task that is dangerous.

Although there is no need to disclose disability-related information to the lab assistant, it will be helpful to inform the assistant about any specific needs, so they will be better able to provide effective accommodation.

**Accommodations for Residential Life**

*Lincoln College is committed to providing appropriate accommodations to ensure that qualified students have access to all College programs and services. Students who have disabilities that impact their ability to live in College housing may request housing accommodations. To be considered for a housing accommodation based on a disability, a student must*

- Complete a housing questionnaire and accept a housing contract from the Office of Residential Life.
- Register with ODS and submit a Housing Accommodations Request to be considered by the Housing Accommodations Committee. The Housing Accommodations Committee consists of representatives from Residential Life, Disability Services, Health Services, and Student Life.
- Provide documentation from a qualified licensed professional establishing that the student has a physical or mental impairment that substantially limits one or more major life activities and that the requested accommodation is essential to providing equal access.

All needed materials should be received by the following dates:

- For accommodations during the Fall Semester: July 1
- For accommodations during the Spring Semester: December 1
- For current students planning to continue in campus housing during the next academic year: March 1
Late Requests

The Housing Accommodation Committee will continue to consider requests received after the established deadlines as long as rooms are available; however, the availability of campus housing is limited, so it is important to register promptly and to submit all required documents.

Room Changes

Once students have been assigned a room that provides the necessary accommodation, there may be limited options of other rooms that satisfy their accommodation needs. If the student wishes to move to another room where the approved accommodation cannot be met, the student must verify in writing to Residential Life that he or she

- Is requesting the move
- Understands that the approved accommodation cannot be met in the selected room
- Acknowledges that if the accommodation is desired in future semesters, the request must be resubmitted and reevaluated.

Temporary Medical Conditions

Students already living in College housing who need short-term housing accommodations due to a temporary condition that impacts mobility should contact the Office of Residential Life to discuss possible options.

Service Animals

Lincoln College is committed to providing equal access to students whose disability is accommodated through working with a service animal. Service animals are animals trained to perform some of the functions and tasks that an individual with disabilities cannot perform for him or herself. A service animal is defined in Title III of the ADA as:

*Any guide dog, signal dog, or other animal individually trained to 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 with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.*[28 CFR § 36.104 (definition from Title III of the ADA applicable to private entities)].

As a general rule, the College will modify policies, practices, and procedures to permit the use of a service animal by an individual with a disability. When appropriate, students may request documentation verifying that the animal is a service animal to be used at Lincoln College. In College housing, if living in close proximity to the service animal could negatively affect the impact of another student’s disability, Residential Life will work with both students to find an acceptable solution.

Student Responsibilities

- All service animals must meet Illinois licensing requirements and be immunized for diseases common to the particular species.
• The student assumes all cost of the animal’s care and is responsible for any damages caused by the animal.

• Service animals must be under their handler’s control at all times and leashed as appropriate. Service animals may not be left alone on campus for extended periods. The animal cannot be left in the care of other students while the handler is away.

• All local ordinances and other laws regarding cleaning up after the animal must be followed. Individuals who physically cannot clean up after their own service animals are not required to pick up and dispose of feces. However, designated service animal toileting areas must be observed. Animal waste must be bagged and disposed of in designated receptacles.

• The handler must ensure that the animal follows housing policies in regards to noise, damage, and providing a clean environment.

• Service animals may not be bathed or groomed in College bathrooms.

• Service animals must be kept in good health and free of fleas or other pests.

• Service animals may be required to leave an area if
  o The animal is disruptive.
  o The animal is ill.
  o The animal is aggressive toward any member of the campus community.
  o The presence of the animal causes danger to any member of the College community.
  o If the animal’s presence in a specific location causes danger to the animal.

Lincoln College may exclude a service animal from all or part of its property if
• the handler fails to comply with the responsibilities listed above
• the animal’s presence fundamentally alters the nature of the College’s programs or services
• the animal poses a threat to the health or safety of others.

In such cases, ODS, the student, and the appropriate campus administrator will work together to resolve the situation.

**LC Responsibilities**

• Members of the Lincoln College community must allow animals to accompany partners/handlers at all times and everywhere on campus except where animals are specifically prohibited (e.g., in a sterile environment).

• If there is a question about whether the dog is a service animal, College personnel may ask two questions: (a) if the dog is a service animal required because of a disability and (b) what disability-related actions the dog has been trained to perform.

• Individuals must not distract service animals in any way.
Emotional Support Animals
(This section applies only to students living in College-owned housing.)

In accordance with the Fair Housing Act, Lincoln College will provide an accessible environment for students with disabilities whose treatment includes the use of an emotional support animal in their place of residence. However, because emotional support animals are not trained to perform a specific job, they do not qualify for the same legal protection as service animals and are not permitted to attend classes, meetings, or other events with the student. Unlike service animals, emotional support animals may not be brought into campus housing without prior approval and registration.

To request the accommodation of an emotional support animal in College housing, a student must submit a Housing Accommodation Request along with appropriate documentation from the licensed mental health professional who is currently providing treatment related to the student’s disability, including a completed ESA Verification Form (available upon request from ODS). Generally, the mental health provider must be licensed in Illinois or in the student’s state of residence. The documentation must provide specifics about how the animal serves to mitigate the impact of the student’s disability. If the use of an emotional support animal is approved, additional time may be required to notify students who would be living in close proximity to the animal. If another student has a disability that would be negatively impacted by the presence of the emotional support animal, Residential Life will work with both students to find an acceptable alternative.

The accommodation of having an emotional support animal in housing is effective only for the duration of the student’s current housing contract – no longer than a one-year basis. If students wish to request the accommodation for subsequent terms, they must reapply and provide updated documentation with each request.

Student Responsibilities

- The student must provide evidence that the animal meets all state and local licensing requirements and is immunized for diseases common to the particular species.
- The student is required to clean up after and properly dispose of the animal’s waste in a safe and sanitary manner and, when provided, must use animal relief areas designated by the College.
- The student is required to ensure the animal is well cared for at all times. Any evidence of mistreatment or abuse may result in immediate removal of the ESA and/or discipline for the student.
- The student may be charged for any damage caused by the ESA beyond reasonable wear and tear to the same extent that the College charges other individuals for damages beyond reasonable wear and tear. The student’s living accommodations may also be inspected for fleas, ticks or other pests if necessary as part of the College’s standard or
routine inspections. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved pest control methods by a College-approved pest control service. The student will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls. The College shall have the right to bill the student’s account for unmet obligations under this provision.

- The student must fully cooperate with College personnel with regard to meeting the terms of this policy and developing procedures for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc.). College facilities may not be used to bathe the animal, wash the cage/crate, or clean the animal’s bedding.

- ESAs may not be left overnight in College housing to be cared for by any individual other than the student. If the student is to be absent from his/her residence hall overnight or longer, the animal must accompany the student. The student is responsible for ensuring that the ESA is contained, as appropriate, when the student is not present during the day while attending classes or other activities. The student must identify an individual not residing in College housing who agrees to act as an emergency contact in the event that the student is unable to care for the animal due to an emergency.

- The student agrees to abide by all equally applicable residential policies that are unrelated to the individual’s disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.

- The animal is allowed in College housing only as long as it is necessary because of the student’s disability. The student must notify the Disability Services Office in writing if the ESA is no longer needed or is no longer in residence. To replace an ESA, the new animal must be necessary because of the student’s disability, and the student must follow the procedures in this Policy and the Housing Accommodations Policy when requesting a different animal.

- College personnel shall not be required to provide food or care for any ESA, including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

- The student must provide written consent for Disability Services to disclose information regarding the request for and presence of the ESA to those individuals who may be impacted by the presence of the animal, including, but not limited to, Residence Life personnel and potential and/or actual roommate(s)/neighbor(s). Such information shall be limited to information related to the animal and shall not include information related to the individual’s disability.
• Dogs and cats must be on a flea and tick program. The student must decide the best type of flea and tick program for his or her animal and arrange for such treatment at his or her own expense. The Owner must provide proof of flea prevention upon request.

• The student is financially and legally responsible for the actions of the animal, including bodily injury or property damage. It is recommended that the student obtain rental insurance or add on to their parents’ homeowners insurance to cover any damage that could be caused by the animal.

• The students may be required to remove the animal from campus if
  o The animal is disruptive.
  o The animal is ill/pregnant.
  o The animal is aggressive toward any member of the campus community.
  o The presence of the animal causes danger to any member of the campus community.

• Lincoln College is not responsible for the failing health, loss, or death of the animal.

**LC Responsibilities**

• College personnel must allow the student to maintain an emotional support animal in their assigned room if that accommodation was approved and the student complies with all associated responsibilities.

• College personnel must report any misbehavior by the emotional support animal or any instance of an individual mistreating the animal to the appropriate authority.

• The College may not charge additional fees because of the animal’s presence, but it has the right to assess appropriate charges for any damage the animal causes.

**Reduced Course Load Policy**

The Office for Disability Services (ODS) occasionally recommends a reduced course load as an academic accommodation for a student with a disability. This accommodation allows the student to take a part-time credit-hour load (fewer than 12 credit hours), while receiving the same benefits of on-campus housing and student services that a full-time student would receive.

All students with disabilities are eligible to apply for a reduced course load, and must submit supporting documentation. Such documentation must include a diagnostic evaluation from an appropriate professional and must be recent enough to evaluate the current impact of the disability. ODS will review the request in terms of the impact of the disability and the demands of the student’s current or proposed schedule. The approval of a reduced course load with full-time status is not a permanent status, and students must submit a new request form during the
advising and registration period for the subsequent semester. Updated documentation may or may not be necessary, depending on the nature of the student’s disability and the currency of the supporting documentation that was submitted with the initial request for a reduced course load.

The College considers 12 credit hours to be a full-time course load. Students requesting a reduced course load may enroll in a minimum of 8 credit hours and a maximum of 11 credit hours. Students will be billed per credit hour for courses in which they are enrolled and will pay full fees for room, board, and student activities. Students granted a reduced course load will follow the same financial aid regulations as all other part-time students. Students may be eligible for state and/or federal financial aid, which will be prorated based on the number of credit hours taken. Students are highly encouraged to speak with the Office of Financial Aid and with the Business Office to review the financial implications of enrolling in part-time hours, and to understand their financial obligations to the College regardless of the reduction of credit hours.

Application Process

- The student submits the “Request for Reduced Course Load” form to ODS along with supporting documentation. Documentation must be recent enough for ODS to be able to evaluate the current impact of the disability and must support the need for a reduced course load.

- If the request is denied by ODS, the student may submit a written appeal to the Vice President for Academic Affairs.

- The reduced course load will result in an adjusted financial aid package in accordance with Federal and State regulations. If aid has been disbursed prior to the reduced course load approval, consultation with the Office of Financial Aid will determine whether or not a credit or deficiency exists.

- Students seeking the accommodation of a reduced course load must notify ODS each semester that they intend to utilize the accommodation. It is requested that such notification occurs during the registration period.

- Students granted the reduced course load accommodation will continue to meet with their academic advisor each semester for advisement and registration, and will be expected to comply with all academic policies and procedures.

- Upon approval of the reduced course load accommodation, ODS will send written notification about the student’s reduced course load to all appropriate departments (Registrar, Financial Aid, Business Office, Student Services, Advising, Academic Affairs).
ODS FAQs

Where is ODS located?

On the Lincoln campus, ODS is located on the first floor of Harts Science Building. For students in the ABE and NN programs, ODS is based in room 106B of the Academic Building on the Normal campus.

What are the hours of operation?

ODS staff are available by appointment during the College’s established business hours.

Is an appointment needed?

Appointments are advisable, but not necessarily required. If ODS staff members are available, we’re always happy to meet with students. An appointment is required for the intake interview.

What is necessary to receive services?

Students must contact the Office for Disability Services, register with ODS, provide appropriate documentation, and accept the responsibilities outlined in the Student Responsibilities Contract.

What documentation is required?

Students should provide a current (generally within 5 years) diagnostic statement and evaluation by an appropriate professional that makes evident the current impact of the disability and includes recommendations and a rationale for appropriate accommodations. ODS provides a Diagnosing Professional Form for that purpose.

What types of accommodations are given?

Accommodations are determined on a case-by-case basis and vary according to individual needs. Some of the more common accommodations include extended test time, tests taken in a distraction-reduced room, and tests and classroom materials provided in an alternative format.

How are my instructors notified of accommodations?

Once appropriate accommodations have been identified, ODS will provide letters outlining the approved accommodations for you to give your instructors. Then you and your instructor
should communicate to decide the best way to implement the accommodations. If you need assistance communicating with your instructors, contact ODS.

**Do I need to register every semester?**

No. As long as you remain a student at Lincoln College, one registration covers your entire LC career. However, you do need to contact ODS each semester to request an accommodation letter for the current academic term. Also, it is your responsibility to notify ODS if your contact information changes, if it is necessary to revise your accommodation plan, or if you need to provide updated documentation related to changes in the impact of a disability.

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