



**ILLINOIS  
COLLEGE**  
JACKSONVILLE, IL

# **HANDBOOK**

## **FOR STUDENTS WITH DISABILITIES**

**REVISED 02.2025**

**CENTER FOR ACADEMIC EXCELLENCE • DISABILITY RESOURCES**

# Introduction

Illinois College and the Center for Academic Excellence (CAE) are committed to providing a supportive environment for all students with disabilities who attend IC. The CAE and Disability Resources works to provide students with disabilities a positive environment that allows them full participation, equal access, and reasonable accommodations for their disabilities, along with a college experience that encourages them to become self-sufficient and their own best advocates. Disability Resources (DR) is a service for students with disabilities and college faculty. Through collaboration, we ensure students with disabilities experience access and inclusion in their coursework by providing needed accommodations.

Examples of common academic accommodations include classroom adjustments, adaptive equipment, and testing arrangements. Documentation of a student’s disability must be current and comprehensive, must include a specific diagnosis, and must be from a qualified professional.

## According to the 2024-2025 IC catalog:

We are committed to providing equal educational opportunity for all individuals and strive to provide reasonable accommodations to students who need, and will benefit from, specific learning accommodations. Students who have had an Individualized Education Program (IEP) or a 504 plan in high school, have a documented disability, or would like assistance in determining their eligibility should contact the Center for Academic Excellence.

## Definition of Disability:

a person with a disability is one who: - has a physical or mental impairment which substantially limits a major life activity; - has a record of history of such impairment, or - is regarded as having such an impairment. [U.S. Code § 12102]

## Verification of Disability:

The Disability Resources Coordinator will determine allowable accommodations at the collegiate level, based off of past accommodations and will work with instructors and CAE programs to facilitate and track accommodations and services. It is the student’s responsibility to contact the Disability Resources Coordinator about past accommodations. No accommodation will be provided without documentation. In addition, accommodations will not be provided in the classroom, if the student does not notify faculty that accommodations are needed after the delivery of their course accessibility letter. Information regarding a student’s disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

# Goals for Disability Services at Illinois College

Illinois College Disability Resources works in conjunction with faculty and students to fulfill the following disability-related goals:

- Provide services and resources for all students in an educational manner recognizing the rights and responsibilities of students as adults.
- Provide equal access to an Illinois College education for students with disabilities by facilitating appropriate accommodations.
- Assist students with disabilities, as well as other new

## Rights and Responsibilities

Self-identifying as a student with a disability and asking for accommodations are personal decisions. If a student requests accommodations, they are responsible for requesting a meeting which will prompt Disability Resources to schedule a meeting to complete the interactive process that will help Disability Resources understand your accessibility needs.

### Student Rights

- To have full and equal access to the same education experiences as students without disabilities.
- To have accommodation requests reviewed and authorized quickly and fairly by the Disability Resources Coordinator.
- To have disability documentation held confidentially and released only to designated individuals.

### Student Responsibilities

- To self-identify your disability and provide professional and appropriate documentation of the disability.
- To consult with the Disability Resources Coordinator to

## Requesting Services: An Interactive Intake Interview Process

The interactive interview is a critical step toward determining eligibility. Once a student has self-identified to Disability Resources, the Disability Resources Coordinator and the student will set up a mutually agreeable time to meet and complete the intake interview. The purpose of this interview is to learn first-hand, from the student, what functional limitations students are experiencing and what accommodations they will need to mitigate or address those limitations. This interactive process allows both the student

students, with the transition from high school, home-school, or other institutions to Illinois College.

- Educate the campus regarding disability related laws, issues, and concerns.
- Work collaboratively with faculty, staff, and students to develop and implement disability resources.
- Teach, counsel, and advise students to use resources, improve learning strategies, and realize their full academic potential.

discuss appropriate accommodations and provide timely notification of changes in accommodation needs or services.

- To discuss your accommodations with faculty at the beginning of each semester. However, students are not compelled to disclose the nature of their disability unless they so choose.
- To arrange exam accommodations with faculty and CAE staff at least one week in advance.
- To notify the Disability Resources Coordinator if requested accommodations are not being provided or are not effective.
- To follow the policies and procedures set forth by the Disability Resources office.

**Note:** Violating the policies and procedures of the Disability Resources office will be documented and a review of the accommodation(s) will occur with appropriate consequences applied.

and the Disability Resources Coordinator to work together to determine the most appropriate accommodations for that student. Reasonable and appropriate accommodations are determined by examining the following items:

- The barriers resulting from the student’s involvement with the campus environment (courses, programs, services, etc.);
- The possible accommodation(s) that may eliminate the barrier;

- Whether or not the student has access to a service, program, course, activity, job, or facility without accommodation(s);

- Whether or not the essential elements of a service, program, course, activity, job, or facility are compromised with the accommodation.

## Evaluation of Eligibility/Qualifying Disabilities

In order to be eligible for accommodations through Disability Resources, an individual’s condition must limit a major life activity including, but not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. In addition to an individual’s condition limiting a major life activity, the student must have and provide current and appropriate information/documentation of such a disability, when necessary.

## Disability Documentation Guidelines

Under the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections, including the right to seek reasonable accommodations. In order to evaluate the need for and the reasonableness of a requested accommodation, students may be required to provide certain supporting documentation. A disability is considered to be a physical or mental impairment that substantially limits one or more major life activities. In some instances, documentation will be needed in order to establish the existence of a disability. These guidelines are provided in the interest of accommodations, academic adjustments, and/or auxiliary aids.

The type of documentation that may be required for a reasonable accommodation may depend on the nature of the disability and on the accommodation being requested. Generally, submitted documentation must comply with the following:

- Documentation must be completed and signed by a licensed professional, qualified in the appropriate specialty area for which accommodations are being requested,

**Qualifying disabilities may include, but are not limited to:**

- Learning Disabilities
- Dyslexia
- Attention Deficit Disorders (AD/HD)
- Psychiatric Disorders
- Physical Disabilities
- Hearing Impairments
- Visual Impairments
- Speech Impairments
- Autism Spectrum Disorders
- Temporary Physical Conditions

and on official letterhead. The licensed professional must not be related to the student, and generally must have an ongoing professional relationship with the student.

- Documentation should be current. However, the college may use its discretion in cases in which the condition is considered permanent and the documentation is greater than three years old.
- Disability documentation may include, when applicable, 504 Plans and IEPs, however, the college may request additional documentation in some instances.

**When applicable, the documentation should include the following information:**

- A clear statement of the disability including the diagnosis and history.
- An educational, developmental, and medical history or summary of presenting symptoms as related to the diagnosis.
- A list of all assessment instruments and relevant scores used to make the diagnosis, and a description of the functional limitations resulting from the disability.



- A list of the recommended educational accommodations.
- A statement of why the disability qualifies the applicant for the accommodations.
- A discussion of the impact of medication on the student’s ability to function in an academic environment.

Documentation to be avoided\*:

- A brief note from a doctor that simply requests an accommodation.
- Information or notes written on prescription pads or copies of after-care instructions.
- Documentation of learning disabilities which is not comprehensive, or which identifies “learning problems” or “learning challenges” but does not specifically diagnose a learning disability.

Grievance Procedures

When making a complaint regarding disability related issues, the student should first lodge an informal complaint with the Disability Resources (DR). Upon receipt of the complaint, DR will confer with the student to establish the nature of their complaint. DR shall provide a copy of the appropriate campus policy and inform the student of the avenues in which the specific issue can be addressed.

Documentation of this nature may be presented during a student’s inquiry regarding services but does not guarantee service. The Disability Resources Coordinator may request additional documentation.

A student applying for academic accommodations must meet with the Disability Resources Coordinator to complete the interactive interview process and provide appropriate documentation as stated above. Accommodations cannot be provided without an interactive interview and documentation.

If the initial documentation submitted by the student is insufficient to allow Disability Resources to assess the request for accommodation, Disability Resources may request additional information or clarification from the student and/or the student’s healthcare provider or other licensed professional.

Frequently Asked Questions

Q: Will I receive the same accommodations that I received in high school/other colleges?

Students should not assume that accommodations provided in high school/other colleges will be provided at the college level. The standards for granting accommodations are different from high school to college. In addition, accommodations are determined on an individual basis, and cannot change the essential elements of the course curricula or give a student an unfair advantage over other students. For example, a student may utilize an accommodation of extended time to complete a test but cannot request a modification to the material being tested such as learning outcomes that would fundamentally alter the student learning outcomes of the course. A student’s request, documentation, and past experiences are taken into consideration when determining accommodations.

Q: With whom do I share my disability documentation and when?

With whom and/or when you share that you have a disability is a personal decision. At Illinois College, it is important to reach out to the Disability Resources Coordinator if you choose to identify as a student with a disability. The Disability Resources Coordinator can provide you more information on the process of obtaining accommodations. It is also important to note that accommodations are not retroactive. That means, they do not cover assignments, tests, or projects that happen before you communicate with Disability Resources and your professors.

Q: I’m experiencing some academic difficulties, and I think I may have a disability. What should I do?

Students who did not have an Individualized Education Plan (IEP) or a 504 plan in high school, and believe that they have a disability, are encouraged to contact the Disability Resources Coordinator to discuss options for determining their eligibility.

Q: Once I’m registered with Disability Resources, how do I request accommodations from my instructors?

A meeting will be scheduled with the Disability Resources Coordinator to complete academic accommodation letters. At these meetings, the student and the Disability Resources Coordinator will discuss the accommodations needed, and if applicable, any new information (i.e. medication, testing, diagnoses) that may warrant a change in accommodations. Following this discussion, academic accommodation letters for each instructor will be created and sent to the instructors on the student’s schedule. The student is then responsible for discussing how the accommodations will be implemented in each class with the instructors. The best way to do this is to meet with the instructors during office hours or by appointment. This will allow for a meaningful, one-on-one discussion with the instructor. Should students have questions or concerns about meeting with their instructors to discuss their accommodation letter, they should contact the Disability Resources Coordinator to discuss these concerns.

Q: What is the difference between an emotional support animal and a service animal?

**Emotional Support Animal:**  
Under guidance of the Fair Housing Act, individuals with a disability may be entitled to keep an “emotional support animal” (ESA) as a reasonable accommodation in housing provided the ESA animal is necessary to afford the person with a disability an equal opportunity to use the housing unit or participate in the housing program if there is an identifiable relationship or nexus between the individual’s disability and the assistance the animal provides (73 Fed. Reg. 63834.63835). For animals to be designated an ESA students are required to demonstrate that their animal is a reasonable accommodation for an emotional or mental health disability.  
  
Demonstrating this need requires documentation from a treating medical or mental health provider (not related

Whether or not the informal resolution process is used, a person alleging discrimination may initiate the formal grievance resolution process by contacting the following people:	
FOR REPORTS BY STAFF OR THIRD PARTIES	<b>Lauren Hays</b> <i>Director of Human Resources</i> Phone: 217.245.3002 // Email: <a href="mailto:ichr@ic.edu">ichr@ic.edu</a>
FOR REPORTS BY STUDENTS	<b>Amy Schwiderski</b> <i>Associate Provost for Student Success</i> Phone: 217.245.3299 // Email: <a href="mailto:aschwide@ic.edu">aschwide@ic.edu</a>
FOR REPORTS BY FACULTY	<b>Dane Wendell</b> <i>Dean of Faculty</i> Phone: 217.245.3010 // Email: <a href="mailto:dane.wendell@ic.edu">dane.wendell@ic.edu</a>
IF A STUDENT HAS A GRIEVANCE AND WOULD LIKE TO GO OUTSIDE THE INSTITUTION CHANNELS FOR RESOLUTION, THEY MAY CONTACT:	<b>U.S. Department of Education</b> <b>Office of Civil Rights</b> 500 W. Madison Street, Suite 1475 // Chicago, IL 60661-4544 Phone: 312.730.1560 // TDD toll-free: 877.521.2172 // Fax: 312.730.1576 Email: <a href="mailto:OCR.Chicago@ed.gov">OCR.Chicago@ed.gov</a>

**Note:** Accommodation decisions made by the Disability Resources Coordinator are to be implemented as recommended while an appeal is in process. Delays in the negotiations or the implementation of accommodations can be construed as a form of discrimination.

to the student) certifying that the ESA is part of a prescribed treatment plan for the disabling condition that alleviates one or more identified symptoms or effects of a person’s disability who is able to consistently monitor and evaluate if treatment is effective and who is knowledgeable about the student’s interactions with the ESA. It is important to note that ESA may be identified by various names, including “companion animal,” “therapy animal,” or “assistance animal.”

**Service Animal:**

Under the Americans with Disabilities Act (ADA) a “service animal” is defined as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability . . . The work or task performed by a service animal must be directly related to the individual’s disability . . .” (28 C.F.R. Part 35.104). Under limited circumstances, a miniature horse can be used in place of a trained dog (28 C.F.R. 35.136(i)). Service animals are working animals and are not considered “pets.” Pursuant to the ADA, dogs whose sole function is to provide comfort or emotional support do not qualify as service animals.

How to Self-Advocate

**YOU are responsible for managing your disability in college.** You choose when you will take advantage of your accommodations. There may be classes in which you determine accommodations to be helpful and other classes where you determine that accommodations are not necessary. In college, accommodations are tools, not requirements.

**The CAE/Disability Resources Coordinator will provide your course accessibility letter(s) to your instructors.** From there, it is up to you to speak to your professors in the classes where you need assistance to let them know when you want to use your accommodations. Accommodations will not be provided by instructors until this conversation takes place.

**You can activate your accommodations at any time.** The sooner you realize you need to use an accommodation in a particular class, the sooner you will be successful. Accommodations are not retroactive. That means, they do not cover assignments, tests, or projects that happen before you communicate with Disability Resources and your professors.

**Q: I’m afraid to self-identify because I don’t want others to know that I have a disability. What should I do to protect my information?**

Disability Resources treats all personal information with the strictest confidentiality. Information pertaining to a student’s disability will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) or with the student’s expressed written consent. FERPA is a federal law that protects the privacy of student education records.

**Q: What can I do if I am having a hard time adjusting to the coursework and I feel like I need extra support at Illinois College?**

Students who find they are having a hard time adjusting to the coursework and feel that they may need some extra support at Illinois College are encouraged to contact or stop by the Center for Academic Excellence (CAE). The Center for Academic Excellence houses Disability Resources, TRIO Student Support Services, and IC Tutoring.

Speak to your professors right away, if you find you need your accommodations for their classes. If the professors have questions about your accommodations that you cannot answer, the Disability Resources Coordinator can speak with the faculty member.

**Communicate with your professors.** Opening a dialogue with your professors does not mean you need to share your disability details. You can disclose as much or as little as you want. Introducing yourself to your professors early in the semester helps create open communication lines regarding how they can assist you best in their classes.

**If you have problems accessing your accommodations with your professors,** please speak to the Disability Resources Coordinator as soon as possible.

**The CAE/Disability Resources staff can assist you in communicating with the faculty, but it is important that you manage your own educational experience and ask for help when you need it. You should be your own best advocate.**

What is FERPA?

Federal Educational Rights and Privacy Act of 1974

**FERPA is a federal law designed to:**

- :: Protect the privacy of educational records
- :: Establish the right of students to inspect and review their educational records
- :: Provide guidelines for the correction of inaccurate and misleading data

**Q: What student directory information can be given out?**

- :: Student’s name, address, and field of study
- :: Participation in officially recognized activities and sports
- :: Degrees, honors, and awards received
- :: Most recent educational institution attended
- :: Other similar information deemed by the institution as not an invasion of a student’s privacy

**Q: What student directory information is protected?**

- :: Race
- :: Gender
- :: Social security number
- :: Country of citizenship
- :: Grades or GPA

Appendix 1 – Attendance & Disability Policy

**Student engagement and academic success are closely correlated with regular attendance, classroom participation, and collaborative learning between faculty and students. For these reasons, class attendance is a critical component to a student’s mastery of the knowledge and skills that are taught in courses.**

The College’s standard expectation is that students will attend all course-related activities. The attendance policy for each course is outlined in the course syllabus. Absences, for any reason, do not relieve the student from responsibility for completing the essential requirements of a course.

**An educational record is any record that is:**

- :: Maintained by an institution
- :: Directly related to a student
- :: containing information from which an individual student can be identified (this included files, documents, and materials in any medium)

**Q: How does FERPA affect students?**

It means that neither staff nor faculty can speak directly to parents, guardians, or any other person about students’ attendance or grades unless the students have signed a FERPA release.

**Q: Are there limitations to FERPA?**

Although the Center for Academic Excellence and Disability Resources will work to observe a student’s confidentiality as required by law, the offices maintain the right to divulge relevant information when information is made available by the student that includes behavior deemed a “direct threat” defined as a potential for harm to self or harm to others.



known to DR as soon as possible, and preferably before the beginning of a semester, as the accommodation review process may take some time to complete. Students should understand that they may be required to supply DR with sufficient and current documentation regarding the disability diagnosis and any recommended accommodations from those medical or other qualified professionals from whom the student receives care related to the disability. Any such information provided to DR by the student or the student’s healthcare provider will be maintained by the College with the strictest confidence and will not be shared with faculty and staff unless disclosure is approved by the student or necessitated by the nature of the accommodation. Furthermore, the College reserves the right to request additional documentation if the initial documentation does not provide sufficient information for an accommodation determination to be made.

Reasonable accommodations for a disability may take many forms, including providing accessible access to buildings, providing aids and services for effective communication, and

modifying policies such as attendance policies. All accommodations, including any modifications to course attendance policies, will be determined on an individual, case-by-case basis depending upon a variety of factors which include, but are not necessarily limited to the extent to which the supporting medical or psychological documentation, supports the need for such a modification, and the extent to which the accommodation will allow the student to participate effectively in the course or other educational opportunity.

Since each class and situation are different, the nature and appropriateness of the accommodation will be determined by an interactive process involving the student, the professor, and DR. Once an accommodation has been approved to a particular attendance policy, the DR Coordinator will provide the student and the faculty member with a document outlining the accommodation. It is the student’s responsibility to discuss the approved accommodation with the faculty member in each course for which the accommodation applies.

## Appendix 2 - Testing Accommodation Policy

**Disability Resources located in the Center for Academic Excellence offers exam accommodations for students who are officially registered with the office. Each student will be given an individualized testing plan for each course in which they are enrolled. This plan will include any approved accommodations such as: extended time, quiet and distraction free space, computers for written exams, readers, and scribes.**

If the student has questions or concerns about the accommodation, or if the approved accommodation is not being implemented, they should notify DR. When necessary, the Dean of Faculty will be included in discussions with regard to whether or not a requested accommodation is reasonable and whether the granting of the accommodation would change the fundamental nature and/or essential requirements of the course.

If modification of the attendance policy is granted as a reasonable accommodation, the student is still required to meet all academic course requirements and to complete all assignments and examinations. It is the student’s responsibility to obtain the material and notes from missed classes. The student will be graded according to the criteria stated in the class syllabus. If a student finds that they are not doing well in the class due to extended absences, it is the student’s responsibility to discuss with the faculty member and consider options such as dropping the class, withdrawing from the class, or taking an incomplete. It is important for the student to not abuse the modification of the attendance policy, for example, unless the accommodation specifically provides for it, unlimited absences will not be permitted and any absences for non-disability related reasons will not be excused as part of the accommodation.

It is important for the student to realize that even if absences are permitted as part of an accommodation, those absences could still impact the student’s academic performance because the student will not have the benefit of such things as full classroom interaction and the opportunity to ask questions while the material is being presented. For this reason, seeking an attendance modification as an accommodation should not be taken lightly by any student.

Accommodations and modifications of policies, including attendance policies, are not required, and are not considered reasonable, then they would fundamentally alter the nature of the course, program, or educational activity, or when they would give rise to an undue financial or administrative burden.

With permission of the professor and appropriate, approved documentation, alternate testing methods will be offered. For example, if a student has a learning disability and has short term memory loss, a different type of test such as multiple choice may be helpful rather than an essay exam. Please note, **no alternate testing style will be given unless approved by Disability Resources AND the professor.**

If a student misses an exam, rescheduling is the responsibility of the student and should be initiated by the student in consultation with the faculty member. The faculty member will then need to approve the rescheduling of the exam.

### The procedure to scheduling an exam are as follows:

- :: Whenever possible, students are encouraged to schedule their exams with accommodations to be taken under the direct supervision of their instructors or their department. If this is not possible, students may take their exams with Disability Resources in the Center for Academic Excellence.
- :: Exams (including extended time) must be scheduled to fit within the business hours for Disability Resources and the Center for Academic Excellence.
- :: Exams taken with Disability Resources in the Center for Academic Excellence must be scheduled **4-5 business days** in advance!
- :: If a faculty member does not complete the “Testing Accommodation Request Form” and turn it in within 4-5 business days before the exam or quiz, the accommodation may not be provided by the CAE, and it will be the faculty member’s responsibility to ensure the student has received their testing accommodations.
- :: Exams must be scheduled to be taken at the same time as the regular classroom exams. Exceptions, such as evening exams or when time accommodations extend into another class period, must be arranged with your instructor and the testing proctor on a case-by-case basis.
- :: All accommodations needed for the test should be clearly marked on the “Testing Accommodation Request Form.”
- :: Students are expected to arrive at the Center for Academic Excellence at the time designated on the “Testing

## Appendix 3 - Extended Time on Assignments Procedure

**Extended time on readings and out of class assignments like research papers or projects is negotiated between students with accommodations and their professors.**

- :: The students are responsible for initiating the negotiation with their professors at the time the projects are assigned.
- :: The appropriate extension of time must be agreed on between the professors and the students and a specific due date must be established prior to the students beginning the projects.

Accommodation Request Form” that was approved by their instructor. If a student arrives 15 minutes late for the exam, they will only be allowed to complete the exam in allotted time. If a student arrives more than 15 minutes late, they will not be allowed to take the exam at the Center for Academic Excellence at that time. Students will have to contact their instructor to request a make-up exam and complete a new “Testing Accommodation Request Form” with their instructor. There is no guarantee an instructor will permit a make-up exam.

- :: If a student is unable to take a test due to illness or an emergency, the student will need to contact their instructor immediately. The instructor’s make-up exam policy for that class will determine the way in which missed exams are handled in their class.
- :: If a student does not show up for a scheduled exam, Disability Resources will contact the instructor and the student will be required to reschedule their exam, if the instructor allows for rescheduling, and complete a new “Testing Accommodation Request Form.”
- :: If an instructor has submitted their “Testing Accommodation Request Form,” then the student decides to not take their exam at the Center for Academic Excellence, the student is responsible for notifying Disability Resources.
- :: If the instructor changes the date of an exam, it is up to the student to contact Disability Resources to change the date of the test on the “Testing Accommodation Request Form.” Please contact Disability Resources immediately after being notified of the change in testing day/time.
- \* Students must give staff up to 15 minutes after arrival to the same to begin proctoring the tests. If staff are not present within 15 minutes it is the student’s responsibility to notify their instructor.

- :: A guideline for extending time for an assignment may be based on the extended time offered to the students with testing accommodations. For example, time and a half (1.5X) or double time (2X) may be added to the deadline.

**Students cannot trigger their accommodations of extended time after they have begun the assignment and run out of time to complete it or procrastinated and failed to begin the assignment with the rest of the class.**

## Appendix 4 - Service & Emotional Support Animal Policy

The following information can be found in the complete policy housed in the Center for Academic Excellence and Disability Resources. Student’s requesting accommodations via this policy will meet with the Disability Resources Coordinator to review the policy in full.

### Service Animal:

Illinois College welcomes the presence of trained service animals assisting individuals with disabilities on its campus and in areas open to the public, consistent with the provisions of this policy and applicable law. A service animal is generally permitted to be on college property in any place where the animal’s handler is permitted to be. There are, however, certain locations and activities at which no animal may be present for health and safety reasons. Such prohibited areas may include, but are not necessarily limited to the following:

- :: Research and teaching laboratories
- :: Other research facilities where the animal may compromise the integrity of research
- :: Food preparation areas
- :: Mechanical rooms/custodial closets
- :: Areas where protective clothing is necessary
- :: Areas where there is a danger to the service animal.

Exceptions to restricted areas may be granted on a case-by-case basis by Disability Resources in conjunction with the department/program chair responsible for the restricted area, as appropriate. Any questions about whether a certain area is a restricted area should be addressed to Disability Resources.

The ADA requires that all service animals be harnessed, leashed, or tethered. The only exception is when these devices interfere with the service animal’s work or when the individual’s disability prevents using these devices. In the case of such an exception, the animal’s handler must maintain control of the animal through voice, signal, or other effective controls.

The College prohibits members of the college community and visitors from interfering in any way with a service animal or the duties it performs.

### Emotional Support Animal:

Emotional Support Animals (ESAs) approved by Disability Resources are allowed for an individual with a disability as a reasonable housing accommodation within the individual’s private residential area. ESAs must generally be kept in the individual’s room or apartment at all times. An ESA is not allowed in shared spaces, including common areas in suite-style residence halls. An ESA must be kenneled/caged if a student is not in the residence. This includes when a student has left the room to attend classes and dining. Emotional Support Animals are prohibited from all other areas of campus, including but not necessarily limited to other residence halls, administrative offices, library, classrooms, auditoriums, dining areas, and athletic venues.

When the ESA is transported outside (e.g. for veterinary appointments, to allow the animal to relieve itself, etc.) it must be in an animal carrier or controlled by a leash, harness, or other tether. All ESAs, if taken outside the private residential area, must also wear identification tags with contact information, and if applicable, vaccination information.

Animals deemed dangerous or that pose a potential risk to the campus community, as defined by 720 ILCS 5/48-10(a), are not permitted.

### Responsibilities of the Student/Owner of a Service or Emotional Support Animal:

The student owner/handler of a service or emotional support animal is responsible for ensuring that the animal’s behavior, noise, odor, and waste do not exceed reasonable standards. The student agrees to abide by all other generally applicable residential policies and understands that the exception which allows a service or emotional support animal does not constitute an exception to any other residential program and policy.

The student owner/handler is responsible for ensuring the animal does not interfere with the routine activities and daily operations of the residential areas or cause difficulties for students or staff who reside and work in these areas. Members

of the residential community must be sensitive to individuals with allergies to or fear of animals. In the event the presence of an animal creates a problem due to another student’s allergies or fear, then the Office of Residential Life and Disability Resources will work to address the situation with the students involved so that a reasonable solution can be achieved that is protective of the rights of both students.

The student owner/handler is financially and legally responsible for the actions of the service or emotional support animal, including but not limited to actions which cause bodily injury to others or property damage to College property or to the personal property of others. For example, the College may require the student owner/handler to pay for replacement of furniture, carpet, drapes, wall coverings, etc. due to reasons related to the service or emotional support animal, including but not limited to pest infestation, lack of cleanliness, incontinence, etc. The student owner/handler will be responsible for any expenses that exceed the ordinarily required expenses for cleaning and repair of academic and housing facilities which are customarily assessed after a student vacates a residential facility or during regular health and safety inspections by the Office of Residential Life. The College will bill the student’s account for any such extraordinary repair, treatment, replacement, and/or other costs.

### Additional Responsibilities Addressed in the Complete Policy:

- :: Animal Behavior
- :: Animal Health & Wellbeing
- :: Animal Cleanliness & Waste

### Violation of Rules and Responsibilities:

Any violation of the rules and responsibilities set forth in the policy will be reviewed by Disability Resources and other appropriate personnel on campus. Any students in violation of these rules and responsibilities may face disciplinary action and may, depending on the totality of the circumstances, be required to remove the animal and/or pay for the destruction of property caused by the animal.

## Appendix 5 - Interpreting Policy

Sign language interpreting services may be requested for classes, class related activities, and events/activities open to students and/or the public. Interpreters are trained professionals that work as independent contractors.

A decision to require removal of a service or assistance animal will be made initially by Disability Resources working in conjunction with the Office of Residential Life. If a student disagrees with the decision, the student will be permitted an appeal of that decision to the Provost and Dean of the College. The Provost and Dean of the College will review all pertinent information and may decide to affirm the decision, overturn the decision, or impose conditions upon the continued presence of the service or emotional support animal and/or payment to the College for destruction of property. The decision of the Provost and Dean of the College will be the final decision.

Notwithstanding the foregoing, Illinois College has the right to immediately address any situation that is potentially harmful to the health and safety of others, including by not limited to, requiring the immediate removal of an emotional support animal or service animal, or entry into the student’s private residential area.

### Emergency Response:

Should an emergency occur which requires evacuation or other action from the student, Illinois College personnel will attempt to keep the animal and the student together. However, the College’s primary efforts will be toward ensuring the physical safety of the student and all other students, which may necessitate leaving the animal behind in certain emergency situations.

In the event that the student owner/handler requires transportation by emergency personnel, every effort will be made to keep the animal with the student. When it is not possible to keep the animal with the student owner/handler, the College may contact the emergency contact on file and/or a local animal welfare agency for temporary boarding until the student owner/handler is able to return to campus or retrieve the animal. In this event, the student will be responsible for boarding costs.

College personnel will not be required to provide care or food for any animal including, but not limited to, removing the animal during an emergency. In such an event, College personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

All interpreters are required to abide by the NAD/RID (National Associate of the Deaf/Registry of Interpreters for the Deaf) Code of Professional Conduct.



Schedule Changes and/or Cancellations:

It is the responsibility of the deaf/hard of hearing student to notify Disability Resources immediately regarding any schedule change that will impact scheduled interpreter services. It is the student’s responsibility to contact the office no less than 72 hours in advance (weekends do not apply toward this time period) when:

- :: The student plans to miss class or activities
- :: The students knows he/she will be late
- :: The student is going to drop a class
- :: The student is informed that a class is cancelled
- :: The room, day, or time of the class is changed
- :: The student is canceling any other activity for which an interpreter was requested and arranged
- :: The student no longer needs the interpreting service

If, for whatever reason, the deaf/hard of hearing student needs to cancel any scheduled interpreting service(s), the student must email Disability Resources no less than 72 hours prior to the scheduled service(s). The only exception to the minimum 72 hours prior notice is in cases such as emergencies or other situations when the student could not know that interpreting services would not be needed. Even in these cases of emergency or exigent circumstances, the student must still email Disability Resources as soon as possible.

A student’s failure to notify Disability Resources in advance that interpreting services will not be needed will be recorded as a “no-show.” If more than two “no-shows” occur in a semester, the student will be required to meet with the Disability Resources Coordinator to discuss the situation. It may be necessary for a student to speak with the Associate Provost of Student Success if continued “no-shows” occur.

Students who use interpreting services are expected to attend class regularly and arrive on time. Students should wait 15 minutes after the scheduled interpreter time and if the interpreter does not arrive, the student should contact the Disability Resources office to see if a substitute interpreter is available. Similarly, when a student is late, the interpreter will wait 15 minutes for classes that meet 90 minutes or less and 30 minutes for classes that meet for more than 90 minutes.

Interpreter’s Role:

An interpreter’s role is to facilitate communication and convey all auditory and signed information so that both hearing and deaf individuals may fully interact.

The interpreter’s job is to faithfully transmit the spirit and content of the speaker, allowing the student and speaker to control the communication interaction.

Faculty and staff do not ask the interpreter to perform other tasks, as it may interfere with the quality of communication provided and compromise the role of the interpreter.

If an interpreter is needed to read and interpret test questions, those are the only functions the interpreter will perform.

Interpreters are not subject tutors, classroom aides, or note takers. Any questions a student may have related to course content, tests, and materials should be directed to the instructor.

The student should inform Disability Resources as soon as possible if experiencing any problems with interpreting services.

If unscheduled college-related interpreting services are needed, they must be requested at least 72 hours in advance by completing the Interpreting Services Request form.

Timeline for Requests:

While a minimum of 72 hours advance notice is requested, one-week advance notice is preferred. Students should not make requests directly to interpreters. Interpreters must have prior approval from Disability Resources before accepting assignments.

Non-Class Related Interpreting Requests:

Ideally, all advertisements for an event should list a contact person to whom requests for accommodations can be made. If no such information is provided, interpreters can be requested by completing the Interpreting Services Request Form. This form can be found on the Disability Resources website or in the office. Examples of non-course-related requests may include any college-sponsored event, such as: workshops, lectures, activities, performances, and meetings.

Please note that some requests may take more time than others due to the amount of prep time required for interpreters, staffing coordination, etc. For this reason, it is imperative for the student in need of services to provide as much prior notice as possible.

Appendix 6 - Student Lecture Recording

**Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Amendments Act (2008), institutions of higher education must provide auxiliary aids and services to qualified students with documented disabilities and must not deny equal access to the institution’s programs, courses and activities. For a variety of reasons, some students are not able to take adequate notes during class, while others need longer time to process spoken content. Audio recorders are a legitimate auxiliary aid as a supplement to or substitute for note-taking for some students with disabilities.**

Guidelines for Use:

Students must discuss the use of audio recordings with their instructor before the auxiliary aid may be used to record lectures, discussions, etc.

Any student receiving permission to audio record a lecture, discussion, or other class-related content will be held accountable for the proper use and safeguarding of the material.

Any comments, questions, or disclosures made by students and captured in the audio recording are protected under the same guidelines as the instructor’s spoken content.

Permission to make recordings will not be withheld as defined by law as long as this access is not abused by the student and is considered a reasonable accommodation of a disability.

When it is determined that this access has been abused, the accommodation will be re-evaluated by Disability Resources and disciplinary action may occur.

\*\*\*All devices must be distributed by the Center for Academic Excellence

Recordings in any form are:

The instructor’s intellectual property and not owned by the student.

An alternative format of the class notes and/or an additional means of accessing the spoken content of the class.

Only permitted for use by the student who is granted the accommodation of audio recording and may not be used or sold to any other person in any form (audio, text, speech, ETC.)

Released to the student by the instructor for the limited uses listed above.

Appendix 7 - Note Taking Accommodation Procedure

**If a student elects to utilize their note-taker accommodation, the Disability Resources Coordinator and the professor will help identify a fellow student enrolled in the course who might volunteer to provide supplemental notes. The goal of identifying a note taker is to maintain the privacy of both parties as much as possible. Once the note taker has been identified, the Disability Resources Coordinator will set the guidelines for receiving and disseminating the requested notes.**

Students must be aware that having a note taker does not allow them to miss class. If students are not regularly attending class, the services of the note takers will be suspended.

Students should also be aware that note takers are providing supplemental notes that might be missed in the course of the class period. Students should still be working in the act of taking notes. A note taker does not substitute the student from engaging in their own active learning.



