



PROCEDURE

Policy Name:	Reasonable Accommodations for Students with Disabilities
Policy Number:	5114
Applicable Code/Law:	Sections 504 of the Rehabilitation Act; Americans With Disabilities Act (ADA) and ADA Amendments Act of 2008; Washington State Core Services Bill for students with disabilities, Washington Law Against Discrimination RCW 49.60 and RCW 28B.10.910, 912, 914; and SBCTC Policy on Access for Students with Disabilities, 3.20.30

Definitions:

Student - A person enrolled at Shoreline Community College.

Qualified Student with a Disability – A student who, with or without reasonable accommodation, meets the academic and technical standards required for admission to, participation in, and/or fulfills the essential requirements for College programs and activities.

Student with a Disability – Any student who: (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) being regarded as having such an impairment.

Core services – Those services listed in State of Washington Laws of 1994, Ch. 105 that are necessary to ensure students with disabilities are reasonably accommodated at the College.

Course substitution - The replacement of a specific course required for a degree program with another course that measures the same learning objectives/skills as the required course.

Reasonable Accommodations – Reasonable modifications to College services, programs, policies, practices, digital and physical infrastructure, and/or procedures that enable qualified students with a disability to have an equal opportunity to benefit from and have access to College programs and services, and for provision of auxiliary aids and services.

Program Accessibility – All programs and services, when viewed in their entirety, are accessible to persons with a disability.

Health Care Professional – A person who has completed a course of study and is licensed to practice in a field of health care that includes the diagnosis and assessment of the particular disability, or disabilities, in question.

Undue hardship – Any excessively costly, extensive, substantial or disruptive modification, or one that would fundamentally alter the nature or operation of the institution or any of its programs or services, or threaten the health or safety of the College community.

Documentation of Disability and Self-Report:

A. "Credentials of the evaluator": Documentation must be prepared by a professional qualified to diagnose and has no personal relationship with the individual being evaluated. The credentials of the assessor and the condition being reported should match appropriately (e.g., an orthopedic disability may be documented by a physician, but not a psychologist).

B. "Condition": Title or diagnosis (if any) for the condition which is responsible for the impairment. In other words, does the condition have a name or is it best described by the clinical impact on the student? For example, Rheumatoid Arthritis is the condition that causes a movement disorder. However, in another example, pharmaceuticals used to treat a medical condition may have a significant impact on a student's learning. This, then, could be the disabling condition.

C. "Currency": Since assessment frequently constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's needs for reasonable accommodation in an academically competitive environment.

D. "Manner": Description of current functional limitations; meaning, information on how the disabling condition(s) currently impact(s) the individual which could include a combination of the results of formal evaluation procedures and a clinical narrative. Documentation must be thorough enough to demonstrate how one or more major life activities is/are substantially limited.

E. "Duration": Description of the expected progression or stability of the disability. Documentation or student interview must provide information on expected changes in the functional impact of the disability over time and across contexts. Information on the cyclical or episodic nature of the disability, known or suspected environmental triggers to episodes, and potential opportunities to anticipate and plan for varying functional impacts. May include information on interventions for exacerbations and recommended timeline for re-assessment.

F. "History": Description of current and past accommodations, services, and/or medications; Please include comprehensive documentation of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of significant side effects from

current medications or services that may impact physical, perceptual, behavioral or cognitive performance should be included in the report.

G: "Recommendations": Suggested accommodations, adaptive, devices, assistive services, compensatory strategies, or other support services; recommendations from professionals with a history of working with the individual will provide valuable information for determining and planning reasonable accommodations. Recommendations should be directly related to functional limitations, with a clear explanation of their connection to the disability. The extent to which a recommendation is deemed reasonable in the higher education setting will be decided by Student Accessibility Services. Recommendations do not guarantee the student has authorized use of accommodations. Rather recommendations are taken into consideration to gain an understanding of the student's functional limitations.

H. "Self-Report." A consideration in determining eligibility and/or reasonable accommodation is the student's self-report on their condition; its currency; manner in which it impacts that person; duration in terms of prognosis, stability and possible intermittency, history of accommodations, as well as that individual's engagement in the interactive process of establishing appropriate accommodations.

Procedural Guidelines

Pursuant to federal and state requirements, students with disabilities have the right to request and receive reasonable accommodations to ensure access to programs, services, activities, and facilities at Shoreline Community College. To receive reasonable accommodations, students are responsible for requesting accommodations and for providing appropriate written documentation in support of those accommodations as defined in the attached implementing procedures in a timely manner. Students should direct their requests for reasonable accommodation to the Student Accessibility Services (SAS) office, which is responsible for implementation of this policy and related procedures.

1. Offices of Responsibility Within the College:

- a. Students should direct requests for accommodations due to disability to Student Accessibility Services (SAS) when related to admission, enrollment, curricular or co-curricular activities unrelated to employment. SAS will determine reasonable accommodations, as appropriate, on behalf of the College. The Program Specialist is responsible for authorization of student accommodations. That is, SAS is the designated office for the College that makes all student-related accommodation decisions.
- b. Students should direct student employment related requests for accommodations to Human Resources (HR). HR, at its discretion, may consult with/enlist assistance of SAS in providing accommodations that HR has determined are employment appropriate for the student. The Executive Director of HR, or their designee, is responsible for authorization of employee accommodations.
- c. The Section 504/ADA Coordinator is responsible for public access (e.g., outward facing electronic information, path of travel across campus, events, and access to facilities).

- d. The Accessible Technology Coordinator leads College efforts to ensure accessibility of information technology and electronic content. See Accessible Information Technology [policy](#).

2. Obligations of the College

General

- a. Comply with relevant statutes and policy, including:
 - i. Section 504 and Section 508 of the Rehabilitation Act of 1973, as amended January 17, 2017;
 - ii. Section 202 of the Americans with Disabilities Act of 1990;
 - iii. ADA Amendments Act of 2008;
 - iv. Washington State Core Services Bill for students with disabilities, RCW 28B.10.910;
 - v. Washington State Law Against Discrimination, RCW 49.60; and,
 - vi. SBCTC Policy on Access for Students with Disabilities, 3.20.30.
- b. Notify students of the College's policy of non-discrimination on the basis of disability and of the steps they may take if they believe discrimination has taken place. This notice shall be included in all formal correspondence that communicates decisions or policies adversely affecting the individual's status or rights with the institution of higher education. This notice shall include the phone numbers of the Shoreline Community College Section 504/ADA Coordinator, the United States Department of Education, U.S. Office of Civil Rights, and the Washington State Human Rights Commission.
- c. Work with the student, faculty and staff, on a case-by-case basis, to select and provide those reasonable accommodations/core services appropriate for each qualified student with a disability. Engage in an interactive process with the student and as appropriate with the relevant instructor/staff to determine appropriate accommodation(s).
- d. When a student makes a request for a reasonable accommodation, and the disability is not readily apparent and has not been previously documented, Student Accessibility Services may request that the student provide verification from a health care professional that they have the disability as claimed and that it has the effect of necessitating the reasonable accommodation requested. The College may obtain a second opinion at its own expense from a health care professional of its selection. Such inquiries must be limited to verification of the student's claims, except that Student Accessibility Services may also request that the health care professional suggest possible effective alternative reasonable accommodations.
- e. The college is not required to provide the exact accommodation or modification requested by the student or their treating/assessing professional. For example, requests for accommodations that would fundamentally alter essential course elements known as "core learning outcomes" may be deemed unreasonable. If this occurs, there may be more feasible alternatives that would appropriately and fairly accommodate the student's disability needs.
- f. Generally, the college will respond to requests for reasonable accommodation within ten instructional days. A decision will be rendered and communicated to the

requesting student. At this same time, a second copy of excerpts from College Policy 5114: Reasonable Accommodations of Students with Disabilities will be provided to the student, detailing information on how they may seek review (appeal) of the decision on their request, if in dispute (Section IV.E.).

- g. The College shall develop an internal grievance procedure for addressing disputes related to requests for reasonable accommodation. Such procedures shall: explain the method for submitting a grievance, describe any internal appeals process(es), identify an individual responsible for overseeing the process(es), set forth reasonable time frames for review and resolution of the grievance, and provide for documentation of complaints submitted and the steps taken to attempt resolution

To Students

- a. A. Make information available on the services offered to students with disabilities, including the name and location of the Student Accessibility Services office and the means for accessing those services.
- b. Maintain the academic integrity of its programs.
- c. Not make pre-admission inquiry as to whether the applicant has a disability, except as provided by law.
- d. Develop procedures to protect the confidentiality of information regarding the nature and extent of the student's impairment. (Note: Not all impairments require documentation such as obvious blindness and major mobility challenges) In this text, impairment means student may not be disabled but may have limitations all the same which fall short of an ADA-defined disability. Such records of impairment while not qualifying the student for accommodations will be protected as confidential information all the same.

3. Obligations & Rights of the Qualified Student

The College is obligated to provide reasonable accommodation to a qualified student with a SAS-authenticated disability who requested that accommodation. Appropriate accommodations are determined on a case-by-case basis. It is the student's obligation to seek reasonable accommodations and maintain an interactive dialog with college stakeholders who would implement it. A student who seeks reasonable accommodation under policy 5114 is responsible for documenting the nature and extent of the disability for which accommodations are sought. The College will work collaboratively with the qualified student in determining the appropriate reasonable accommodation.

Obligation of the Student

- a. To ensure that needed reasonable accommodations are provided in a timely manner, the student shall:
 - a. Provide, if willing, a signed Release of Information form to Student Accessibility Services in order to discuss/clarify any documentation provided by healthcare professional(s). This form will authorize SAS to engage a clinician in order to understand the degree to which a student may be impaired and under what circumstances it manifests in terms of limiting their access. Such engagement is

often needed when the originally submitted clinical documentation was insufficient on its face value to authorize reasonable accommodations.

- b. Provide timely notice and documentation by a qualified healthcare professional of the condition, manner and duration of impairment, resulting in the need for accommodation(s) to the Student Accessibility Services. When possible, requests from students for reasonable accommodation should be received by the Student Accessibility Services office six (6) weeks prior to the beginning of the quarter for which the request is made. Lack of advance notice may delay the availability of a reasonable accommodation, as certain accommodations require several weeks to implement.
 - c. Provide additional documentation which clarifies: (A) If the significance of the impairment rises to the level of a disabling condition; and, (B) Accommodations (if any) which may directly mitigate the impact of a disabling condition. Provide documentation as requested on the significance of the impairment as described by its condition, manner and duration, as the College may require to determine appropriate reasonable accommodation. Such documentation must include, but is not limited to identification of tests administered, test results, description of the covered disability and recommended reasonable accommodations.
- b. The student with a learning disorder must present, at a minimum, to SAS a previous assessment of the disability from an evaluator who has appropriate training in the assessment of learning disorders. In order for students to qualify for services through Student Accessibility Services, the College requires documentation of a learning disorder and may request appropriate documentation for students with other disabilities. The learning disorder diagnosis must be comprehensive and specify the significance of the learning disorder as described by its:
- a. Condition; type of LD, possible other overlapping diagnosis, what diagnoses were considered and excluded as well as the methodology used to assess LD. This typically speaks to a comparison between fluid and crystalized intelligence and/or an inter-cognitive comparative analysis),
 - b. Manner; description of the impairment's impact along with practical examples of the impairment. This section would offer descriptive text which speak to how the individual subtest scores used to assess the LD would manifest in isolation of one another on in combination with one another in term of a real world environmental context;
 - c. Duration; the length of time since the diagnosis was first determined and how it may have changed over time, and how it may evolve. Typically, most changes occur with the advent of a secondary diagnosis; and
 - d. Recommended appropriate compensation strategies and reasonable accommodation suggestions that are appropriate to the post-secondary environment and do not impose an undue hardship on the College or require alteration of essential program requirements. For other disabilities, the college

may request documentation that specifies the manner and duration of the condition.

- c. Engage/interact with the Student Accessibility Services office to develop an appropriate reasonable accommodation.
- d. Promptly notify Student Accessibility Services of any problems encountered in receiving the agreed-upon reasonable accommodation.
- e. A student has the right to not utilize an approved accommodation. However, if the student cannot meet the academic and technical standards required for admission to, participation in, or fulfillment of the essential requirements of college programs or activities without the accommodations, they may not be considered a “qualified student.”

Obligation of Student Accessibility Services

- a. The Student Accessibility Services office is responsible for the coordination of services to qualified students with disabilities requiring reasonable accommodation.
- b. The Student Accessibility Services office is committed to a reasonable approach in the identification of students with disabilities, including contacting all students who voluntarily self-identify during the College admission or orientation process.
- c. Information regarding a disability will be kept confidential according to Federal and State privacy regulations, including FERPA, unless a student signs a Release of Information in accordance with College procedures. Information is available to appropriate college administrators, faculty, and security personnel on a need-to-know basis.
- d. The Student Accessibility Services office will assist and advise each qualified student with a disability, who requests accommodation under this policy, in developing an instructional plan, identifying those reasonable accommodations appropriate for the student, and facilitating the provision of agreed-upon accommodations. SAS will engage in an interactive process with the student and as appropriate with the relevant instructor / staff to determine appropriate accommodation(s).

4. Reasonable Accommodation – Examples by Category

Academic Modifications:

The process of selecting academic accommodations for each qualified student with a disability shall be made on an individual basis, and gauged as appropriate relative to the functional impact of the student’s disability. Academic modifications may include, but are not limited to:

- Flexibility in timelines for completion of courses, certification, and degree requirements;
 - Adaptation of the manner in which specific courses are conducted;
 - Flexibility in teaching methods and test-taking arrangements;
 - Flexibility in credits required to satisfy institutional eligibility for full-time status.
 - Flexible procedures in the admission process (e.g., assistance with enrollment or early /priority registration).

Auxiliary Aids and Services:

The Student Accessibility Services office provides a program of specialized services that include:

- Loan of adaptive equipment;
- Provision of direct services (e.g., readers, note takers, scribes, tutors, interpreters);
- Textbooks and other educational materials in alternate format;
- Release of syllabi, study guides, and other instructor-produced materials in advance of general distribution, and;
- Access beyond the regular classroom session to class lecture slides, films, overheads, and other media, and recordings of lectures;
- Outreach during campus orientation and general assistance.

Shoreline Community College students with a disability, either permanent or temporary, can receive information and assistance from the Student Accessibility Services office.

Access:

In order to provide access to students with disabilities, the College will

- a. Provide on-going review and coordination of efforts to ensure campus accessibility, including physical and electronic barrier-free design, signage, identification of hazards of mobility barriers, maintenance of access during construction, snow and ice clearance, and adequate disability parking for all facilities;
- b. Facilitate physical access to programs and services, including relocation of classes, activities, and services to accessible facilities;
- c. Provide referrals to appropriate on-campus and off-campus resources, services and agencies; and,
- d. Provide priority for and additional hours of tutoring, accommodated testing and other services and supports for students with disabilities.

5. Course Substitutions Procedures

Shoreline Community College recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree even with appropriate reasonable accommodation. In addition, the College recognizes its obligation to provide reasonable accommodation to students with disabilities without compromising the integrity of the academic program.

Under the ADA, the College is not required to waive essential requirements of a student's program of instruction. Therefore, every student enrolled in a degree program at the College is required to meet the essential requirements of a degree program.

Shoreline Community College recognizes that altered methods of course delivery and/or providing core services will enable most students with disabilities to successfully complete course requirements, except in unusual circumstances. Usually, the student with a disability will attempt to successfully complete the required course with reasonable accommodation prior to requesting a substitution. If compelling, current documentation (e.g., clinical assessment revealing a significant relevant impairment) exists to support a substitution without the student first attempting the course, Student Accessibility Services may grant an exception upon written

request by the student. If SAS grants an exception, the student must then follow established course substitution procedures to ensure its proper implementation.

If a student is unsuccessful in completing the course, the student may request course substitution under this policy. Request for course substitution may be approved only if the proposed substitution is consistent with the essential degree requirements of Shoreline Community College. Furthermore, when appropriate, the student will be advised, if transferring, of potential deficiencies in fulfilling four-year degree requirements.

Requests for substitutions for a particular course or program are considered only when a qualified student with a disability has demonstrated that, even with academic adjustments and auxiliary aids/services provided by the College, they will be likely unable to successfully complete the course solely because of the disability. Consideration when evaluating a course substitution request involves balancing several of the following factors:

- Whether the student took a manageable/reduced course load while making prior attempt to complete the challenging course;
- Whether the student engaged in available campus resources, such as tutorial support;
- The clinical description of the severity of the disabling condition and how its impact may or may not allow a student to successfully complete a course given their significant effort as well as use of generous academic support.

All requests for course substitution must be submitted in writing by the student to Student Accessibility Services and must contain an explanation of the relationship of the student's disability to the lack of success in completing the course, including:

- A statement that they have made a good faith effort to complete the required course with appropriate accommodations, if applicable;
- A current transcript; and,
- If a current Release of Information form is not on file, a release signed by the student confirming that the Student Accessibility Services office may make available the documentation on the student's disability to the appropriate division dean.

The student makes an appointment with the appropriate division dean to submit, in writing, their request for the substitution. The division dean may ask the student to provide any of the above documents. At the request of the student, a staff member of Student Accessibility Services may accompany the student to the meeting or any subsequent meetings.

The division dean shall respond in writing to all requests for course substitutions within ten (10) working days of receiving the request. The response shall include a brief summary of the basis for the decision.

6. Reasonable Accommodation – Dispute Resolution

A student may make a complaint at any time to the Department of Education, Office of Civil Rights at (206) 607-1600, or the Washington State Human Rights Commission, at 1-800-233-3247, TTY: 1-800-300 7525. However, it is highly recommended that the student first utilize the College's dispute resolution process. Often, student concerns can be resolved informally by

speaking directly with the Program Specialist in Student Accessibility Services. However, you are not required to do this. If you would like to submit your concern formally, please follow the process below.

1. If a student believes that Student Accessibility Services has not identified or provided reasonable academic adjustments or auxiliary aids, the student may seek review of the staff actions.

The student shall submit a written appeal to the College's Section 504/ADA Coordinator. The appeal should minimally address the following points:

- a) The nature of the disability and its current impact(s) and functional limitations in the academic setting;
- b) Details of the academic adjustment and/or auxiliary aid(s) being requested and why;
- c) A description of all academic adjustments and/or auxiliary aids presently or in the past provided and/or offered by the SAS office. Include an explanation as to why these adjustments and/or aids are insufficient or ineffective.

The Section 504/ADA Coordinator will review the student's appeal and respond within seven (7) working days. If the student and the Section 504/ADA Coordinator do not reach resolution, the Section 504/ADA Coordinator will refer the appeal to the Executive Vice President for Student Learning & Success. The Executive Vice President for Student Learning & Success will respond within seven (7) working days. The decision of the Executive Vice President for Student Learning & Success is the final decision of the College.