



Introduction

The Office of Accessibility created the Champlain College Faculty Handbook to provide a resource to faculty regarding academic accommodations. The handbook is intended to provide a deeper understanding of the Office of Accessibility academic accommodation request process, the types of accommodations that are provided to students with disabilities, and the role of faculty in providing accommodations.

Due to the nature of accommodations, the information provided in the handbook is a general overview. Accommodations are provided to students on a case-by-case basis and not all academic accommodations provided to students will be included in the handbook. Please use this as a reference only, and contact the Office of Accessibility with any questions related to student-specific accommodations:

Office of Accessibility

Physical Address: Skiff Hall, 163 South Willard Street, Burlington, VT 05401

Mailing Address: P.O. Box 670, Burlington, VT 05402

Email: accessibility@champlain.edu

Phone: (802) 865-5764

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Overview

The Office of Accessibility was established to provide leadership and assistance to Champlain College to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act of 2008. The Office of Accessibility strives to provide successful access and services to qualified students with disabilities. The staff take pride in also providing technical assistance, consultation, and resources to students, faculty, staff, campus visitors, and departments looking to provide improved accessibility for individuals with disabilities.

Definition of a Disability

The definition of what a disability is was established by the Americans with Disabilities Act of 1990 and redefined through the Americans with Disabilities Amendments Act (ADAAA) 2008.

The ADAAA defines an individual with a disability “**as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.**”

The Office of Accessibility uses this definition as a guide when determining whether a student qualifies for accommodations. If it is found that a student’s diagnosis “substantially limits one or more major life activities”, then they are approved to receive accommodations.

Laws Guiding the Work of the Office of Accessibility

There are two federal laws that obligate Champlain College to provide accommodations and prevent discrimination against students with disabilities. These laws guide the accommodations provided, as well as other auxiliary aids and services provided.

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with disabilities in the United States... shall solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Section 504, Subpart E is the law that protects individuals with disabilities who are looking to or are currently enrolled in an institution of higher education. This law requires that Champlain College cannot:

- Limit the number of otherwise qualified students with disabilities admitted;
- Ask potential students preadmission questions with the intent to find out if they have a disability;
- Exclude an otherwise qualified student with a disability from a course of study;
- Recommend or counsel a student with a disability into a more restrictive career path than those of their peers;
- Create rules or policies that limit the participation of students with disabilities in educational programs or activities

Section 504 also requires that institutions provide appropriate auxiliary aids and services, and academic adjustments that do not essentially alter the course of study to ensure access to programs and services for individuals with disabilities. The Office of Accessibility will determine a student’s eligibility for accommodations, auxiliary aids, and services a student may need, as well as possible academic adjustments through the academic accommodation request process. Once accommodations have been determined, the Office of Accessibility will work with faculty to help implement the accommodations.

Americans with Disabilities Amendments Act - Title II

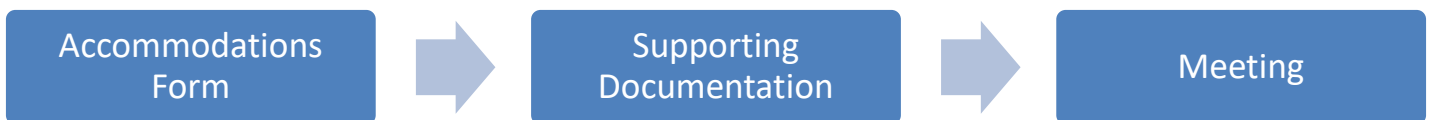
Title II of the Americans with Disabilities Amendments Act “prohibits state and local governments from discriminating on the basis of disability.” The regulations are similar to that of Section 504, and require postsecondary institutions to provide “appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity...” Whether or not a postsecondary institution receives federal funding, Title II requires all to provide auxiliary aids and services. This ensures the civil rights of people with disabilities by providing a clear mandate for the elimination of discrimination.

Academic Accommodations

Requesting Academic Accommodations

Academic accommodations are provided to qualifying Champlain College students with disabilities. Accommodations are selected based on the student’s self-report and their supporting documentation. It is the student’s responsibility to identify themselves to the Office of Accessibility as an individual with a disability and to request accommodations each semester. Students may request academic accommodations at any point during the semester. However, the Office of Accessibility encourages students to coordinate accommodations within the first three weeks of classes.

Overview of the Academic Accommodations Request Process:



To request academic accommodations, students must take the following steps:

1. Complete the [Academic Accommodations Request Form](#) online.
2. Submit current, comprehensive, objective, professional documentation of their disability to the Office of Accessibility. Examples of documentation may include: a letter from their provider, IEP, 504 Plan, Transition Plan, psycho-educational evaluation report, and/or neuropsychological evaluation. *The student must have supporting documentation to receive academic accommodations.*
3. Students must meet with the Office of Accessibility (in-person, over the phone, or via Zoom/Google Meet). The Office of Accessibility will contact the student before the start of the semester to schedule an appointment to discuss the academic accommodations process, learning needs and supporting documentation, and appropriate and reasonable academic accommodations. *Students must meet with the Office of Accessibility each semester.*

Academic Accommodations Letters

Academic accommodations and related services are determined per individual student, on a course-by-course basis. By meeting with the Office of Accessibility at the beginning of each semester, students can determine which accommodations best meet their needs for each course. Once accommodations have been established, a letter of accommodation will be generated for each class where accommodations are needed. Faculty will receive letters via email. Students will receive digital copies of their accommodation letters simultaneously. Accommodation letters are generated using Maxient, a software used for managing student records.

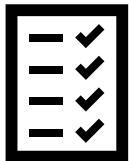
Occasionally, letters of accommodation generated by Maxient may appear in a faculty member's inbox as Spam/Junk. Please disregard this warning and regularly monitor your Spam/Junk folders. These emails are safe.

Students are asked to discuss their accommodations with each of their instructors following the distribution of academic accommodation letters. Students are not required to disclose their disability, but may choose to do so. It is suggested that these meetings take place in-person or virtually outside class time.

Common Academic Accommodations

The Office of Accessibility offers a wide range of services to ensure qualified students with disabilities have an equal opportunity to participate in Champlain College's programs and services. Below is a list of common academic accommodations (this list is not comprehensive):

Testing accommodations: The goal of test accommodations is to ensure that the student's performance is measured by knowledge and acquisition of course material, and to minimize the impact of the student's disability in the test-taking process. To accomplish this, the Office of Accessibility makes a recommendation based upon the documented impact of the disability with consideration to the student's self-report. Testing accommodations include extended time for testing taking (50% or 100% additional time) and a reduced-distraction environment. *For more information about testing accommodations, see page 4.*



A reduced distraction environment in which to take quizzes and exams: A distraction-reduced exam space can be any area that the professor and student both agree on, and the Office of Accessibility is available to help find locations if need be. There are several areas which would work including an empty classroom near the other students, or a quiet area in the same building as the other students. The Office of Accessibility has space that can be reserved with advance notice. *For more information about testing accommodations, see page 4.*

Extensions on assignments: This accommodation is meant to be used sparingly. The extension is meant to be brief (1-2 days) and the student should request the extension at least 3 days in advance and does not apply to discussion posts.



Note-taking assistance: Professors should provide their notes, slide show presentations, and/or outlines with the student. If faculty do not have notes, slide shows, and/or outlines to share with the student, they can try to find a volunteer note-taker in the class.

Flexibility of attendance: This accommodation is meant to be used sparingly. On days that the student will be unable to make it to class, they must send an email to their professor(s) informing them of these circumstances. The student will ask their professor(s) how to make up any missed work or complete any assignments that are left pending due to their absence or tardiness. The student must copy the Office of Accessibility on the message.



The use of a recorder in class: Students who qualify for this accommodation will be responsible for recording the class when they are in attendance. They are provided with a software called "Otter AI", which automatically transcribes the class for the student's reference.

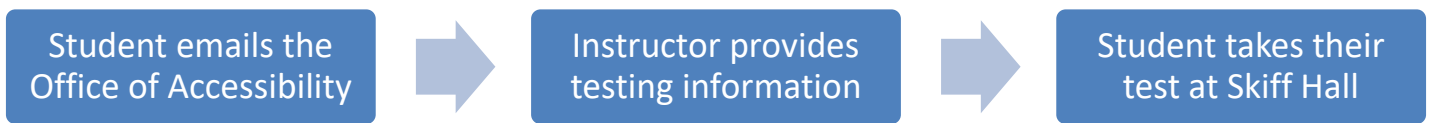
Further information regarding academic accommodations for students can be found on the [Office of Accessibility website](#).

Overall, it is important for faculty to understand that the goal of academic accommodations is to create access or remove barriers that exist for students with disabilities. Accommodations are not provided to ensure success. The accommodations help them so they can be equal to their peers in the academic environment, or, in a sense, to level the playing field. Once the students have the accommodations in place, it is up to the student to be successful.

Testing Accommodations

It is the student's responsibility to inform their instructor(s) that they will be using their accommodation for extended time on a test/quiz. Students may choose not to use their testing accommodation for a particular test or quiz. Extended time tests or quizzes may be administered in the classroom if a student does not require a quiet testing space, and if the instructor is willing/able to arrive early or stay late to administer the test. Otherwise, the student will take the test in the quiet testing space in Skiff Hall.

Overview of the Testing Accommodations Request Process:



To schedule a test/quiz with the Office of Accessibility, students must contact the Office one week before the test/quiz (or as soon as they are aware of the test/quiz). Students must also inform the course instructor that they will be using the testing room to take the test, one week in advance. Students should email testingaccommodations@champlain.edu to arrange for using the space.

In the email, students must copy their instructor and include the following information:

1. Test date and time
2. Class (e.g. COR 102)
3. Professor Name, and
4. How long the class has to take the exam (e.g., 75 minutes).

Upon receiving this email, instructors will be asked to complete a [Testing Accommodations Instructor Form](#). The form should be completed by 4pm the day before the scheduled test/quiz.

Tests are administered Monday through Friday beginning at 8:00 a.m., with the last test given at 2:00 p.m. (the office closes at 4:30 p.m.). The Testing Center is located at Skiff Hall (163 South Willard Street). Students should check in for their test at the Counseling Center, Room 100, Skiff Hall. Tests may be scheduled during class time (assuming class begins by 2:30), or they may be taken at another point during the day, if agreed upon by the instructor. Final exam scheduling may require alternative testing times to accommodate exams that are scheduled for 3 or more hours.

A note about finals: the final two weeks of each semester generally account for one half of total testing accommodation requests with the Office of Accessibility. Faculty should provide the Office of Accessibility with prompt and comprehensive information regarding students' scheduled exams to ensure the smooth scheduling and proctoring of final exams.

Information regarding testing accommodations for students and faculty can be found on the [Office of Accessibility website](#).

Faculty Role

The Office of Accessibility views the partnership with faculty as of utmost importance. The Office aims to build a relationship with faculty based upon collaboration and cooperation with the goal of leading the students towards success in their coursework. This section focuses on the ways that faculty can help support students through academic accommodations, referrals, and communication with the Office of Accessibility.

Overview of faculty responsibilities:

Accommodation Letters	Classroom Accommodations	Concerns about Students
<ul style="list-style-type: none">• Review accommodation letters as they are received each semester• Discuss accommodation(s) with the student• Do not provide accommodations to a student if you have not received an accommodation letter (and refer the student to the Office of Accessibility)	<ul style="list-style-type: none">• Implement academic accommodations in the classroom• If an accommodation results in a fundamental alteration of course requirements or objectives, contact the Office of Accessibility	<ul style="list-style-type: none">• Concerned about an identified student with a disability? Contact the Office of Accessibility• Concerned about an individual who is <i>not</i> identified as a student with a disability? Contact the Office of Accessibility and/or offer the student a variety of academic support resources, including the Office of Accessibility (see page 6)

Accommodation Letters

Each semester, students who have registered for services through the Office of Accessibility may request to have accommodation letters sent to their faculty. These letters have a list of the academic accommodations that the student qualifies to receive for each class. Each student is asked to meet with their faculty to discuss the accommodations and how they will be implemented in class. If faculty have questions about or concerns about an accommodation, please reach out to the Office of Accessibility.

There are times when students tell a faculty member that they need accommodations, but an accommodation letter has not been sent. It is important that the faculty member not provide the requested accommodation to the student until an accommodation letter is received. In cases like this, please refer the student to the Office of Accessibility. The staff will work with them to have their letters sent or, if they are not registered with the office, staff will work with them through the accommodation process.

**Note: Accommodation letters are only sent to the faculty member teaching the class. These letters are confidential and the information should not be shared or discussed with anyone else, including supervisors. Also, the student's diagnosis is confidential information. Faculty are not allowed to ask the student about their diagnosis, nor is the student required to share that information.*

Classroom Accommodations

Once faculty receive an accommodation letter, it is up to them to implement the accommodation(s) in the classroom, whether or not the student has met to discuss the accommodations. The Office of Accessibility tries to provide as much information on how accommodations should be implemented, either in the letter or within this handbook, but questions may still arise. Still, please reach out to the Office of Accessibility with any questions or concerns.

Unknowingly, the Office of Accessibility may include an accommodation that is a fundamental alteration of a course requirement or objective. If this is the case, the Office of Accessibility and the faculty member will meet to discuss the

accommodation. If it is found that the accommodation is a fundamental alteration, the accommodation will be adjusted or removed from the letter, and a new one will be issued for that course.

Concerns About Students

There may be times when faculty have concerns about an identified student with a disability in their class, or they have concerns about a student who is experiencing challenges in the class who is not identified as having a disability. In both cases, faculty members are encouraged to reach out to the Office of Accessibility. The staff in the Office will work with the faculty member on each case. If the concern is related to a student with a disability, the Office of Accessibility staff can make sure that the accommodations are appropriate for the class. Accommodations may need to be adjusted as more information is learned about the class and what the student needs to have the appropriate access.

If the student is not identified as a student with a disability, the staff will work with the faculty member to determine the best path to assist the student. The faculty member can talk to the student about all of the academic support resources available to them on campus, including the Office of Accessibility. Once students have more information about the services the Office of Accessibility offers, they may choose to contact the office to learn more.

Example List of Resources:

- [SMART Space](#) (1:1 tutoring, academic coaching, and drop-in sessions)
- [Office of Accessibility](#)
- [Counseling Center](#)
- Student's faculty advisor
- [Registrar's Office](#) (academic specialists can assist with determining necessary courses and requirements to graduate)

Other Accommodations

The Office of Accessibility also assists students with housing accommodations and assistance animal requests. Students can learn more about these processes by visiting the Office of Accessibility website:

- [Housing Accommodations](#)
- [Service & Assistance Animal Information](#)