Access & Opportunities
### Office of Student Disability Services (OSDS)

**Contact Information**

Lori Musser, Coordinator

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3950 East Newman Road</td>
<td>Office: 417-625-9516</td>
</tr>
<tr>
<td>Hearnes Hall, Suite 301</td>
<td>Fax: 417-659-4456</td>
</tr>
<tr>
<td>Joplin, Missouri 64801</td>
<td></td>
</tr>
</tbody>
</table>

Coordinator email: Musser-L@MSSU.EDU
Office website: mssu.edu/disability-services/

### Hours of Operation

**Fall & Spring Semesters**

- Monday – Friday
- 8:00 a.m. – 5:00 p.m.

**Summer Semester**

- Monday - Thursday
- 7:00 a.m. – 5:00 p.m.

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**Important Note:** All Exams/Quizzes taken at the Student Success Center must be taken during the hours listed above and must be completed by the time the office closes.
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### Important Points to Note
This handbook is to be used as a guide for services available through the Student Disability Services office.

This handbook describes the services that a student may request, if the student's disability supports the request.

The Student Disability Services office will work with students on an individual basis to assess their need for services and to develop services that meet those needs.

If you believe you need services not covered in this handbook, contact the Coordinator for Student Disability Services.

Acknowledgements

We would like to extend a special thank you to the following institutions and groups for contributing materials to this Handbook

University of Arkansas – Little Rock
University of Memphis
University of Tennessee
Oklahoma City Community College
The Ohio State University
The Independent Living Center of Joplin
Missouri Association of Higher Education and Disability
Introduction & Overview

This handbook is designed for students with disabilities who are using the accommodations offered by the Office for Student Disability Services at Missouri Southern State University. There are three sections to this handbook.

**The Basics** – This is an orientation section. We strongly encourage you to take a few minutes to look through it. This section covers information that all students need to know. We cover our mission, legal issues, your rights and responsibilities, Missouri Southern policies, etc.

**Accommodation Information** – This is the nuts and bolts section. In this section you will find information about your specific accommodations. Included is information about how to request specific accommodations and the forms that you need to make the request.

**Resources** – This section contains information about campus and community resources. When available, you will also find information and resources specifically geared to your situation.

*We hope that you find this handbook helpful. We welcome any suggestions for changes or update.*

Alternative formats of this publication can be made available upon request. If you would like to request an alternate format, please call Lori Musser at 417-625-9516.
The Basics

This publication will be made available in large print upon request. Contact the Student Success Center at 659-3725
Our Mission

The mission of Student Disability Services is to ensure that all students with disabilities can freely and actively participate in all facets of University life.

Our Commitment

It is Missouri Southern State University’s policy to provide access to its programs and facilities to all students so that no one shall, solely by reason of a disability, be denied access to, participation in, or the benefits of any program or activity.

Students shall receive reasonable accommodations to provide equally effective access to educational opportunities, programs, and activities in the most integrated setting appropriate unless provision for reasonable accommodation would constitute an undue hardship on the University or would substantially alter essential elements of the academic program or course of study or would otherwise compromise academic standards.

This policy shall apply to all programs, services, and activities of the University, including but not limited to recruitment, admissions, registration, financial aid, academic programs, advising, counseling, student health, housing and employment.

This policy is intended to be consistent with Section 504 of the Rehabilitation Act of 1973, which states that no recipient of federal financial assistance may discriminate against qualified individuals with disabilities solely by reason of disability. This policy is also intended to be consistent with Title II of the Americans with Disabilities Act of 1990 and the Missouri Human Rights Act. To the extent it is inconsistent with said laws, the legal requirements and standards shall govern.

(MSSU Policy 1.00)
Taking Ownership

Attending college is a major transition whether you are coming straight from high school or returning to pursue your education after being away for a few years. Students with disabilities have all the concerns that students without disabilities have, plus issues related to having a disability. Successful students learn early in the transition process that they must take ownership of their disabilities.

Taking ownership means that you learn to manage your disability—the disability doesn’t manage you. It means having control of your own life. When you don’t have ownership of your disability, it is easier for other people to make decisions for you and to take away some of your independence. Taking ownership also means that you determine how your disability may affect you in certain environments or situations and develop strategies to eliminate or reduce the barriers that these situations may present. By understanding your own disability needs, as well as what potential services and accommodations may be available in a university setting, you can become an effective self-advocate.

Ultimately, you must see yourself as the one responsible for the grades on your transcript, the qualifications you have to offer a potential employer, and most importantly, the degree of personal satisfaction and achievement you feel.

Self-Advocacy: The Request is the Key

Students are encouraged throughout their college careers, and as they move into the work force, to become their own best advocates. The ability to assess your own needs, develop a plan for accommodation or a course of action, and communicate your needs effectively to others is a skill that may be critical to your success here on campus, as well as in employment. You may wish to work on this individually with the Coordinator of Student Disability Services.

Students should keep in mind that any discrimination that might occur based on the disability is covered under the law. This means that if your disability puts you at a disadvantage in the classroom or in accessing any programs or services at Missouri Southern, you are entitled to a reasonable accommodation.

Many students have expressed that they fear they will be perceived as someone who is asking for special favors. Sometimes they feel that using an accommodation that is meant to give them an equal opportunity to succeed is really special treatment. Keep in mind that the intent of the law is to level the playing field, not to provide unfair advantages to students with disabilities. The federal laws require that you make your individual disability needs known if you expect a disability accommodation. The specific needs that you have may only be known by you. You have to speak up!
Rights & Responsibilities

At the heart of an academic institution is the relationship between a student and his or her instructors. Every relationship is based on the rights and responsibilities that each person has in the relationship. Below are the general rights and responsibilities that students have in relationship to their academic experience. Following the student’s rights and responsibilities are our expectations for faculty.

Your Rights
Every student with a documented disability has the right to:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.

2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.

3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.

4. Information reasonably available in accessible formats.

Your Responsibilities
Every student with a disability has the responsibility to:

1. Meet the University’s qualifications and essential technical, academic, and institutional standards.

2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.

3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.

4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.
Faculty Rights

Faculty have the **right to:**

1. Maintain the academic standards of their classroom and/or program.

2. Verify that a student has a documented disability with the Coordinator for Student Disability Services.

3. Be given adequate notification of the needed accommodation.

4. Choose between appropriate accommodations when a choice exists.

5. Disagree with an accommodation and file a grievance. The accommodation must still be provided until the grievance is resolved.

Faculty have the **responsibility to:**

1. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.

2. Ensure that all activities related to the experience of the course are accessible to all students.

3. Determine the conditions under which the exam is to be administered and assure the timely delivery of the exam along with all necessary materials.

4. Consult with the student with regard to appropriate accommodations.

5. Discuss with the Coordinator for Student Disability Services any concerns related to an accommodation or arrangements that have been requested by a student.

6. Evaluate students on their abilities, not their disabilities.

7. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

8. Include the ADA statement on each course syllabus and policy statement.
What the Law Says

It's all about ACCESS!

We hope all of our students will achieve success. We have worked with many students who have graduated and have gone on to earn higher degrees. However, when speaking about services for students in colleges and universities, it is primarily about ACCESS for students who are otherwise qualified. It's all about Access! It's not about (any guarantees of) success.

Why do we distinguish between Access and Success?

Students who come directly to our campus from high school programs provided under the "Individuals with Disabilities Education Act" (IDEA) may have experienced program modifications designed to assure some form of success. It is not uncommon for students, parents, public school personnel or clinicians to assume that all IDEA-type program modifications will be available in college. Some modifications may not be available. IDEA governs K-12 public schools. It does not apply to post-secondary education.

Federal Regulations

Section 504 [29 USC 794] of the Rehabilitation Act of 1973, as amended (most recently in 1998), begins with these words:

"No otherwise qualified individual with a disability . . . shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance. . .". Section 504 of the Rehabilitation Act of 1973, applies to any college or university that receives federal funds in any program. Title II of the Americans with Disabilities Act has similar language, and expanded Section 504 protection to private business.

The Americans with Disabilities Act of 1990 (ADA), Public Law 101-336, was enacted on July 26, 1990, to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. This federal legislation requires equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services.

Section 202. Discrimination. 42 of the ADA begins with these words: [USC 12132]

"Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied
the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

Missouri Southern State University is a public entity, as set forth in Title II of the ADA and the ADAAA of 2008. MSSU is subject to the requirements of the Americans with Disabilities Act as well as the Rehabilitation Act of 1973. Title II of the ADA prohibits discrimination against qualified individuals with disabilities with regard to the services, programs, and activities at Missouri Southern.

Below is a comparison chart of IDEA, which covers students with disabilities in the K-12 school setting and Section 504 and the ADA, which covers students in college.

<table>
<thead>
<tr>
<th></th>
<th>IDEA</th>
<th>Section 504</th>
<th>ADA</th>
</tr>
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<tbody>
<tr>
<td>Mission</td>
<td>To provide a free, appropriate, public education (FAPE) in the least restrictive environment.</td>
<td>To establish a &quot;level playing field&quot; and prevent discrimination based on a disability.</td>
<td>Strengthens Section 504 and extends coverage to employment, private institutions and other previously unnamed agencies and organizations.</td>
</tr>
<tr>
<td>Applies To</td>
<td>All public schools, pre-kindergarten to 12th grade or age 21 if enrolled in a public secondary program.</td>
<td>All institutions and programs receiving federal financial assistance. Includes private institutions where students, receive federal financial assistance (i.e., colleges and universities receiving federal aid).</td>
<td>Public and private education, employment, transportation, accommodations and telecommunications, regardless of whether there is federal funding (i.e., all colleges and universities).</td>
</tr>
<tr>
<td>Covers</td>
<td>Those who have educational disabilities that require special education services to age 21 or until</td>
<td>All qualified persons with disabilities regardless of whether they received services in elementary or secondary school. A person is &quot;otherwise</td>
<td>All qualified persons with disabilities and people without disabilities who are discriminated against because of their relationship with a person with a</td>
</tr>
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graduation. qualified” if the person is able to meet the requisite academic and technical standards, with or without accommodations. disability.

<table>
<thead>
<tr>
<th>Defined As</th>
<th>IDEA</th>
<th>Section 504</th>
<th>ADA</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Disabilities covered are defined in the Act and are too numerous to list here. Refer to the Act.</td>
<td>No specific list of disabilities. The definition of a person with a disability is a person with a physical or mental impairment that:</td>
<td>Same criteria as Section 504. HIV status, contagious and non-contagious diseases are also defined as disabilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Substantially limits one of more major life activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Has a record of the disability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is regarded as having the disability</td>
<td></td>
</tr>
<tr>
<td>ID/Process</td>
<td>Responsibility of the school. No expense to the parent or the student. Transfer of parental rights to the student at age 18.</td>
<td>Responsibility of the student to self-identify to the institution and provide appropriate documentation of disability.</td>
<td>Same as Section 504</td>
</tr>
</tbody>
</table>

Whose Responsibility is it?

When a student moves from high school to college, there is sometimes confusion as to who is responsible for the different dimensions of their education. As you move from being a high school student to a college student, your role changes. As you can see from the chart below, more responsibility falls to you for the different components of your education.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Responsibility at the K-12 Level</th>
<th>Responsibility at the University Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification: Letting us know you are here</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Assessment: Providing documentation</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Programming: Planning your academic career and accommodations</td>
<td>School/Parent</td>
<td>Student – with Student Disability Services Office assistance</td>
</tr>
<tr>
<td>Advocacy: Speaking up for what you need</td>
<td>School/Parent</td>
<td>Student – with Student Disability Services Office assistance</td>
</tr>
<tr>
<td>Decision Making: Decide who, what, where, when</td>
<td>Placement Team</td>
<td>Student</td>
</tr>
<tr>
<td>Transition Planning: Getting ready for the next stage of your life.</td>
<td>Placement Team</td>
<td>Student</td>
</tr>
</tbody>
</table>

What Student Disability Services Offers

Accommodations are individualized based on the needs of each student as supported by the documentation of your disability. Examples of some of the services that we offer are:

<table>
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<tr>
<th>Review of documentation to establish eligibility for services</th>
<th>Accommodation memos identifying appropriate classroom accommodations</th>
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<tbody>
<tr>
<td>Classroom and course requirement accommodations (extended time, audio-formatted exams, preferential seating, etc.)</td>
<td>Materials in alternative formats (electronic texts, enlarged print, etc.)</td>
</tr>
<tr>
<td>Academic aides (note takers, sign language interpreters, readers for tests, scribes for tests, etc.)</td>
<td>Equipment loan related to academic needs (digital recorders, assistive listening devices, magnifiers, etc.)</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Early registration</td>
</tr>
</tbody>
</table>

We are sometimes asked to provide services that we do not provide. Examples include:

| A reduced standard for academic performance | Remedial services |
| Special admission standards | Special classes for students with disabilities only. |
| Exemption from graduation requirements | Mentors, coaches, trainers for academic and social skills. |
| Retroactive considerations if services are requested after the semester begins. Services only affect the remainder of the semester. | Substitution of a required course without specific documentation to support the request and, generally, only after an attempt using appropriate accommodations has been made. |
| Personal care attendant services | Intensive, one-on-one, daily tutoring |
Policies

In an effort to comply with all state and Federal laws, Missouri Southern State University's Office for Student Disability Services has developed a series of policies and procedures that govern how we deliver accommodations. Wherever possible in this handbook, we have used the actual words of the policy. These sections have a note at the end that looks like this:

Policy Notation:  (MSSU Policy 1.00)

Below, are the policies that do not appear anywhere else in this handbook. We strongly encourage you to read through them. Policy is like a game plan that tells us how to play the game. If you know our game plan, it will be easier for you to understand our approach.

All policies can also be found online at www.mssu.edu/disability-services/

Seeking Accommodations:  (MSSU Policy 2.00)

Missouri Southern State University is a public institution supported by state and federal tax dollars. As such, Missouri Southern falls under Title II of the Americans with Disabilities Act of 1990. According to the ADA, Section 101, subsections 9 and 10, the university is required to make reasonable and effective accommodations.

A student seeking accommodation must make his or her request to the Coordinator for Student Disability Services. Preferably, the student will make this request in person. If it is not feasible for the student to meet in person, the request for accommodation can be made in writing or via electronic mail. A request for accommodations made to University personnel other than the Coordinator for Student Disability Services is not an official request for accommodation.

A request for accommodations should be made far enough in advance to allow the Coordinator for Student Disability Services adequate time to respond to the request. The lead time required to put accommodations into place will vary with the type of accommodation. For example, arranging to take a test in the Student Success Center requires 48 hours of notice. Requesting a sign language interpreter should be done at least three months prior to the start of classes to insure the availability of an interpreter. Specific time allowances for different accommodations can be found in the related procedure section beginning with Procedure 6.01 or the Accommodation Information section of this handbook.
Confidentiality *(MSSU Policy 4.00)*

Documentation will be kept in a folder in a secure area within the Student Disability Services office. Access to student folders is limited only to the Coordinator of Student Disability Services unless it is necessary to provide information in order to adequately accommodate the student. Documentation and student records will be destroyed ten years after the student’s last semester of attendance.

Access to a student’s documentation will be restricted. For the most part, only the Coordinator for Student Disability Services will have access to a student’s documentation. Documentation may be made available to other college officials on a need-to-know-basis *only when that need-to-know is meant to support the accommodation process*. The Coordinator for Student Disability Services will determine who qualifies for access to the student’s files. A student may choose to release his or her information to a third party on campus through written consent.

Documentation that is obtained from a third party (i.e. Department of Vocational Rehabilitation, a private practitioner) will not be forwarded off campus. Documentation that is paid for and/or generated by a third party is *shared* with the Coordinator for Student Disability Services, but is not *given* to him or her. Therefore, the University cannot forward this information even with the student’s signed consent. Consent must come from the originating source.

Information about a student’s disability status may appear or be implied in records that are held in the Business Office or Financial Aid. These offices will work to ensure that this information is kept confidential and not used to the detriment of the student. For example, a student’s status as an individual with a disability will not be noted in any campus wide student database.

**Determination of Accommodations** *(MSSU Policy 5.00)*

The Coordinator for Student Disability Services shall make the determination of reasonable accommodations for students based on appropriate documentation and an interactive interview provided by the student. The authority to make such decisions on behalf of the institution has been assigned by the Vice President of Student Affairs.

**Requesting and Receiving Accommodations** *(MSSU Policy 6.00)*

Once appropriate documentation has been supplied to the Coordinator for Student Disability Services and the determination has been made that the documentation
supports the need for accommodation (see Policy 3.00), the student and Coordinator for Student Disability Services will develop an Accommodation Plan. The Accommodation Plan will remain in effect either until (1) the plan’s date of expiration passes or (2) the student requests an accommodation not previously listed on the plan. In the event of the second, the Accommodation Plan will be adjusted in accordance with the student’s documentation supporting the request. The Plan can be revised at any time.

Specific procedures in terms of how to request particular accommodations, the amount of advance notice that must be given and who is in charge of various services will be delineated in the Accommodations section of this handbook.

The student will be responsible for notifying faculty of any accommodations that he or she may be accessing in relationship to the faculty member's class. The student will be given a memo from the Coordinator for Student Disability Services detailing the authorized accommodations in relationship to the class.

If the accommodations listed in the Accommodation Plan are not provided or are not effective in providing equal access, the student should follow the procedures for filing a grievance listed in Policy and Procedure 9.00.

Course Substitution and/or Waiver (MSSU Policy 7.00)

Missouri Southern State University may consider a course substitution and/or waiver as a reasonable accommodation when it is shown that a student’s disability severely impacts his or her ability to complete a required course(s) for a degree program. Procedure 7.01 for the steps in the process follows.

Procedure 7.01: Course substitution and/or waiver

The University recognizes that some disabilities can have a severe impact on a student’s ability to complete certain courses. The distinct requirements of each degree program have been laboriously considered and weighed. Therefore, the process to consider a course substitution and/or waiver will involve careful consideration on an individual case-by-case basis.

If at any time during this process the student requires an accommodation to participate or needs materials sent in an alternative format, the request must be communicated to the Coordinator for Student Disability Services at least five business days prior to any meeting or function.

The following are the steps in the process of course substitutions and waivers:
1. The petition process should begin as soon as there is strong objective evidence that the student will be unable to fulfill the requirement.

2. The student should have on file current, appropriate documentation with the Coordinator for the Student Disability Services. See the Policy 3.00 on Documentation.

3. The student must make a written request and submit it to the Coordinator for Student Disability Services. Forms are available in the Student Success Center. This request will include:
   a. A personal statement by the student indicating the reasons for the request including prior experiences with the subject matter.
   b. Names of courses and grades in similar courses from either high school or college.
   c. At least one letter from high school personnel and/or college faculty attesting to the student’s efforts and diligence in attempting to master the subject matter in the courses listed in (b) above. This requirement may be waived by the Coordinator for Student Disability Services when appropriate.

4. The secretary of the Student Success Center, upon receipt, will date and time stamp the form.

5. Within 20 working days, the Academic Substitution and Waiver committee will be convened by the Coordinator for Student Disability Services and chaired by the Director of the Student Success Center. The participating members of the committee are:
   a. the Dean of the school where the requested course being substituted is housed,
   b. the chair of the department from which the course being substituted originates,
   c. the chair of the department of the student's major,
   d. the Coordinator for Student Disabilities Services, and
   e. any additional academic personnel as deemed necessary by the Chair.

6. The student will be notified of the day and time of this meeting. He or she may be requested to attend the meeting.

7. A meeting will be scheduled with the student and the Coordinator for Student Disability Services or the Dean to review the results of the meeting within ten (10) working days of the committee meeting.

8. The outcome of this meeting will be provided in writing to the student within ten (10) working days of the meeting with the student.
9. The student may appeal the decision of the committee to the Vice President for Student Affairs. A student should file an appeal letter, in writing, within thirty (30) working days.

10. The Vice President for Student Affairs will render his or her decision, in writing, within twenty (20) working days from when the written appeal is received. The decision of the Vice President for Student Affairs is final.

Each step of the way, the student will receive written notice of meetings and written confirmation of the outcome of the meetings. When requested by the student, all written correspondence will be provided in an appropriate alternative accessible format.

Procedure 7.02: Substitute Course Fee Waiver

Missouri Southern State University requires all students who graduate with a baccalaureate degree to participate in a physical activity course (KINE 101). Some students with disabilities may elect, for disability-related reasons, to participate in the online section of KINE 101. If a student participates in KINE 101 online for disability-related reasons, the University will waive the extra fee that is assessed per credit hour for distance learning classes. The Coordinator for Student Disability Services should be contacted to initiate this process.

Full Time Status Adjustment (MSSU Policy 8.00)

As a reasonable accommodation for some students with disabilities, Missouri Southern will assign a full time student status to students with disabilities who are enrolled in less than full time (<12 credit hours) of course work. The student must provide appropriate, current documentation to the Coordinator for Student Disability Services who may recommend to the Dean of Students that this status be assigned. Full time status will entitle the student to full access to all services, activities and institutional scholarships that would be available to any student with full time status. This assigned full time status will not allow students access to benefits and services determined specifically on the basis of credit hour load, such as Federal Pell grants.

Access to Technology (MSSU Policy 10.00)

Missouri Southern is committed to providing equal access to all forms of technology for people with disabilities. The university is committed to complying with RSMo Section 191.863 Missouri’s Information Technology Accessibility Standards. The college will take both a retroactive and proactive approach to ensuring access to technology and electronic information.
Due to the rapidly changing nature of technology and the varying needs of students with disabilities, not all possible technological options will be maintained on campus. Once a student has requested a reasonable accommodation that involves technology, every effort will be made to rapidly acquire the item. Items acquired for student use will remain the property of Missouri Southern.

Service and Emotional Support Animals *(MSSU Policy 12.00)*

I. **Policy Statement**

It is the policy of Missouri Southern State University that service animals assisting individuals with disabilities generally are permitted to accompany the person with the disability everywhere that the person would otherwise be allowed to go. As further explained below, however, there are some exceptions based on considerations of safety. Emotional support animals generally are not permitted on campus.

II. **Definition**

Service animals are defined by the Americans with Disabilities Act as dogs that are individually trained to do work or perform tasks for individuals with a disability, including, but not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must directly relate to the person’s disability. Therefore, dogs or any other animal whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Trained dogs are the only species of animal that qualifies as a service animal under the ADA, although in certain situations a miniature horse also may be classified as a service animal. Emotional support animals are expressly precluded from the definition of service animals.

For purposes of this police, a “partner” is an individual with a disability who is accompanied by a service animal. A “handler” is an individual who is responsible for handling the service animal. A partner may be the service animal’s handler, or there may be a partner and handler team. Dogs-in-training accompanied by handlers but not partners are also permitted under
this policy and all references herein to service animals also apply to dogs-in-training.

III. Responsibilities and Requirements

The partner/handler of the service animal is personally responsible for the animal at all times and will be required to pay for any damages caused by the service animal.

Permission for service animals to be on the university’s campus is conditioned on the animal meeting the following guidelines:

1. **Vaccination**: The animal must be immunized against diseases that are common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper and parvovirus. Proof of up-to-date vaccinations must be made available to a college official upon request. Animals must wear a rabies vaccination tag.

2. **Owner ID**: Animals must be properly licensed and must wear an owner identification tag at all times.

3. **Health**: The animal must be in good health. Animals to be housed in campus housing must have an annual clean bill of health from a licensed veterinarian.

4. **Leash**: The animal must be on a leash at all times unless unfeasible due to the partner’s disability.

5. **Under Control of Partner/Handler**: The partner/handler must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of its partner/handler.

6. **Cleanup Rule**: Animals should not be allowed to defecate on any property, public or private, unless the partner/handler immediately removes the waste. Waste should be properly disposed of. Individuals with physical disabilities who cannot physically clean up after their own service animal may not be required to pick up and dispose of feces. However, when possible, please ask a person nearby to assist you.

IV. Removal/Exclusion of a Service Animal
An individual with a disability who is accompanied by a service animal may be asked to remove the animal from the university campus, a facility or a program if:

1. **Disruption**: The service animal is unruly, obtrusive, aggressive or disruptive. The animal may not be allowed in any University facility until the owner/keeper takes significant documented steps to mitigate the behavior. Mitigation can include muzzling a barking dog or refresher training for both the animal and the owner. Documentation of steps taken must be provided to the Coordinator of Student Disability Services.

2. **Threat**: If the animal’s behavior or presence poses a direct threat to the health or safety of others or to the animal itself. For example, an animal that displays vicious or aggressive behavior towards people may be excluded.

3. **Ill Health**: Service animals with signs of illness (diarrhea, vomiting, fever, or open sores) should not be on campus. The service animal may return to campus once it is deemed non-infectious or contagious, in writing, by a Missouri licensed veterinarian. This documentation must be provided to the Coordinator of Student Disability Services.

4. **Failure to clean up**: If the partner/handler fails to clean up as provided above.

**V. Excluded Areas**

Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring protective clothing, and food preparation areas. These areas are more thoroughly explained in the next section.

1. **Areas Off Limits to Service Animals**

   **Research Laboratories**: The natural organisms carried by dogs and other animals may negatively affect the outcome of the research. At the same time, the chemicals and/or organisms used in the research may be harmful to service animals.

   **Mechanical Rooms/Custodial Closets**: Mechanical rooms, such as boiler rooms, facility equipment rooms, electrical closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.

   **Food Preparation Areas**: Food preparation areas, such as those found in campus dining or in the Family & Consumer Sciences Department areas, are off limits to service animals per health codes.
**Areas Where Protective Clothing is Necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include the kiln, chemistry laboratories, wood shops and metal/machine shops.

**Areas Where There is a Danger to the Service Animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor (e.g., molten metal or glass); where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

2. **Exceptions**

A laboratory director of a research laboratory or an instructor in a classroom or teaching laboratory with moving equipment may allow a service animal in a research laboratory or classroom or teaching laboratory with moving machinery. Admission for each service animal will be granted or denied on a case-by-case basis. The final decision shall be made based on the nature of research or machinery and the best interest of the animal. Example: The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

A partner/handler who wants her or his service animal to be granted admission to an off-limits area may be granted on a case-by-case basis. The partner/handler should contact the Coordinator of Student Disability Services.

**VI. Assistance Animals and Campus Housing**

This policy applies to service animals, which are provided greater access to campus facilities than assistance animals. Individuals who would like to request the use of an assistance animal in campus housing should contact the Coordinator of Student Disability Services. The Coordinator will work with the individual to determine whether the individual is entitled to have an assistance animal as a reasonable accommodation in campus housing facilities.

**VII. Conflicting Disability Accommodations**

Individuals with conditions affected by the presence of a service animal or an assistance animal should contact the Coordinator of Student Disability Services. The Coordinator will work with the individual to determine whether there is a need for an accommodation.
How to File a Grievance

The faculty and staff of Missouri Southern will make every reasonable and appropriate effort to meet your needs while you are a student with us. If at any time you feel like something has gone wrong or a service has not been provided, we strongly encourage you to first meet with Lori Musser, Coordinator for Student Disability Services. If after you have met with Mrs. Musser, you still feel that the situation has not been resolved to your satisfaction, you might then consider filing a grievance. The steps you need to take are listed below.

Missouri Southern’s Policy (MSSU Policy 9.00)

In accordance with the policies and procedures that govern Missouri Southern as a whole, students who feel that they have not been accorded their due rights are entitled to grieve the action or lack of action against them. Grievances that are related to an individual’s disability, the services provided to him or her or the provision of these services should follow the procedure outlined in Procedure 9.01 when the circumstances relate to academic issues. All other issues (i.e. housing, sporting events, facility access, etc.) should follow the grievance procedures outlined in Procedure 9.02.

The Procedure to Follow for Academic Issues (MSSU Procedure 9.01)

A student with a disability who feels that his or her situation has not been dealt with appropriately or a faculty member who feels he or she is asked to provide an unreasonable accommodation should take the following steps. At any point in the grievance procedure a resolution can be negotiated and the parties may end the process.

If at any time during the grievance process the grieving party requires an accommodation to participate in the grievance procedures, the request must be communicated to the Coordinator for Student Disability Services at least five business days prior to any meeting or function.

The following steps should be taken in the order listed:

1. Meet with the Coordinator for Student Disability Services to discuss the situation and determine if the situation can be resolved.

2. If a resolution cannot be reached, the grieving party may file an internal grievance with the Director of the Student Success Center. Grievance forms are available in the Student Success Center and alternative formats may be requested.

3. The completed form should be turned in to the Director of the Student Success Center at which point the time and date received will be noted. The Director will provide written notification of receipt of the form within two business days.
4. The Director will then schedule a resolution meeting with the Dean of the respective school. This meeting will occur within three weeks of receipt of the grievance.

5. If a faculty member is initiating the grievance, he or she must provide the designated accommodation until a resolution can be achieved.

6. The grieving party may be asked to attend the resolution meeting. The grieving party will receive written notification of the meeting day, time and location at least one week prior to the meeting.

7. If asked to attend the resolution meeting, the grieving party may be accompanied by an advocate.

8. Upon completion of the resolution meeting, the Director of the Student Success Center will provide a written summary of the outcome of the meeting to the grieving party. A meeting with the Director may be requested to review the outcome.

9. If the grieving party is dissatisfied with the outcome of the meeting with the Director, he or she may request a meeting with the Vice President for Student Affairs or his/her designee.

10. The Vice President or designee will review all documentation pertaining to the situation and meet with the grieving party within two weeks of the request for the meeting.

11. The Vice President or designee will hear the grievance and render a decision. A written copy of this decision will be mailed to the grieving party within five business days.

12. The Vice President’s or designee’s decision is the final decision for the institution.

13. At this point, if the grieving party is a faculty member, the decision is binding.

14. If the grieving party is a student, he or she may file a complaint with the Office of Civil Rights at http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt or the Department of Justice at http://www.usdoj.gov/crt/complaint/#two.

The Procedure to Follow for Non-Academic Issues (MSSU Procedure 9.02)

A student with a disability who feels that his or her situation has not been dealt with appropriately should take the following steps. At any point in the grievance procedure a resolution can be negotiated and the parties may end the process. If at any time during the grievance process the grieving party requires an accommodation to participate in the grievance procedures, the request must be communicated to the Coordinator for Student Disability Services at least five business days prior to any meeting or function.
The following steps should be taken in the order listed:

1. Meet with the Coordinator for Student Disability Services to discuss the situation and determine whether a solution can be negotiated.

2. If a resolution is not achieved, the student should meet with the Vice President for Student Affairs or his/her designee.

3. The Vice President/designee will meet with the Coordinator for Student Disability Services to review the details surrounding the complaint. The Vice President/designee will consult with other relevant campus personnel.

4. The Vice President/designee will meet with the student to discuss possible resolutions.

5. If a resolution cannot be achieved the Vice President/designee will render a decision. A copy of this decision will be mailed to the student within five business days.

6. The decision of the Vice President/designee is the final decision for the institution.

7. At this point, the grieving party may file a complaint with the Office of Civil Rights at [http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt](http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt) or the Department of Justice at [http://www.usdoj.gov/crt/complaint/#two](http://www.usdoj.gov/crt/complaint/#two).

   This form will be made available in alternative formats upon request. Contact Lori Musser, 417-625-9516.

### Form to Initiate Action on a Grievance

A student who wishes to file a grievance should read the attached policy and procedure governing grievances **before** completing this form.

Name: __________________________________________ Date: __________________

Current Mailing Address: ___________________________________________________________

Phone number: _________________________________

Please circle one:

I am a: student faculty member staff person
1. Have you met with the Coordinator for Student Disability Services or the Director of the Student Success Center to discuss your situation? If so, please list the date and time of the meeting.

2. Please describe the situation on the back of this page or on attached additional sheets.

3. Please list dates and times that you are available to meet with the Office of Student Disability Services to discuss this grievance.

I have read the attached policy and procedures governing filling a grievance and understand them. I understand that if I need accommodations to participate in the grievance process, I will make the request to the Coordinator for Student Disability Services at least five business days before any meeting or function.

________________________________________  _______________________
Signature                                      Date
**Working with Outside Agencies: VR, RSB, etc.**

Some students with disabilities receive assistance and/or funding from outside agencies such as Department of Vocational Rehabilitation, Rehabilitation Services for the Blind, Department of Veteran’s Affairs, etc. It important to know that Missouri Southern does have a working relationship with each of these offices, but we are not closely tied or obligated to these offices. Here is what we can do for you to help facilitate your relationship with these agencies:

1. **Provide advocacy for services that you may need from these agencies.**
2. **Request the documentation of your disability with your signed consent.**
3. **Write letters of support for reduced credit hour semesters when your documentation supports the request.**
4. **Help coordinate services such as note takers or tutors.**

**Missouri Southern cannot** do the following:

1. **Turn in your grades or class schedule to the agency.**
2. **Answer questions about the particulars of your financial assistance or authorize expenses such as Bookstore charges.**
3. **Authorize a class withdraw if it drops you below the required number of hours for the agency.** We will sign your Missouri Southern withdraw form, but you must follow up with your counselor with regard to the impact the withdraw will have on your relationship with the agency.

It important that you keep in close contact with your agency counselor. Agencies typically have rules and procedures that you must follow to keep your case active and your support in place. It is important that you keep track of these rules and follow the steps outlined by your counselor.
Accommodations
Confidentiality and Release of Information

• The Office for Student Disability Services views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidentiality of disability-related information.

• Any written material regarding a student’s disability obtained by OSDS is used to verify the disability and plan for appropriate services.

• All disability-related information for students at Missouri Southern State University is housed in the Student Success Center. Each student has a separate file housed in a secure filing cabinet. Only staff persons working at OSDS have access to these files.

• Disability information may be released only when a student grants permission to OSDS.

• The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA), do not allow faculty members or others access to disability-related information.

• According to the Association on Higher Education and Disabilities (AHEAD), "Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA."

• According to AHEAD, "it is only necessary to share with the faculty the information that a student has a documented disability and need for accommodation(s)." Faculty members have no need to know the nature of the disability, "only that it has been appropriately verified by the individual (office) assigned this responsibility on behalf of the institution."

• A student may request to review the contents of his/her own file when the coordinator is present. All information in the file is the property of OSDS.
Internal Consent to Release Information

This form is used to give your express, written permission to Lori Musser, Coordinator for Student Disability Services, to discuss (or not) your disability with the individuals listed below should the need arise. Only information that is considered to support the education or accommodation process will be released.

This form is being filled out of the __________________ (semester) 20____________________

Place a check mark and initial a response for each line item. Fill in a specific name for “yes” responses.

☐ _____ YES    ☐_____ NO  Family Member
List name(s): ________________________________

☐ _____ YES    ☐_____ NO  ACTS Counselor
List name(s): ________________________________

☐ _____ YES    ☐_____ NO  Vocational Rehabilitation or Rehabilitation Services for the Blind Counselor
List name(s): ________________________________

☐ _____ YES    ☐_____ NO  Project STAY Staff
List name(s): ________________________________

☐ _____ YES    ☐_____ NO  Other:
List name(s) and relationship: _______________________________________________________________________

Please note below any information that you DO NOT want released:
Tips on Discussing Accommodations with Professors

1. Make an appointment to talk to the professor outside of class.

2. Show him or her your Accommodation Memo.

3. Discuss the accommodations you will need:
   a. Know what accommodations work for you
   b. Know your strengths and limitations
   c. Know your learning style

4. Be willing to work out a solution that works for both you and the professor – be flexible.

5. Thank the professor for taking the time to meet with you and for working with you on your accommodations.

6. You do not have to disclose your disability to your professors – unless you want to – but you should become comfortable with discussing your accommodations.

If you would like to “rehearse” talking with instructors before you go to actually do it or, if you just need more general information about talking with instructors, please contact me at 625-9516 or mussel-l@mssu.edu.
General Information on Requesting and Receiving Accommodations

Once appropriate documentation has been supplied to the Coordinator for Student Disability Services and the determination has been made that the documentation supports the need for accommodation (see Policy 3.00), the student and Coordinator for Student Disability Services will draw up an Accommodation Plan. The Accommodation Plan will remain in effect either until (1) the plan’s date of expiration passes or (2) the student requests an accommodation not previously listed on the plan. In the event of the second, the Accommodation Plan will be adjusted in accordance with the student’s documentation supporting the request.

Specific procedures in terms of how to request particular accommodations, the amount of advance notice that must be given and who is in charge of various services can be obtained from Lori Musser.

The student will be responsible for notifying faculty of any accommodations that he or she may be accessing in relationship to the faculty member’s class. The student will be given a memo from the Coordinator for Student Disability Services detailing the authorized accommodations in relationship to the class.

If the accommodations listed in the Accommodation Plan are not provided or are not effective in providing equal access, the student should follow the procedures for filing a grievance listed in first section (The Basics) of this handbook.
How to Request to Take a Test with Accommodations in the Student Success Center

Tests must be scheduled at least 48 hours prior to the test day and time.

Go to www.mssu.edu/disability-services/ and click on “Helpful Information” and then the “Forms and Documents” tab. Please complete the Student Test Accommodation Form. You will also need to remind your instructor to complete the “Instructor’s Test Accommodation Form” also found at the above site. You will not be able to take the test without both of these forms completed. The best practice is to e-mail the instructor, or speak to him/her in person, to inform them of your plan to take the test in the Student Success Center’s private testing rooms. The instructor will also need to provide the test to the Student Success Center (Hearnes 301). If you do not plan to take your test in one of the SSC private testing rooms then you don’t need to complete this process. The student would then need to collaborate with the instructor to make arrangements for extended testing time and/or a reduced distraction testing room. Please contact the Student Success Center if you need assistance with this process.

Terms and Conditions of Testing in the Student Success Center

No personal items are allowed in testing rooms, this includes coats, cell phones, backpacks, etc.

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. YOU WILL BE ASKED TO SIGN THIS FORM WHEN YOU COME IN FOR YOUR FIRST TEST IN THE STUDENT SUCCESS CENTER.

As a student with a disability, your Accommodation Plan authorizes you to take your tests in the Student Success Center when your instructor is not able to provide the test in his or her department.

Testing in the Student Success Center should be treated with the same regard as testing in the classroom. The following page lists the rules that apply to testing in the Student Success Center. The third page gives the University’s definition of academic dishonesty.

I have read and understood the Terms and Conditions of Testing in the Student Success Center and the Student Conduct section on Academic Dishonesty from the Student Handbook.

I agree to all these terms and conditions.

__________________________________________________________________________
Student Signature

__________________________________________________________________________
Date

Student Printed Name: ___________________________________________
Terms and Conditions of Testing in the Student Success Center

ALL TESTS MUST BE SCHEDULED WITH THE STUDENT SUCCESS CENTER AT LEAST 48 HOURS PRIOR TO THE TEST.

1. Complete the Student’s Test Accommodation Request form at www.mssu.edu/disability-services/forms-introduction.php each time that your instructor schedules a test. You may also fill out a hard copy of the form in the Student Success Center if you prefer to do it manually.

2. Remind your instructor to complete the Instructor’s Test Accommodation Form at the above website. The instructor needs to complete this form at least 48 hours prior to the test day. Instructors may also fill out a hard copy of the form in the Student Success Center, if he/she prefers to do it manually.

3. Once your forms are received by the Coordinator of Student Disability Services, the time will be scheduled for you to take your test in the Student Success Center located in Hearnes Hall, Suite 300.

4. Under no circumstances will taking a test in the Student Success Center be an excuse for missing a class. If an exam could potentially interfere with your next class, the exam will be scheduled at a different time. Please make sure that you schedule accordingly with the Student Success Center. You may be asked to start your exam at an earlier time than the class to avoid this conflict.

5. It is your responsibility to complete the Test Accommodation Request form and to remind your instructor to complete the Instructor’s form. Do not assume that because you have taken a test in the Student Success Center before that the instructor will automatically remember the next time.

6. You are expected to arrive at the scheduled time of the exam. It is suggested that you arrive a few minutes early to prepare yourself for the exam.

7. If you arrive late, it is the discretion of the Coordinator of Student Disability Services whether or not the exam will be given. It may be rescheduled or deferred to the instructor’s decision.

8. You will be asked to lock your personal effects in one of the lockers located in the Student Success Center. All books, bags, cell phones, pagers, coats, etc. must be secured in a locker. Student Success Center Staff may ask to search any item that a student is authorized to take into an exam.

9. You will only be allowed to take into the exam room the items indicated by the instructor on his or her instruction sheet. The Student Success Center will supply any needed scrap paper. Student Success Center Staff will not and cannot deviate from the instructor’s instructions.
10. You are allowed to take minimal food and drink into an exam. Care should be taken to ensure these items do not spoil or ruin exam materials. The Student Success Center staff may choose to not allow some food and drink at their discretion.

11. When you finish an exam, it must be turned in to the secretary or the Coordinator for Student Disability Services. Under no circumstances should you leave without turning the exam into the proper person.

12. You will be monitored while taking the exam. Cameras are in all testing rooms and are monitored and recording. Other students may be in the room in which you take an exam. They also will be testing.

13. A test proctor may confront a student about any activity that he or she deems suspicious. A student found in possession of any testing aid not authorized by the instructor would be considered to be cheating. The test will be terminated immediately and the instructor will be notified. The instructor will determine the appropriate course of action with regard to the student's grade. The Dean of Students will be notified. Written notation of the event will be entered into the student's file held by the Coordinator for Student Disability Services.

14. If you feel that you have been unfairly accused of cheating, you may file a grievance as outlined in Procedure 9.00.

From the Student Handbook for Missouri Southern State University

Student Conduct

A student enrolling in the University assumes the responsibility for personal conduct compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline falls into the following categories:

A. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the University:

The term “cheating” includes, but is not limited to, the following:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;

2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

3. the acquisition, without permission, of tests or other academic material before such material is revealed or distributed by the instructor;
4. the misrepresentation of papers, reports, assignments, or other materials as the product of a student's sole independent effort, for the purpose of affecting the student's grade, credit or status in the college;

5. failing to abide by the instructions of the proctor concerning test-taking procedures; examples include, but are not limited to, talking, laughing, failing to take a seat assignment, failing to adhere to starting and stopping times, or other disruptive activity;

6. influencing, or attempting to influence, any college official, faculty member, or employee responsible for processing grades, evaluating students, or for maintaining academic records, through the use or bribery, threats, or any other means of coercion in order to affect a student's grade or evaluation;

7. any forgery, alteration, unauthorized possession, or misuse of college documents pertaining to academic records. Alteration or misuse of college documents pertaining to academic records by means of computer resources or other equipment also is included within this definition of "cheating".
How to Request Electronic Textbooks or Books in Braille

1. Students who are authorized to receive electronic textbooks on their Accommodation Plan are encouraged to enroll for classes during early registration. Students need to complete the Electronic/Audio Book Request form, in order to request books in electronic format. This form can also be online at www.mssu.edu/disability-services/under “Forms and Documents” under the Helpful Information tab. You can submit the form electronically from this link.

2. Students who have their own account with Learning Ally or other lending library are encouraged to order their own books. You should also check to see if an electronic or audio book is available from the publisher before you purchase or rent your textbook. Student Success Center Staff can assist you if you need help identifying the titles, authors, and edition of your course textbooks.

3. Proof that you have rented or purchased your textbooks will also need to be provided to the Student Disabilities office before you can receive your brailled, electronic or audio books. This is to meet copyright requirements and laws.

4. Please note, books converted to an electronic format or braille can take several weeks. If a book is not available from another source, it will take approximately three weeks to get the first installment of the book converted on campus. **Students are encouraged to place their orders early!**

5. If a textbook is being converted on campus, you must provide Lori Musser with a copy of your course syllabus before the conversion can begin. The chapter order is crucial for timely conversion.
Student Disability Services
Early Enrollment Form

Students with disabilities who have Early Registration as an accommodation are allowed to enroll before other students. If you are not sure of your eligibility to enroll early, then please check with Student Disabilities office. **Note: you must have the signature of your advisor, on this form, before the Student Disabilities Office can enroll you.**

Please contact the Student Disabilities office at (417) 625-9516 if you have any questions about this form.

Student’s name_______________________________ Semester______________

ID # (SSN or Banner ‘S’ number)______________ Phone ________________

Please complete the following information. See the example provided.

<table>
<thead>
<tr>
<th>CRN Number (line number)</th>
<th>Course</th>
<th>Times/Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8537</td>
<td>Accounting 201</td>
<td>9-9:50 MWF</td>
<td>3</td>
</tr>
</tbody>
</table>

Total number of hours_______

Student Signature ___________________________ Date ______________________

Advisor Signature (required) ___________________________ Date ______________________
Note Taking Assistance

If you are eligible to have a note taker for your class then please go to www.mssu.edu/disability-services/ and complete the Request for Note Taking Services form under the Helpful Information/Forms and Documents tab. If you prefer to fill out a hard copy of the form, then you may pick one up in the Student Disabilities office.

It can take up to two weeks to find a note taker, sometimes longer, so please make this request as soon as possible.
Resources
Project STAY – Disability Services

Who Are We?
What Can We Do For You?

This handout is designed to help you understand the similarities and differences between Project STAY and Student Disability Services. Sometimes, our roles and functions overlap. Other times, we provide services unique to our respective programs. Ultimately, we will try to work together to support you in your academic efforts.

Project STAY – is a Federally funded grant program designed to help students gain the skills necessary to persist through college. MSSU has been awarded funding to select 170 students for the Project. Participation in Project STAY is by application and selective.

Student Disability Services – our mission is to provide reasonable and appropriate accommodations to all students with documented disabilities. The student must begin the process by requesting accommodations. Accommodations are provided regardless of your GPA, income, class standing, etc.

<table>
<thead>
<tr>
<th>Service</th>
<th>Project STAY</th>
<th>Disability Services</th>
<th>Available on campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Early registration</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade checks</td>
<td>✓</td>
<td></td>
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<tr>
<td>Tutoring</td>
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<td></td>
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<tr>
<td>Personal counseling</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Career counseling</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Assistance completing scholarship forms</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Graduate school advising</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional job shadowing</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help filling out FAFSA</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Grant awards</td>
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<td></td>
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<tr>
<td>Extra time on tests</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note takers</td>
<td>✓</td>
<td></td>
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<tr>
<td>Test accommodations</td>
<td>✓</td>
<td></td>
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<td>Books on tape</td>
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<td>Accessibility tours of campus</td>
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<td>Sign language interpreters</td>
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<tr>
<td>Alternative formats of print materials</td>
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<td>✓</td>
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<td>Alternative seating arrangements</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Free tee shirts</td>
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<tr>
<td>Cultural trips</td>
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<tr>
<td>Laptop &amp; TI-86 &amp; 89 loans</td>
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<td></td>
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</tr>
</tbody>
</table>

* For more information about these services contact Lori Musser or any member of the Project STAY staff.

This document is available in alternative formats upon request.
Contact Lori Musser 625-9516.
TIPS ON SELF-ADVOCACY

Communicating your needs effectively involves a number of factors. Students with disabilities who succeed in college generally possess the following characteristics:

- Ability to articulate your talents and abilities clearly.
- Knowledge of the nature of your disability and of the kinds of teaching strategies, tools, and services which best help you compensate.
- Ability to explain both talents and needed compensatory strategies, clearly and frankly, to others.
- Maturity and initiative to advocate for yourself.
- Adherence to effective, routing study habits, to whatever degree is necessary for your success.
- Initiative to seek assistance for academic and other problems, as appropriate.
- Acceptance of the idea that it may take longer to graduate than your friends and that you may have to study harder than your friends.
- Recognition of the concept that a college education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communication with parents, friends, classroom professors, academic advisors and other support people.

We also know that college students with disabilities must be self-reliant and able to cope with the ever-changing challenges of daily living. Students with disabilities who have learned to rely heavily on both parents and teachers to direct them and manage their lives may have difficulty adjusting to the demands of college life. Your goal must be to be in charge of your own life and to surround yourself with people who support and encourage you. If you need help……make sure and ask for it! You have to be proactive and advocate for yourself.
Disabled Parking at Missouri Southern

➢ All students are required to obtain a student parking permit. This includes students who have state issued disabled hang tags or license plates.

➢ Please allow yourself adequate time to get to campus and find a parking space. There is sufficient parking on campus, but at certain times of day locating a spot can be difficult. Disabled parking is on first-come, first-use basis.

➢ If all officially designated disabled parking spaces are occupied, you may park in a faculty/staff space.

➢ You may not park in: loading and fire zones, spots reserved for specific people, or the areas marked with cross stripes for unloading a van.

➢ If you drive a passenger car and you have a choice in parking spots, please try to leave van accessible spots open for people who drive vans.

➢ Report any problems or incidents with parking to Security at 626-2222. Please bear in mind that many people have “hidden disabilities.” The reason for their need for a disabled parking permit may not be obvious.

➢ If you have any general questions about campus accessibility or accommodations, please contact Lori Musser, Coordinator of Student Disability Services, Student Success Center, at 625-9516.
### Differences in LEGAL PROTECTIONS

**High School:**
- The law is the Individuals with Disabilities Education Act (IDEA).
- IDEA is about success.
- Education is a RIGHT and must be accessible to you.
- Core modifications of classes and materials are required.
- School district develops Individual Education Plans (IEPs) and must follow this legal document in the provision of educational services.

**College:**
- Laws are Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
- ADA is about access.
- Education is NOT a right. Students must apply to attend.
- NO modifications are required - only accommodations.
- Student must identify needs and ask for services. NO IEP exists and is not considered legal documentation.

### Differences in ADVOCACY AND ACCESS

**High School:**
- Student is helped by parents and teachers, even without asking directly.
- School is responsible for arranging for accommodations and modifications.
- Parent has access to student records.
- Parent advocates for student.
- Teachers meet regularly with parents to discuss their child’s educational progress.
- Students need parent’s permission to participate in most activities.

**College:**
- Student must request accommodations from Disability Services Office.
- Student must self-advocate and arrange for accommodations.
- Parent has no access to student records without student's written consent.
- Student advocates for self.
- College faculty members seldom, if ever, interact with parents and expect the students to address issues with them directly.
- Student is adult and gives own permission.

### Differences in COSTS

**High School:**
- High school is free.

**College:**
- Student must pay for college through financial aid and other arrangements.
MSSU Campus Resources

Advising, Counseling and Testing Services (ACTS)
417-625-9324  www.mssu.edu/advising-counseling-testing-services/

Financial Aid
417-625-9325  www.mssu.edu/student-affairs/financial-aid/

Health Center
417-625-9323  www.mssu.edu/health/

Housing – Residence Life
417-625-9522  www.mssu.edu/student-living-center/

Information Technology Services
417-659-4444  www.mssu.edu/information-technology/

Library
417-625-9342  www.mssu.edu/library/

Project Stay
417-625-9830  www.mssu.edu/project-stay/

Student Senate
www.mssu.edu/student-senate/

Tutoring/Student Success Center


Dean of Students  www.mssu.edu/student-affairs/dean-of-students

First Year Experience  www.mssu.edu/student-affairs/first-year-experience