MONTANA TECHNOLOGICAL UNIVERSITY

DISABILITY SERVICES HANDBOOK

Revised 02/01/2022
**Policies and Procedures**

**Our Mission**
All students enrolled at Montana Technological University have the right to equal opportunity and access to all aspects of university life. Disability Services strives to reduce accessibility barriers on campus and provide reasonable accommodations to students with disabilities.

**Who Qualifies?**
Disability Services serves all qualified students with a registered disability enrolled at Montana Tech, students who acquire temporary injuries, and visitors with disabilities. Accommodations and services are only available to those categories.

Non-disability related emergencies, such as a death in the family, a sick spouse or child, or absences related to COVID-19 (quarantine, self-isolating, positive COVID-19 test, etc.), do not fall under the scope of Disability Services. See the section on COVID-19 for more information.

For absences unrelated to disability, contact the student’s individual instructors. In the event instructor accommodations cannot be made, contact the [Executive Director for Student Success](mailto:executive.director@montana-tech.edu).

If you have been the victim of sex discrimination or sexual harassment or violence, contact the [Director of Human Resources](mailto:director.of.human.resources@montana-tech.edu) for accommodations and support.

**Main Campus Location**
Disability Services is located in the Student Success Center (SSC) 3.137. The Disability Services and Accessibility Coordinator can be reached at 406-496-4428 or by email.

**Highlands College**
Students with disabilities enrolled at the Highlands campus should contact Disability Services to arrange for accommodations by phone or email, or to schedule a meeting with the Disability Services and Accessibility Coordinator at the South campus.

Confidentiality
Student disclosure of a disability is voluntary. Data is collected at various points of a student’s entrance into the university and when applying for Disability Services for the purpose of reporting demographic information, but student identity remains anonymous.

Montana Tech considers disability-related information as confidential material. The information will not be released except in response to a student’s request or written authorization, as needed, to assist a student with an education-related issue, or as permitted under certain circumstances per with FERPA guidelines.

Federal Law
In addition to the policies and procedures of Montana Tech, the following federal legislation applies to Disability Services:

- Americans with Disabilities Act (ADA)
  - Amended in 2008
- Rehabilitation Act of 1973, Sections 503 and 504
- Fair Housing Act of 1968
- Family Educational Rights and Privacy Act (FERPA)
- Montana Human Rights Act

Definition of Disability
The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities. This includes anyone who has a record of such an impairment, even if she or he does not currently have a disability, and
individuals who do not have a disability but are regarded as having a
disability. A disability can be physical, medical, or psychological.

**Testing Anxiety**
Testing anxiety on its own does not count as a disability. If a student
does not have a disability and is experiencing test anxiety, the
Academic Center for Excellence (ACE) offers tutoring or coaching to
help students manage it, so long as the student requests a private
appointment.

**Reasonable Accommodations**
Federal law dictates that no qualified person with a disability shall be
excluded from participation on the basis of disability. A student with a
disability is qualified for admission into Montana Tech if she or he
meets the same eligibility requirements and standards of behavior and
performance demanded of any other student, with or without
reasonable accommodations.

“Reasonable” is defined as an accommodation that does not constitute
an undue burden or require a fundamental alteration of a course or
program.

Reasonable accommodations exist to provide access. It is not special
treatment, nor can it guarantee success, and students with disabilities
must be held to the same academic and procedures standards as
students without disabilities. Reasonable accommodations are
provided on a case-by-case basis based on individual access needs.

**Application Process**
The application process is a three-step process. Students must self-
identify that she or he has a disability to receive appropriate
accommodations and services. Ideally, the student should apply at the
beginning of the semester; otherwise, seek accommodations as soon as possible.

1. Apply - Fill out and submit the confidential Disability Services Application
2. Consent - Review and submit the Student Consent Agreement
3. Documentation – Submit documentation from a qualified professional

Documentation
Documentation must be submitted by a licensed or certified medical professional such as a physician, specialist, or counselor, and show their credentials. While IEPs and 504 plans are accepted, Disability Services encourages students to submit new or updated documentation. Documentation can be submitted via email, fax (406-496-4757), delivered in-person to SSC 3.137, or mailed to:

Montana Technological University
Attn: Disability Services
1300 West Park Street
Butte, MT 59701

Montana Tech does not pay for services that meet documentation requirements. If a student needs a diagnosis, contact Tara Kloker, Mountain West Psychological Resources, or the North American Indian Alliance (Indigenous students only).

Per the ADA, key questions to address in documentation include:
1. Is there clear evidence of a disability?
2. What is the impact of the disability?
3. How does it substantially limit a major life activity, especially in relation to academics?

Review the Documentation Guidelines for further information.
Disability Services encourages students to contact their providers for documentation and then submit that documentation themselves to the Disability Services and Accessibility Coordinator. If the student instead chooses to have her or his provider send information or documentation straight to Disability Services or vice versa, Disability Services must receive the students’ written consent.

Authorization of Disclosure for Confidential Information

Interactive Process
It is the responsibility of each to self-identify her or his needs to both Disability Service and instructors. On-going communication between Disability Services, instructors, and the student is strongly encouraged to ensure accommodations and access are maintained. Upon submission of the required forms and documentation, contact the Disability Services and Accessibility Coordinator to discuss individual access needs, or with any questions or concerns. Disability Services will work in conjunction with instructors and students to assist with the implementation of reasonable accommodations listed in the Accommodation Letter.

Accommodation Letters
Accommodations are not retroactive, and begin the day the instructor receives the Accommodation Letter. Letters are emailed to the student and instructors once the required documentation and forms are submitted. Students are strongly encouraged to approach instructors before or after class or during office hours to discuss individual access needs using the Letter as an ice-breaker.

Students must contact the Disability Services and Accessibility Coordinator every semester to receive an updated accommodation letter, as accommodations may change from semester to semester.
Students need not reapply. Instructors will disregard accommodation letters from previous semesters. Letters may also be issued or revised at any point in a semester.

**Student Responsibilities**
In addition to self-identifying and submitting the required forms and documentation, students are responsible for meeting important deadlines, processes, and procedures to obtain approved accommodations. Students are responsible for contacting Disability Services if accommodations are not implemented in a timely, confidential, and effective manner. Upon notification, Disability Services will work with the student and appropriate personnel to resolve the issue.

If a student has flexible attendance (FLEX), she or he is responsible for informing instructors of any conflicts before they occur (i.e. arriving late or missing class due to testing accommodations, test sessions occurring simultaneously, etc.), or, if permitted by the Accommodation Letter, the student will inform the Disability Services, who will contact faculty on their behalf.

Students are prohibited from sharing classroom materials gained as a result of an accommodation. Sharing classroom materials is a violation of the Conduct Code. All involved parties will be referred to the Dean of Students for appropriate disciplinary action.

**Parents and Guardians**
Although Disability Services welcomes questions from parents or guardians, Disability Services may only disclose information about the student with their written consent, and will only discuss student accommodation, academic, and documentation information with parents or guardians if the student is present and signed the Authorization for Release.
International Students
As students at Montana Tech, international students with disabilities are covered by the ADA and Section 504, and are eligible for accommodations and services. International students with disabilities must follow the same application procedure as domestic students. Documentation for international students may be submitted by a licensed physician or counselor in their home country, or they may visit with a licensed professional while in the United States to receive a diagnosis and documentation. International documentation must be submitted in English.

For non-disability related accommodations for international students, contact the Director of International Services.

English as a Second Language (ESL)
Students without a disability whose native language is not English are not eligible for accommodations from Disability Services. Montana Tech policy states that it is up to individual instructors whether or not they want to give the student extra time on assignments or exams. That being said, Disability Services strongly encourages instructors to give ESL students the extra time they need.

Medical Marijuana
While the medical and recreational use of marijuana is legal in the state of Montana, it is illegal to use, distribute, or possess it on campus. Montana Tech complies with the Safe and Drug-Free Schools and Communities Act and the Drug-Free Workplace Act. Disability Services does not allow marijuana use as an accommodation.

If a student is suspected of using, distributing, and/or possessing marijuana on campus, report the violation to the Dean of Students.
Grievance Procedures
Montana Tech is committed to reducing barriers and ensuring all students have equal access to campus. If an accessibility barrier is encountered on campus, such as a broken elevator or wheelchair lift, an inaccessible website, a blocked access ramp, or a member of the campus community refusing to make a reasonable accommodation, submit details on the Report Barriers Form.

All students at Montana Tech have the right to file a complaint via the Student Complaint Form if she or he feels discriminated against because of disability, sex, race, ethnicity, religion, political views, or any other protected category. Please ensure that the information on the form is specific and includes accurate details, dates, names, places, and any other information that may be relevant to the case. The Director of Human Resources will investigate the case within 10 days of receiving the complaint.

If the Director deems the complaint valid, Human Resources will recommend corrective action to ensure civil rights are protected. If the Director deems the complaint invalid, Human Resources will advise the complainant regarding steps the student can take to appeal. No student will be subject to retaliation for filing a complaint or advocating for her or his rights.

Accommodations

Accessible Parking
Disabled parking spaces can be found all over campus. Refer to the Accessibility Map for exact locations.

Students and visitors may request a temporary disabled parking pass from Business Services, located in the Student Success Center 3.127. The pass is valid for 30 days, but students must also purchase a
Montana Tech parking pass. Those seeking a permanent disabled parking pass must apply for one from the Montana Department of Justice Motor Vehicle Division.

**Alternative Formats**
Disability Services purchased institutional licenses to these technologies for students to use on their electronic devices. Contact Disability Services for access.

1. **Read & Write**
   Read & Write is literacy software with tools designed for reading, writing, studying, and research. Some of its features include:
   a. Speech-to-text
   b. Text-to-speech
   c. Optical Character Recognition (OCR) capabilities for scanned articles and inaccessible websites
   d. Text and picture dictionaries to help understand unfamiliar words

2. **Learning Ally**
   Learning Ally is a non-profit organization made up of volunteers from around the country that produces and maintains a library of accessible audiobooks for people with visual, hearing, learning or other disabilities.

3. **Bookshare**
   Bookshare is an online library of accessible eBooks for people with disabilities. It allows users to listen to audio recordings of millions of publications, read in large font or braille, and customize their reading experience to the students’ specific preferences.

4. **Otter A.I.**
   Otter A.I. is an application that uses artificial intelligence to provide users with real-time transcription meeting notes that are shareable, searchable, accessible and secure. Some of its features include:
a. The ability to record lectures or conversations on any device
b. Share or export voice notes
c. Live transcription in real time

**Assignment and Exam Extensions**

While Disability Services recognizes the importance of good time management skills, organization skills, and effective decision making, some students may be unable to complete assignments or take exams within the allotted time due to their disability. Accommodations related to assignment and exam extensions will be included in the student’s Accommodation Letter and state specific information about the terms and conditions of the extensions.

Instructors are encouraged to work with their students and Disability Services to establish clear, fixed completion guidelines for assignments and exams to ensure that students do not fall so behind that successfully completing the course is no longer feasible. Note that providing assignment and exam extensions becomes increasingly difficult the further the semester goes on, and extensions that go beyond the university’s deadline dates may result in complications.

**Assistance Animals**

Formerly known as “Emotional Support Animals”, an assistance animal is defined as an animal that provides assistance or emotional support to alleviate the symptoms of a disability. Unlike a service animal, an assistance animal does not require any training, must remain in the students’ lodging, and is not limited to dogs.

Cats, turtles, ferrets, snakes, or other animals may be considered assistance animals. Students who require assistance animals and are living on campus should contact Disability Services as soon as possible to avoid Student Conduct violations. The application for an assistance animal is a 3-step process.
1. **User/Owner Agreement** – the student is responsible for submitting this form.

2. **Verification Form for An Assistance Animal** – this must be filled out by a counselor, physician, or other licensed professional who can verify the students’ need for an assistance animal on campus.

3. **Documentation** – Submit proof of a completed wellness exam, including current vaccination records, from a veterinarian who has seen the animal, if applicable.

See Montana Technological University’s [animal policy](#), the [Service Animal Reference Guide for Students and Employees](#), and the [Do's and Don’ts](#) for interacting with animals on campus for more information on service animals, assistance animals, and pets on campus.

**Classroom Changes and Furniture**
Disability Services may work with Enrollment Services to change the location of classrooms for students with physical disabilities. Student who need a classroom location moved are encouraged to contact either Disability Services or Enrollment Services before classes begin.

Alternative furniture in the classroom may be provided to students with disabilities on a case-by-case basis. Options may include:

- Standing desks
- Laptop lap desks
- Adjustable chairs

**Colored Paper**
Colored paper may improve readability and reduce eye fatigue for students with disabilities. Sheets of paper in yellow, blue, green, and lavender are available from Disability Services upon request.

**Dietary Restrictions**
Meal plan enrollment is mandatory for all students. Exemptions may be granted to students with dietary restrictions related to disability. Two of the Residence Halls – Centennial and the Living Learning Center – have kitchens where students can prepare their own meals. The Dining Services Executive Chef may also be able to accommodate dietary restrictions. The Chef can be reached at 406-496-3126.

**Flexible Attendance**

Course attendance is essential to the success of the student. It is not enough to simply memorize the material for exams and assignments. Engagement with instructors and peers is beneficial for retention, learning, critical thinking, and communication.

Students with disabilities are expected to follow the attendance policy determined by faulty and outlined in the instructor syllabus. Students who miss class meetings for reasons related to disability are responsible for completing all missed assignments and exams, and for communicating with instructors.

However, some students may have disabilities that result in a need to exceed the number of allowed excused absences. Therefore, flexible attendance, or “FLEX”, accommodation may be considered on a case-by-case basis. The applicability and extent of the flexibility will be determined with each individual student and instructor, but this does not mean that unlimited absences are permitted. Students will be required to meet with their instructors within two weeks of receiving their Accommodation Letter to submit the FLEX Agreement at the beginning of each semester.

The reasonable amount of disability-related absences and make up procedures allotted before it fundamentally alters the course and compromises the integrity of the program will be determined by each
individual instructor. Please do note that flexible attendance may not be applicable to some courses, including labs.

Instructors are not required to lower or make substantial modifications of standards for accommodation purposes, but can decide how important attendance to the class is. The United States Department of Education Offices of Civil Rights (OCR) offers the following criteria to help instructors determine if class attendance is fundamental to course participation:

1. Is there classroom interaction between the instructor and students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What does the course description and syllabus say?
6. What is the method by which the final course grade is calculated?
7. What are the classroom practices and policies regarding attendance?

Student FLEX Responsibilities:
1. Communicating her or his needs related to flexibility in attendance.
2. Contacting instructors and/or Disability Services in the event of a disability-related absence within a reasonable time frame.
3. Making up all missing work and exams.
4. Meeting course requirements and adhering to instructor policies outlined in the syllabus.
5. Contacting Disability services if she or he believes the instructor is not complying with this agreement.
6. Meeting with the instructor if the student is unable to meet the terms outlined in this agreement to explore alternative options.

Instructor FLEX Responsibilities:
1. Refrain from asking about the specifics of the disability and its limitations, but if the student discloses that information, keep it confidential.
2. Be available to discuss accommodations with students and be clear in her or his expectations.
3. Consider the maximum number of absences allowed for the course which would still allow the student to meet course standards, fundamental course objectives and any accreditation requirements of the program.
4. Direct all questions or concerns to Disability Services.

Flexible Attendance (FLEX) Agreement

Housing Exemptions
All first-year students who are under the age of 21 are required to live on campus. Exceptions may be granted to students who are married, living in the Butte area, or have a disability. To be exempt on the basis of disability, apply to Disability Services, and then submit a request for a housing exemption. Single rooms may also be granted as an accommodation on the basis of disability.

Interpreting Services
American Sign Language (ASL) Interpreters are coordinated through the University of Montana. All interpreters are certified through the National Registry of Interpreters for the Deaf (RID) and follow the National Association of the Deaf (NAD) and RID Code of Professional Conduct.
Note Taking
Students who require assistance with note taking may use Otter A.I., request a volunteer from her or his class(es) to provide copies of their notes, and/or request faculty provide lecture notes. Should the student request a peer note taker, the instructor will make an announcement at the beginning of class asking for volunteers. Volunteers should then contact Disability Services to proceed. Volunteers who consistently share notes with assigned students will receive a gift card to the Montana Tech Bookstore at the end of the semester as compensation.

Priority Registration
Priority registration as an accommodation is not guaranteed with students with disabilities. To request consideration for priority registration, submit the Priority Registration form and contact Disability Services. If the accommodation is approved, students should bring the signed priority registration form, along with their advisor approved courses, to Enrollment Services in the Student Success Center 3.126.

Recording Lectures
If an instructor does not already record their lectures, students may receive permission to record lectures from Disability Services using a licensed software program or their own electronic devices.

Remote Learning
Students who are unable to come to campus for reasons related to disability may be eligible for remote instruction as an accommodation on a case-by-case basis. Remote accommodations should be considered as a last resort, and are not always guaranteed based on instructor preference, type of class (e.g. lab), or other circumstance. Instructors may also choose to livestream their lectures instead of recording them.

Service Animals

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Per the ADA and the Montana Human Rights Act, students and visitors with disabilities may be accompanied by a service animal on campus.

A service animal is defined as a dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual or other mental disability. If a dog or horse meets this definition, it is considered a service animal regardless of whether it has been certified or licensed as a service animal by a training program or by a state or local government.

Federal law does not require the individual to provide documentation that an animal has been trained as a service animal, but if the animal is in training, it must be marked appropriately. Disability Services recommends that service animals wear a visible identification such as a vest, harness, or backpack to identify it as a service animal.

For more information, see our Animal Reference Guide for Students, Staff, Instructors, and Visitors, and our Guide on Responding to Service Animals on Campus.

**Temporary Injuries**
Any enrolled student at Montana Tech is eligible for temporary accommodations through Disability Services if an injury is sustained on or off campus or the student undergoes a medical procedure that temporarily impacts her or his academic performance (i.e. broken limb, concussion, surgery, etc.).

**Wheelchair Rental**
If a student or a visitor needs to borrow a wheelchair, contact Student Health Services at 406-496-4243.

**Fundamental Alterations and Undue Burdens**
An accommodation may not fundamentally alter a course or program, nor cause an undue burden on the student or instructor. Students with disabilities must be held to the same academic standards as their peers.

If instructors believe an accommodation fundamentally alters courses or causes an undue burden, they are encouraged to contact Disability Services as soon as possible. Instructors have as much right as students to appeal the accommodation process. If an accommodation is deemed a fundamental alteration or an undue burden, Disability Services will work with the appropriate resources to find an alternative solution.

Testing Center

The Academic Center for Excellence (ACE) is proud to announce that we are opening a small testing center in the spring of 2022.

Disability Services encourages students to communicate their testing needs with their instructors in a timely manner. Testing accommodations are granted by Disability Services and arranged by instructors. It is important that instructors remain as involved in the testing process as possible, and are the first line for testing accommodations.

However, Montana Tech realizes that not every instructor may be able to accommodate a student, and the Testing Center will act as supplementary support. Visit the Testing page for more information on all testing services offered at Montana Tech.

IMPORTANT: These services are intended to be a back-up in the event that the instructor cannot accommodate an exam and not the primary service provider.
Plan A – Faculty
Instructors are the most important resource when it comes to testing students. Therefore, we implore instructors to consider all of their options before contacting other testing support services, and to ask:

1. Do you have time you can set aside to accommodate the student(s)?
2. Is there a conference room or spare classroom in your building available?
3. Do you have an administrative associate or a graduate assistant who can serve as a proctor in the event you cannot?

If you cannot find a way to accommodate an exam, go to Plan B.

Plan B – Academic Center for Excellence (ACE)
To schedule an exam with ACE, the instructor must submit the Test Request Form. All test requests at ACE must be received at least three (3) days before the exam.

NOTE: ACE has a strict policy where no cell phones, smart watches, or other electronics are allowed inside the testing rooms unless authorized by the instructor or allotted by Disability Services as an accommodation. Students are required to leave all of their belongings with the proctor and are only allowed to bring materials permitted by the instructor into the testing room. The proctor will report any student caught violating this policy to the instructor.

If ACE is unable to accommodate an exam, go to Plan C.

Plan C – TRIO
Students who have disabilities, are low-income, and/or are first-generation, and are both citizens of the United States and enrolled in a four-year degree program are entitled to TRIO’s Student Support
Services (SSS). If neither the instructor nor ACE can accommodate the exam, TRIO is the last resort. Contact Theresa Rader to arrange testing accommodations through TRIO. Please note that all test requests with TRIO must be received at least three (3) days before the exam.

**Testing Accommodations**

1. Extended Time
   Students may receive a minimum of time and a half and a maximum of double time to complete their exams.
   a. Time and a half – take the normal allotted time for the exam, divide it in half, and add the extra half
   b. Double time – take the normal allotted time for the exam and double it

2. Reduced Distraction Environment (RDE)
   Students may benefit from testing in a separate, distraction-free, low noise environment. The ACE Testing Center offers two (2) designated rooms for this purpose, but instructors are encouraged to utilize empty classrooms and conference rooms within their department or building to accommodate students. Please note that space may sometimes be limited, and a small group of students with RDE may be placed in the same room.

3. Assistive Technology
   Some students may require access to assistive technology during exams, and will need access to a computer. The assistive technology offered by Disability Services for exams is text-to-speech programs, allowing the student to have the exam read to them. The ACE Testing Center offers twelve (12) computers for student testing needs, and instructors with students who need access to assistive technology during exams must ensure they test in a room with a computer. Disability Services will provide
earplugs as needed, and students are encouraged to bring their own headphones.

**COVID-19**

With the ongoing COVID-19 pandemic, Montana Tech is doing everything possible to keep students, staff, instructors, and visitors safe and healthy, including enforcing a mask mandate within all buildings on campus, and encouraging everyone on campus to get vaccinated.

For more information on COVID-19 testing, vaccinations, or what to do if someone on campus tested positive for COVID-19, contact OrediggerRX to report a close-contact incident, verify your symptoms, receive a vaccination, get tested, and/or develop a safety plan.

**Mask Exemptions**

As of September 13, 2021, Montana Tech enforces a strict mask mandate. All students, staff, and instructors are required to wear masks, regardless of vaccination status, while inside campus facilities. Students who do not comply with the mandate will be referred to the Dean of Students unless she or he is exempt from the mask mandate.

Any student who requires a disability-related exemption to the campus mask mandate must be registered with Disability Services before she or he can be accommodated. Per the Center for Disease Control and Prevention (CDC), the following groups may be exempt from wearing masks:

- Students with physical disabilities that render them unable to remove masks without assistance or unable to understand when they need to remove the mask to breathe.
• Students with asthma, chronic obstructive pulmonary disease, or other breathing or respiratory disabilities for which wearing the mask makes the condition worse.
• Students using an assistive device, such as one that is operated orally, for which the mask blocks proper usage.
• Students with a severe disability who would pose a threat or risk of harm to themselves and/or those around them if required to cover their face.

Those who are simply uncomfortable or feel anxious wearing a mask do not qualify unless it rises to a level of extreme panic or anxiety. Students with Autism Spectrum Disorder, chronic migraines, respiratory disabilities, Asthma, or other related disabilities should consult with a medical professional and consider procuring alternative face coverings, such as silk or sensory-friendly masks, before seeking an exemption.

**Accessibility at Montana Tech**

Montana Technological University is committed to making our academic programs, campus, and website accessible to people with disabilities. We are in the process of making our campus more accessible. Starting in the spring of 2022, an Accessibility Committee will be formed to further address accessibility needs around campus.

Our website accessibility plan includes meeting WCAG 2.0 AA Standards, migrating all documents to HTML pages or ensuring that they pass accessibility checks, making sure all web forms are accessible, and tagging all images. If an individual with a disability has a specific accessibility request, the university will make that content available in an accessible format within a timely manner.
For assistance with accessibility issues related to Montana Tech’s website, contact Disability Services or Diane Warthen.

**Faculty and Staff**

**Accommodations for Faculty and Staff with Disabilities**
Contact Vanessa Van Dyk, Director of Human Resources.

**Creating Accessible Learning Environments**
- Delivering Accessible Presentations
- Accessible Virtual Meetings
- Accessibility in Video Conferences
- Accessible Word Documents
- Accessible PowerPoints
- Captioning Videos and Learning Management Systems
- Accessible Online Meetings
- Digital Accessibility Toolkit for Staff and Instructors

**Helpful Suggestions**
Most students will share the information of their disabilities readily with instructors; some, however, decide not to share such information and may never seek accommodations. Student’s accommodation letters will be sent via email to instructors, and Disability Services encourages all students to maintain regular communication with their instructors regarding their academic needs.

If instructors are concerned that a student has a disability which has not been disclosed or diagnosed, they may discuss that matter with the student or direct their concerns to the Disability Services and Accessibility Coordinator. It is the student’s right, however, to keep the nature of their disability private.
The National Center on Accessible Education Materials provides information and guidance on supporting diverse learners by ensuring course materials are accessible. To accommodate students with disabilities, all course materials that are posted in Moodle or provided to the students in anyway should be accessible documents. This includes books, videos, PowerPoints, word documents, etc.

It is helpful to give homework assignments both orally and in writing and that you provide detailed course syllabi. It is also recommended that instructors start each lecture with an outline of what will be covered and to provide opportunities for questions.

**Moodle**
Lafayette College offers instructions on how to extend time limits on Moodle.

**Remote Instruction**
Though it may appear as an accommodation for students with disabilities on a case-by-case basis, Disability Services strongly encourages all instructors to consider recording and uploading their lectures for the benefit of all students.

Instructors may choose between recording and uploading lectures or livestreaming them, but Disability Services understands that remote attendance may not be possible for all courses. In the event remote attendance is not an option, alternative solutions will be explored.

For remote learning information, resources and support, visit the Center for Academic Innovation or contact Kat McCormick. For assistance with equipment and set up, contact the IT Help Desk. Direct Zoom inquiries to Kathy Stevens.

**Sample Syllabus Statement**

Revised 02/01/2022
Montana Tech provides reasonable accommodations to students who are registered with Disability Services. If you have any kind of disability, including, but not limited to, learning, mental, physical, cognitive, chronic or a temporary injury, contact Disability Services to discuss your accommodations, access needs, and to obtain a letter of authorization. You can reach Disability Services via email at sgoodell@mtech.edu or by phone at 406-496-4428. The physical office is in the Student Success Center, room 3.137, within the Academic Center for Excellence (ACE). All services are confidential.

**Trainings**
Staring in 2022, Disability Services will offer trainings to instructors and staff on disability legislation, accommodations and services provided, how to make instructional materials more accessible, small steps to implementing Universal Design for Learning (UDL) in the classroom, and address any questions, concerns, or topics instructors and staff may have.

**Accessible Campus Events**

When planning a campus event, keep in mind accessibility and common accommodations. These may include:

- Relocation of the activity or event to an accessible space
- Alternative formats for printed materials, such as braille or enlarged print
- Preferential seating
- Sign language interpreters
- Captioned media and/or transcripts of spoken information for speeches, lectures, videos, theatrical performances, and other productions
- Assistive Listening Devices such as an FM system
If an instructor or staff member is hosting an activity, event, or workshop, consider these questions to help make it more accessible:

- Could someone who uses a wheelchair get inside and/or around? ADA standards say doorways must be at least 36 inches wide and free of obstructions to accommodate wheelchairs.
- Is there a button to automatically open the door(s)? A ramp at the entrance? Is there an elevator and is it working?
- Are there designated handicapped parking spaces nearby?
- Is there an accessible restroom?
- Could someone who has a vision, hearing, physical, or other sensory impairment still actively participate in the activities?
- Do you have a backup location in case the one you've chosen is not accessible?
- Are there quiet areas available nearby where noise and distractions are minimum?
- Can you use a sans serif font for printed material and ensure PDFs are not embedded?

When in doubt, always refer individuals in need of accommodations to the Disability Services and Accessibility Coordinator. Requests for accommodations must be made within 5-10 days of the event. If a requested accommodation cannot be provided, Disability Services will work with event staff to create an alternative accommodation.