

#### **PREFACE**

As an institution of higher education, and in the spirit of its policies of equal employment opportunity, Chattahooche alley Community College hereby declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to race, color, religion, gender, ethnicity, age, or disability unrelated to program performance. Contplair grievances of any student who has reason to think he or she has been affected by discrimination will be considered through established procedures.

Disability Support Services (DSS), located Wilson Hall, serves as the campus resource for students with disabilities. Working in partnership with students, faculty, and staff, the goal of DSS is to provide a physically and educationally accessible College environment that ensures that an individual is viewed on the basis of ability, not disability. Disbility Support Services staff members work collaboratively with students and faculty to determine appropriate accommodations that will enable all students to have DFFHVV WR WKH VDPH SURJUDPV DQG VHUYLFHV DECEMENT R HYD possible, without the limiting effects of a disability.

#### Important Note

Information described in the hattahoochee Valley Community Collegisability and Accessibility Handbookis subject to change. Current copies of Disability Support Services policies and procedures are available fronthe DSS office and on the Disability Support Services page of the OOHJH¶VZHE at www.cv.edu

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# Information for Prospective Students

The Disability Support Services staff welcomes you that tahoochee Valle Community College (CVCC). The purpose of DSS is to facilitate reasonable and appropriate academic accommodations to college students with disabilities. The information in this section is designed to help you get started with the DSS office should you desire to request academic as a student at VCC.

## Registration with Disability Support Services

Registration with the DSS office is a separate process from applying for admissible Contact the DSS office at \$344803

#### Student Life

One of the goals of the DSS office is to assist students with developingdselfacy skills by becoming an active member on campus. Accordingly, students with disabilities are encouraged to become actively involved with campus organizations. Information campus organizations is available both in theollege Catalog and Student Handboard from the DSS staff.

#### **Transfer Students**

To receive services from the DSS office, transfer students with disabilities must follow DSS registration procedures outlined in this Handbook. The following steps are recommended to transfer students for ensuring timely service:

#### Requesting Disability Documentation

- ‡ Request that your disability verification be forwarded to the DSS office from the professional that diagnosed or assessed your disability pically, you will have to sign a release of information before any documents are forwarded to the DSS Office;
- ‡ Request that your disability verification be forwarded to the DSS office from the postsecondary institution that initially provided you with academic ammodations. Typically, you will have to sign a release of information before any documents are forwarded to the DSS office.

#### Requesting Verification of Academic Accommodations

- ‡ Request that the postsecondary institution which initially provided youawithemic accommodations verify in writing the types of accommodations granted. Typically, you will have to sign a release of information before verification is forwarded to the DSS office.
- ‡ Discuss with an appropriate DSS staff member the types of accommon section services you used at a prior postsecondary institution.

Transfer students with disabilities who have received accommodations at another postsecondary institution are not necessarily eligible for the same services/ac.

# Services for Students with Disabilities

CVCC is committed to serving college students with documented disabilities. All departments across campus are available to provide a broad array of services designed to meet the needs of college students with documed disabilities.

#### Reminders

- ‡ Students with disabilities should remember that applying for accommodations the Disability Support Services office is separate from gaining admission to the College.
- ‡ The DSS office also recommends that studentsodes without regard to disability status.

# **Disability Support Services**

Disability Support Services is the central contact point for students with disabilities. Storvices students with disabilities focus on providing individualized accommodations, while promoting student responsibility and sedforcacy. The DSS office views the provision of reasonable accommodations for students with disabilities as a collaborative, effequiring the cooperation of the faculty and staff, as well as students.

Students who choose not to sielentify when they enter VCC do not forfeit their right to receive accommodations at a later date. However, the College is not obligated it the paragraph or services for students with disabilities until students apply for accommodations through the DSS office and have made known their need for accommodations academic term

After a student submits an Application for Disability SuppServices Appendix A and initially meets with the DSS Coordinator to discuss potential accommodations, requests for accommodations for subsequent terms should be made by envaikite williams@cv.eduor phone 3342144803before the start of each term.

Additionally, accommodations are not retroactive. In other words, students who submit a request for accommodations midemester are not eligible to have accommodations retroactively applied to assignmentand/or examinations issued prior to the request for accommodations.

# How Reasonable Accommodations Are Determined

An academic accommodation is essentially a probleming process. The task is to determine the necessary adjustments that will enable students with disabilities to have access to the same programs and services available to students without disabilities to have their academic performance evaluated without the limiting effects of their disability. The objective of such DGMXVWPHQWVLVWRDFRPPRGDWHWKHIXQFWLRQDO maintaining the integrity of College coursesd programs. Therefore, no accommodations will be issued that are deemed to fundamentally alter the nature of the course/program/exam/assignment.

The Disability Support Services Coordinator deternsime asonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist, or other FOLQLFLDQ WKDW GLDJQRVHTGe DSK HCoordinatorCalls Q VAS PertainGLVDEL accommodations that previously have been used in educational settings with the student, an consideratudent preferences for accommodations. In addition DSS Coordinator consult with faculty members to assist with developing reasonable accommodations to match individual course requirements The DSS Coordinator meets individually with students to discuss accommodations. Although some individuals may have similar disabilities, each request for accommodation is considered on a cataly-case basis.

Services of -de

Testing Accommodations? Testing accommodations may include extended time, reduced distraction testing situations, audiecorded or orallyadministered tests, alternate test formats (e.g., paper exam in lieu computerbased), readers, and/or scribes. Testing accommodations are to be provided by faculty within each department, if possible. Students should discuss testing accommodations with their instructors at the ginning of each term. The Testing Centeraft proctors examinations for students who need to use assistive technology or whose instructor is unable to provide test proctoring. Students are obligated to comply with the Testing Center proctoring guidelines to ensure smooth delivery of services commoditation the integrity of faculty examinations. Those guidelines are outlined with pendix Eof this Handbook.

Alternate Formats for Assignments<sup>2</sup> In some cases, assignments may be submitted in formats other than those stated in course requirements.

Audio Recording and/or Notetakers<sup>2</sup> Students may be permitted to audio record class lectures and/or may request peer notetakers DSS officewill assist in providing NCR (No Carbon Required) paper for notetakers and/or arranging for peer note takers. Are t4pi0.71 T 1 72.024 516.

Student obligations regarding the initial accommodation process are as follows:

- 1. Meet with the campus DSS Coordinator to discuss accommodation requests.
- 2. Complete an Application for Disability Support ServicAppendix A and return with proper documentation, as outlined in Section 4 of this Handbook.

Once the DSS Coordinator(1) reviews the application and supporting documentation OR (2) each subsequent semester, receives an enomiphone call request from the student for the continuation of accommodations:

1.

Regional Office for Civil Rights
Office for Civil Rights, Region IV
U.S. Department of Education Atlanta,
Georgia 3030-13104

#### Differences between High School and College

An important issue for potential and current college students with disabilities is to understand the differences between the application of disability rights laws in secondary and postsecondary institutions. The most basic distinction between services:todents with disabilities in high school and college is that secondary settings are geared towards the least restrictive setting, whereas postsecondary institutions are obligated to provide access. In other words, more responsibility is placed on studentiative in higher education.

\$ VWXGHQW¶V UHVSRQVLELOLWLHV GUDPDWLFDOO\ LQFU postsecondary educatio Appendix Bllustrates differences between secondary and postsecondary obligations of students with accommodative quests.

# Verification of Disabilities

Students with disabilities who are seeking services from CC are required to submit documentation to Disability Support Services in order to verify their eligibility for services under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act of 1990. The documentation must specify a majoelactivity (such as walking, eating, writing, or learning) that has been substantially limited by a disability.

The following guidelinesensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodates. These guidelines correspond with federal guidelines CVCC policies, and/or the Association on Higher Education and Disability ese guidelines are designed to ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations.

Additional documentation that may be required for specific diagnoses may be found within Appendix Of this handbook.

#### Comprehensive Documentation

Comprehensive documentation must verify the nature and extent of sthelity in accordance with current professional standards and techniques, and it must clearly address the need for all of the student's specific accommodation requests. Documentation should support the need for services based on the individual's curlentel of functioning in the educational setting, as well as address the limitations of the disability within an academic context. Students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions. All reports should be on letterhead, typed, dated, signed, and legible.

Specific accommodations are required whereessary to enable the student to access his or her education. (Cf. PGA Tour v. Martin,532 U.S. 661 (2001)). It is not uncommon for examples to recommend a range of accommodations and services for a particular student. The postsecondary provider will need to sort through these recommendations with the student to determine what accommodations are indeed necessary and feasible under the taxwood giving the student an unfair advantage over his or her classmates or promoting accommodations that could substantially PRGLI\ D SURJUDP¶V VWDQGDUGV

A comprehensive assessment battery and the resulting diagnostic report should include background information (e.g., interview, review of records), assessment of areas appropriate for the specific impairment, and a specific diagnosis. School plans such as an Individualized Education Program (IEP), a Summary of Performance (SOP), or a Section 504 Rearseful but may not, in and of themselves, be sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery and should be on clearly distinguishable district forms.

The diagnostic report should include more than test protocol sheets or a summation of individual report information. It should integrate the various views regarding a student's specific functioning abilities and the resulting impact of these abilities has trelate to postsecondary educational demands. In a public school, 1/2 system, the IEP Team recommends the type of evaluations necessary for the educational programming of a student and provides a statement of eligibility for special education services uch a multidisciplinary approach to evaluation may result in multiple reports or documents. A comprehensive Storm tinclude such a synthesis of relevant test data and functional performance information; but as noted previously, an SOP might not provide adequate documentation in and of itself.

A postsecondary institution has the discretion to require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the existence of a disability or thereod for accommodations. With a student's written permission, a telephone consultation with an evaluator to update or clarify information ro K

#### 2. Background Information

Background information should be culled from aix prof sources (e.g., interview, review of records) and, whenever feasible, should consist of more than perting. Information from third party sources is often invaluable.

The diagnostician, using professional judgment as to which areas are restand review pertinent records and conduct an interview, which may include, but not necessarily be limited to, the following:

- ‡ History of presenting problem(s)/symptom(s);
- ‡ Any significant developmental, medical, psychosocial, and employment histories;
- ‡ Family history (including primary language of the home and the student's current level of English fluency);
- ‡ Review of pertinent academic history of elementary, secondary, and postsecondary education;
- ‡ Review of prior evaluation reports;
- ‡ Description of currenfunctional limitations pertaining to an educational setting that are considered to be‡

used in tandem with formal tests (i.e., standardized norm or criterion referenced tests) to further develop a clinical hypothesis. All data must logically reflect a substantial limitation to learning or another major life activity for which the individual is requesting the accommodation.

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<ol><li>Specific</li></ol>	ハムいけいろう

The report must include a specific diagnosis of the condition by a qualified evaluator. It is

#### Rationale for Recommended Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) stodescribe the impact, if any, of the diagnosed impairment on a specific major life activity. The diagnostic report should include specific recommendations for accommodations that are reasonable, with the understanding that the postsecondary institution is sested with the sole authority for determining what is reasonable. When possible, a detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodations at the postsecondary level, current documentation should be provided by the process of requesting accommodation at the postsecondary level, current documentation should be provided by the process of requesting accommodation and provided by the process of the process

The documentation should include any record of prior accommodations or auxiliary aids, including information about specific conditions under in the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether these previous accommodations improved access to the targeted activity. A school plan such as an IEP, SOP or a Section 504 Plamay not be sufficient documentation, in and of itself, but if not, can be included as part of a more comprehensive evaluative report. Regardless of a prior history of accommodations, a current need must be demonstrated to warrant the provision of a similar accommodation. If no prior accommodations were provided, the qualified professional and/or the individual should include a detailed explanation as to why accommodations are necessary at the present time although none had been required in the past.

Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with the Disability Support Services Coordinator working in collaboration with the individual with the disability. Because accommodation are based on course content and/or academic programs, faculty may be included in the determination process as well. If accommodations are not clearly identified in the provided documentation, DSS Coordinators may seek clarification and, if necessativities nal information.

It is the responsibility of a student who wishes to receive academic accommodations at the College to provide comprehensive and current documentation that meets the guidelines noted above.

### Confidentiality of Disability Verification Documents

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of educational records containing personally identifiable information pertaining to students, including students with disabilities. The U.S. Department of Education has ruled that evaluative information pertaining to a student, including medical and psychological reports authored by third parties,

without such consent, including when a he autid safety emergency exists or when disclosure to D 3 V F K R R O R I I L F L D O ´ L V M X V SW & 43 4 I C HF. QR. \$ \$ 90.13 1 (40) 18 n D J V 10 Q D O U H I

Disability Support Services staff members are committed to ensuring that disabilityd information is arefully safeguarded. Even when information contained in an educational record may be released, providers limit disclosure to information that is essential to meet the inquiry. For example, DSS staff members do not share actual copies of evaluation acuity funless they may be serving on some committee where such documentation is necessary in carrying out the FRPPLWWHH¶VIXQFWLRQ H J UHDGPLVVLRQ FRPPLWWHH

Additionally, the DSS office will not release any written or verbal information about at stages student without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization for Appendix D, which must be completed and returned to DSS office

# Disability Support Services Policies

The following policies apply to Disability Support Services operations. Registered students should be familiar with those policies all apply to their particular requests. The DSS office may periodically change, alter, or modify policy.

### **Audio Recording Policy**

Students who are eligible to audio record class lectures must agree to the following terms for Disability Support Services to plement this accommodation:

- ‡ Students will not copy or share recordings from any of their classes with other students.
- ‡ Students will not copy or share these recordings with stood ents.
- ‡ Students will not divulge the contents of recordings from analycif classes with agencies, representatives of organizations, the media, or any entity other than themselves.

Failure to abide by the audio recording policy may result in a charge of academic misconduct.

Following the term, students will erase recordift all of their classes and return recorders to the DSS office. Failure to return these devices within the allotted time frame will result in a hold EHLQJ SXW RQ WKH VWXGHQW¶V DFFRXQW

#### Class Absences of Students with Disabilities

Regarding a studenthose disability is likely to result in absences from class or absences from examinations:

At the time that the DSS office sends the instructor an accommodation letter, the student should initiate with the instructor a discussion of attendance and make licies and procedures. The instructor should make his or her attendance policies clear so that the student can make informed choices about whether he or she will be able to meet the requirements of the course.

An instructor should announce attendamækeup policies on the first day of class and include this same information on the course syllabus. If an instructor intends to disallow or restrict absences, WKH LQVWUXFWRU PLJKW FKRRVH WR XVH ZRUGLQJ VLPLC

meetLQJ WKH REMHFWLYHV RI WKLV FRXUVH &RQVHTXHQWO DEVHQFHV DQG ZLOO EH DOORZHG WR PDNH XS « PLV

Should absences occur, the student has an obligation to maintain open lines of communithation KLV RU KHU IDFXOW\ GLVFXVVLQJ WKH VWXGHQW¶V VLWX meeting course requirements, and how the student can meet those requirements (if possible) during the remainder of the semester.

While the student and

Students should inform the DSS office when any changes are made in the class schedule (e.g. adding or droppig a class, room change, day/time change). This will allow DSS Coordinators the	g.,

a disability, including a physical ensory, psychiatric, intellectual, or other mental disability. Such work or tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, ngulti

fetching dropped items. To be permitted ned to perform a service function. Furtherm tion tag, or other gear that readily idestills we pared to address 1) whether the service aning task the service animal has been trained to

service animal must be I should wear a harness, inally, students will because of a disability and

al may be banned from paus if the animal co of others, is deemed out of control and the situation, is not housebroken, or otherwise constitution or others. Additionally, studented by their service animal.

e a direct threat to the o take appropriate action ial property data age to ly responsible for any

otional Support Animals EMC /P <</

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# Release of Information Policy

The DSS office will not release any written or verbal information about a registered student without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization form pendix D, which must be completed and returned to the DSS office

Please note that students are not required to **signa**se of information form to receive reasonable accommodations from the DSS office.

#### APPENDIX A

#### Application for Disability Support Services

accommodations you may receive.

DATE SUBMITTED TO DSS OFFICE:			
Name:		_ Student ID #:	
Address:			
City:	State:	Zip Code:	
Primary Phone: ()	Alternate P	none: <u>( )</u>	
Student email address*:			
Program of Study:			
Explain your disability and current treatm	ent:		
What accommodations are you requesting	ng**?		
*DSS Staff will communicate with you proof checking itoften. *	edominately throu	gh your stud <b>ena</b> ie, so please be in the prac	ctice
** A history of accommodations in itse CVCC. **	elf does not warı	rant the paioni of similar accommodations	at
• • • • • • • • • • • • • • • • • • • •	•	appropriate documentation, as outlined in will review your paperwork forchingou of the	

#### APPENDIX B

# DIFFERENCES BETWEEN K-12 AND COLLEGE DISABILITY ACCOMMODATION PROCESS

	K-12	College
What is the applicable legislation relating to students with disabilities?	IDEA and Section 504 of the Rehabilitation Act	Section 504 of the Rehabilitation Act & Americans with Disabilities Act
Who is responsible for initial identification of disability?	School/District	Student (may choose not to self- disclose or seek accommodations)
Who incurs cost of evaluation of and documentation for disability?	School/District	Student
Who makes the decision regarding which accommodations are issued and implemented?	Collaboration between school/district and parents (e.g., IEP Team)	Collaboration between Disability Support Services, student, and faculty
Who is responsible for advocating for student?	School/District/Parent	Student
What is the role of parents in regards to the accommodation process?	Parents are included in decision-making process.	College students (including dual enrollment students) are covered by federal privacy laws.  As such, parent consultation is not required, & by law, College faculty/staff cannot speak to parents without student authorization.
Are personal services (i.e., tutoring) available?	Yes	No

Are fundamental alterations of the program, course, or exam (i.e., study guide, limiting # of test questions, word bank, etc.) permitted?	Yes	No
Will I receive similar services as I received at another school/college?	Yes	Not necessarily; implementation of specific accommodations varies from institution to institution

# Learning Disabilities (LD)

A comprehensive evaluation report written in narrative form by an impartial individual not related to the student/employee, i.e., licensed psychologist, psychiatrist, learning disabilities specialist, licensed professional counselor, educational therapist or diagnostician, which includes:

- 1. Clearly stated diagnosis of a SPECIFIC learning disabilityeading, math, or written language based upon current DSM criteria.
- 2. Educational/work history documenting the impact of the learning disability
- 3.

#### APPENDIX D

#### Student Information Release Authorization Form

**ADA** Coordinator

l,	Mi		hereby
First	Mi	Last	•
give written au	thorization for		
J	(person, organ	nization, agency)	
-	nd all documentation of my dis accommodations.	sability for purposes of receiving the	
	at by this written request, Cha e exchange or release of such	attahoochee Valley Community College in information.	s legally
Signature		Date:	
Student #			
DOB:			
Please address	s questions regarding docume	ntation to:	

#### APPENDIX E

#### **Testing Center Policies**

- 1) The Testing Center is not to be used for studying.
- 2) The Testing Center printer is not available for printing classroom materials.
- 3) If a student is unable to take his/her exam, the student must immediately depart the Testing Center and log into a computer in the Career Lab, then email the instructor to arrange for a makeup exam date/time.
- 4) Once a student receives his/her test, they mod yeave the Testing Center without submitting the test to the authorized proctor on site.
  - a) If a student goes to the restroom during his/her test, he/she must return the test to the authorized proctor on site.
  - b) Students are not allowed to take their chibpe or any personal items out of the Testing Center until they have completed their test.
- 5) All exam sessions are monitored and may be recorded.
- 6) Testing Center staff is authorized to dismiss a student from an exam session for violation of any Testing Centepolicies, for misconduct, or for any perceived forms of academic dishonesty/cheating.

By signing this form, I agree to comply with the Testing Center Policies, as expressed ab		
Name		
Student ID number		
Date		