

# **Disability Support Services**



WALLACE  
COMMUNITY  
COLLEGE

## **Information, Policies, and Procedures Handbook**

## **Disability Support Services Staff**

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## PREFACE

As an institution of higher education and in the spirit of its policies of equal employment opportunity, Wallace Community College hereby declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to race, color, religion, sex, national origin, or disability unrelated to program performance. Complaints or 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, located in Room 120 of Grimsley Hall on the Wallace Campus, serves as the central campus resource for students with disabilities. Working in partnership with students and faculty and staff members the goal of Disability Support Services is to provide a physically and educationally accessible College environment that ensures that an individual is viewed on the basis of ability, not disability. Disability Support Services staff members work individually with students to determine appropriate accommodations that will enable all students to have access to the same programs and services and to evaluate students' academic performance, to the extent possible, without the limiting effects of a disability.

*For brevity, the Wallace Campus address is used throughout this manual; however, each College location has Disability Support Services available to its students and potential students. For disability questions, contact any of the locations identified in the preceding section of this manual (Disability Support Services Staff).*

### **Important Note**

Information described in the *Disability Support Services Information, Policies, and Procedures Handbook* is subject to change. Current copies of Disability Support Services policies and procedures are available from any Disability Support Services Office and on the Wallace Community College Web site at [www.wallace.edu/student\\_resources/dss/](http://www.wallace.edu/student_resources/dss/).

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## **Information for Prospective Students**

The staff of Disability Support Services welcomes you to Wallace Community College. The purpose of Disability Support Services is to facilitate reasonable and appropriate academic accommodations to college students with disabilities. The information in chapter one is designed to help you get started with Disability Support Services should you desire to request academic accommodations as an undergraduate student at Wallace Community College.

### **Registration with Disability Support Services**

Registration with Disability Support Services is a separate process from applying for admission to Wallace Community College. Interested students should contact Disability Support Services at 334-556-2287 (voice), 800-548-2546 (TDD) or by mail at 1141 Wallace Drive, Dothan, Alabama 36303. No services shall be provided until the student has registered and provided the appropriate documentation to Disability Support Services.

E-mail requests for Disability Support Services registration questions to [jdagostin@wallace.edu](mailto:jdagostin@wallace.edu).

For Web access, go to [www.wallace.edu/student\\_resources/dss/](http://www.wallace.edu/student_resources/dss/).

### **Admission**

The Admissions Office handles all applications for admission to the College. Admission standards are described in the College Catalog/Student Handbook and must be met by all students, regardless of disability. Disability information should not be submitted to the Admissions Office.

E-mail requests for admissions information are welcome at [ksaulsberry@wallace.edu](mailto:ksaulsberry@wallace.edu).

For Web access, go to [www.wallace.edu](http://www.wallace.edu).

## Orientation

New student orientation is conducted by Student Affairs, 334-556-2287. Students who anticipate a need for accommodations during the orientation process should contact Disability Support Services at 334-556-2294. Students with disabilities are encouraged to visit Disability Support Services during orientation.

## Financial Aid

Wallace Community College's financial aid packages (federal aid, work-study, grants, and scholarships) enable students from all economic backgrounds to attend the College.

Financial aid is awarded annually, based on need and merit, and students who desire to receive aid must **reapply each year**.

You may be eligible for multiple federal programs and scholarships. For applications and complete details on eligibility requirements, award amounts, terms, and deadline dates, contact the Student Financial Aid Office. Financial aid applications are available in early January for the following academic year, with a **priority deadline of May 1**.

## Services for Students with Disabilities

Wallace Community College is committed to serving college students with documented disabilities. All departments across the campus are available to provide a broad diversity of services designated to the needs of college students with documented disabilities.

### Reminders

- Students with disabilities should remember that registration with Disability Support Services is separate from gaining admission to the College.
- If you are applying to Wallace Community College and you have a disability, Disability Support Services recommends that you do not submit disability documentation to the Admissions Office. Admissions decisions are made without regard to disability status. Should you have any questions, please contact Disability Support Services.

### Disability Support Services

Disability Support Services is the central contact point for students with disabilities. Services for students with disabilities focus on providing individualized accommodations while promoting student responsibility and self-advocacy. Disability Support Services views the provision of reasonable accommodations for students with disabilities as a collaborative effort, requiring the cooperation of the faculty and staff as well as students.

Students who choose not to self-identify when they enter Wallace Community College do not forfeit their right to identify themselves and to receive accommodations at a later date. However, the College is not obligated to provide accommodations or services for students with disabilities until students are registered with Disability Support Services and have made known their need for accommodations **each academic term**.

Disability Support Services is located in Grimsley Hall, Room 120. The telephone number is 334-556-2294 (voice) and 800-548-2546 (TDD/voice). The fax number is 334-556-2529. The e-mail address is [jdagostin@wallace.edu](mailto:jdagostin@wallace.edu). Disability Support Services is available during the normal operating hours of the College.

## **Mobility Orientation**

Disability Support Services provides mobility orientation to Wallace Community College for students who need and request mobility orientation. Students should contact Disability Support Services as early as possible to make arrangements for mobility orientation to campus.

## **Parking**

Accessible parking areas are available to students who are certified for disability parking by their home state.

## **Library Access and Assistance**

### **Phillip J. Hamm and other Library Facilities**

Library staff members may be contacted during business hours to ensure access to library collections and services. Special services include research assistance, telephone reference, retrieval of materials, photocopying assistance, library orientation, special checkout arrangements, and extended loan periods for reserved materials.

To contact the Library, call 334-556-2217 or 334-687-3543, Ext. 4203.

## **TRiO Academic Services**

Trio Services is a federally funded program that provides academic assistance to eligible students who qualify, including students with disabilities. Reading and study skills classes, academic counseling, tutoring, and assistance with financial aid applications are provided for eligible students. Students may inquire about TRiO Services at 334-556-2368 or 334-687-3543, Ext. 4271.

For Web access, go to [www.wallace.edu](http://www.wallace.edu).

## **Alabama Department of Rehabilitation Services (ADRS)**

Alabama Department of Rehabilitation Services (ADRS) exists to enable individuals with disabilities to reach their potential. The ADRS provides necessary diagnostic medical, educational, technology, independent living, vocational counseling, and employment services to eligible individuals with disabilities to assist them in entering into employment. The ADRS does not provide comprehensive psychological services. For more information contact the ADRS at 1-800-275-0132, Ext. 220; 1-800-441-7607; or 334-792-0022 (in Dothan).

The Web address is <http://www.cjarnold@rehab.state.al.us>.



**Note**

Students with disabilities are encouraged to become actively involved with campus organizations. One of the goals of Disability Support Services is to assist students with developing self-advocacy skills and becoming an active member on campus. Information on campus organizations is available both in the College Catalog/Student Handbook and from the Disability Support Services staff.

## Verification of Disabilities

Students with disabilities who are seeking services from Wallace Community College are **required** to submit documentation to Disability Support Services to verify their eligibility for services under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act. The documentation must specify a major life activity (such as walking, eating, writing, or learning) that has been substantially limited by a disability. The following guidelines ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations. These guidelines correspond with federal guidelines and Wallace Community College policies, and/or the Association on Higher Education and Disability (AHEAD), and/or Educational Testing Service (ETS) guidelines on documentation of disabilities.

**Wallace Community College has an obligation and a responsibility to maintain confidentiality of evaluation information and does not release disability documentation.**

## Learning Disabilities

### Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices, must be clearly stated in the report. The following professionals are generally considered qualified to diagnose learning disabilities: clinical psychologists, school psychologists, neuropsychologists, learning disability specialists, diagnosticians, and psychiatrists who have expertise in evaluating the impact of learning disabilities on an individual's *educational* performance. All reports should be on letterhead, dated, and signed.

### Current/Comprehensive Documentation

**An evaluation should be no more than three years old.** Documentation should substantiate the need for services based on the student's *current level of functioning*. A school plan such as an IEP or a 504 Accommodation Plan is insufficient documentation but may be included as part of a more comprehensive report.

## Identification of Learning Disabilities

An evaluation should include a clinical interview, assessment of aptitude **and** academic achievement, and a diagnosis of learning disability.

**Clinical Interview**—Relevant information regarding the student’s academic history and learning abilities should be included. Also, medical, developmental, and social histories should be investigated and reported along with any family history of educational, medical, or psychosocial difficulties. Medical, social, and psychological problems should be ruled out as causes of learning disabilities.

**Assessment of Aptitude**—A complete intellectual assessment, with standard scores reported, is required. The following tests are recommended for assessment of aptitude; other appropriate measures may be used at the examiner’s discretion.

Wechsler Adult Intelligence Scale (3<sup>rd</sup> Edition)

Stanford-Binet Intelligence Scale (4<sup>th</sup> Edition)

Woodcock-Johnson Cognitive Processing Battery (to substantiate any processing problems)

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are screening devices, thus they are not appropriate for the diagnosis of learning disabilities.

**Assessment of Academic Achievement**—Norm-referenced academic achievement tests, with all subtests and standard scores reported, are essential. The assessment should include evaluation of reading, math, and written language. Also, it may be useful to include other evaluations, such as informal inventories or classroom observations. The following standardized tests are recommended for assessment of academic achievement; other appropriate measures may be used at the examiner’s discretion.

Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement (to substantiate any processing problems)

Wechsler Individual Achievement Test (if student falls within age norms)

Kaufman Test of Educational Achievement (if student falls within age norms)

KeyMath Diagnostic Arithmetic Test-Revised (if student falls within age norms)

Test of Written Language–3 (if student falls within age norms)

Grey Oral Reading Test 3 (if student falls within age norms)

The Wide Range Achievement Test (WRAT3) is a screening device, thus it is not appropriate for the diagnosis of learning disabilities.

**Diagnosis of Learning Disabilities**—The evaluator should use direct language in the diagnosis of a learning disability based on DSM-IV criteria: a **SPECIFIC statement that a *learning disability* exists is required for services and accommodations**. Also, the evaluator **must describe the substantial limitation(s) to academic learning** that are presented by the learning

disability. If the data indicate that a learning disability is not present, the evaluator should state that finding in the report. The report must outline any alternative explanations and diagnoses.

## **Recommendations for Accommodations**

The report should include specific recommendations for academic accommodations **and** the rationale for such accommodations. If accommodations are not identified specifically in the diagnostic report, Disability Support Services must request this information before services can be provided. A history of accommodations does not in itself warrant the provision of similar accommodations at Wallace Community College. The final determination of appropriate and reasonable accommodation rests with Disability Support Services.

The diagnostic report must include specific recommendations for accommodations and a detailed explanation of why each accommodation is recommended.

## **Attention Deficit/Hyperactivity Disorders (ADD/ADHD)**

### **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices, should be clearly stated in the report. The following professionals are considered qualified to evaluate ADD/ADHD: physicians, psychiatrists, clinical psychiatrists, neurologists, or neuropsychologists who have expertise in evaluating the impact of ADD/ADHD on an individual's *educational* performance. A diagnosis of ADD/ADHD by someone whose training is not in these fields is not acceptable. All reports should be on letterhead, dated, and signed.

### **Current Documentation**

**An evaluation should be no more than three years old** and must provide a clear statement of the presenting problem. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's *current* functioning and must define the level of functioning and any limitations supported by evaluation data.

### **Identification of ADD or ADHD**

A comprehensive evaluation should include a clinical interview, assessment of attention difficulties, and a diagnosis of ADD or ADHD using DSM-IV criteria. A school plan such as an IEP or a 504 Accommodation Plan is insufficient documentation but may be included as part of a more comprehensive report.

**Clinical Interview**—Because ADHD is, by definition, first exhibited in childhood and manifests itself in more than one setting, relevant historical information is essential. The student’s academic history should be included. Medical, developmental, and social histories should be investigated and reported along with any family history of educational, medical, or psychosocial difficulties. A description of the individual’s presenting attention symptoms should be provided as well as any history of such symptoms. A family history of ADHD and the student’s medication history also are important.

High school IEP, 504 Plans, and/or a letter from a physician or other professional will not be sufficient to document ADD or ADHD. Medication cannot be used to imply a diagnosis.

**Assessment of Attention Difficulties**—The evaluator should include any assessment data that supports or refutes a diagnosis of ADHD. Assessments such as checklists and rating scales are very important, but checklists, surveys, or subtest scores should not be used as the **sole** criterion for a diagnosis of ADHD.

The evaluator should investigate the possibility of dual diagnoses and/or co-existing medical and/or psychological disorders that result in behaviors that mimic ADHD. Medical, social, and psychiatric problems should be ruled out as causes of ADHD.

**Diagnosis of ADD/ADHD Using DSM-IV Criteria**—Individuals who exhibit general problems with organization, test anxiety, memory, and concentration do not fit the diagnostic criteria for ADHD. Likewise, a positive response to medication by itself does not confirm a diagnosis of ADHD. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as “suggests,” “is indicative of,” or “attention problems.” **A SPECIFIC statement that the student is diagnosed with ADD or ADHD and the accompanying DSM-IV criteria are required for services and accommodations.** Also, the evaluator **must describe the substantial limitation(s) to academic learning** presented by the attention disorder. If the data indicate that ADHD is not present, the evaluator should state that finding in the report. Furthermore, any alternative explanations or diagnoses must be ruled out.

The diagnosis must be clearly supported (with data provided), using relevant test data with standard scores to support conclusions, including at least the following:

WAIS-R

Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language  
Behavioral Assessment Instruments for ADD/ADHD, (normed on adults)

## **Recommendations for Accommodations**

The diagnostic report should include specific recommendations for academic accommodations and the rationale for such recommendations. If accommodations are not identified specifically in the diagnostic report, Disability Support Services must request this information before services can be provided. A history of accommodations in itself does not warrant the provision of similar

accommodations at Wallace Community College. The final determination of appropriate and reasonable accommodation rests with Disability Support Services.

A summary of diagnostic findings is a component of the report. The summary might include an indication of how patterns of inattentiveness and/or hyperactivity validate the presence of ADHD and the elimination of alternative explanations for academic problems (such as poor study habits, lack of motivation, or psychosocial, or medical problems).

## **Mobility, Sensory, and Systemic Disorders**

### **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices, should be clearly stated in the report. The following professionals are considered qualified to evaluate mobility, sensory, and systemic disorders: the treating physician, orthopedic specialists, audiologists, speech pathologists, or ophthalmologists who have expertise in evaluating such disorders. All reports should be on letterhead, dated, and signed.

### **Current Documentation**

**An evaluation should be no more than three years old.** Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's *current* functioning.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physician's report must include the following information:

1. Provide diagnostic criteria.
  - a. Clinical Diagnosis based on International Classification of Disease, 9<sup>th</sup> Revision, Clinical Modification (ICD-9-CM), or most recent edition.
  - b. Date of diagnosis.
  - c. Last contact with individual.
  - d. Defined levels of functioning and any limitations.
  - e. Current treatment and medication.
2. Describe symptoms of this diagnosis, with approximate date of onset.
3. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.

4. State if the student is currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, relate the impact of that medication on the student's ability to participate in an academic environment.
5. Suggest accommodations/modifications to equalize this student's educational opportunities at the post-secondary level.
6. Attach any other information relevant to the student's individual needs.

## Psychiatric/Psychological Disorders

### Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices, should be clearly stated in the report. The following professionals are considered qualified to evaluate psychological disorders: clinical psychologists, neuropsychologists, psychiatrists, and licensed professional counselors who have expertise in evaluating the impact of psychiatric disorders on an individual's *educational* performance. All reports should be on letterhead, dated, and signed.

### Current Documentation

**An evaluation should be no more than one year old.** Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's *current* functioning.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physician's report must include the following information:

1. Provide diagnostic criteria.
  - a. Diagnosis by a mental health professional (psychologist, neuropsychologist, psychiatrist, licensed professional counselor) that is an impartial individual not related to the student.
  - b. DSM-IV designation.
  - c. Date of diagnosis that is no older than three years.
  - d. Last contact with student.
  - e. Defined levels of functioning and any limitations.
  - f. Current treatment and medication.
2. Describe symptoms that meet the criteria for this diagnosis.
3. Summarize present symptoms and prognosis.

4. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.
5. State if the student is currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, relate the impact of that medication on the student's ability to participate in an academic environment.
6. Suggest recommendations for academic accommodations and your rationale for suggesting such accommodations.
7. Attach any other information relevant to the individual's needs.

## **Traumatic Brain Injury (TBI)**

### **Qualifications of Evaluator**

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices, should be clearly stated in the report. The following professionals are considered qualified to evaluate Traumatic Brain Injury (TBI): rehabilitation counselors, speech-language pathologists, orthopedic specialists, neuropsychologists, and/or other specialists as appropriate who have expertise in evaluating the impact of TBI on an individual's *educational* performance. All reports (post-rehabilitation and within one year) should be on letterhead, dated, and signed.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physicians report must include the following information:

1. Provide diagnostic criteria.
  - a. Clinical diagnosis based on International Classification of Disease, 9<sup>th</sup> Revision, Clinical Modification (ICD-9-CM), or most current edition.
  - b. Date of diagnosis.
  - c. Last contact with individual.
  - d. Current treatment and medications.
2. Provide assessment of cognitive abilities, including processing speed and memory (post-rehabilitation and within one year).
3. Provide analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities: post-rehabilitation and within one year).



4. Define levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.).
5. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.
6. State if the student is currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, relate the impact of that medication on the student's ability to participate in an academic environment.
7. Suggest recommendations for academic accommodations and your rationale for suggesting such accommodations.
8. Attach any other information relevant to the individual's needs.

## **Temporary Injuries and/or Illnesses**

Students with temporary injuries and/or illnesses are not eligible for services under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Examples include, but are not limited to, ankle sprains, colds, and the flu.

## **Confidentiality of Disability Verification Documents**

Disability Support Services is the only party that will review disability verification documents. Disability Support Services will not release disability documentation to any party, including the student. Students may request a copy of their documentation from the document's author. Strict confidentiality is maintained in all verbal communications with Wallace Community College faculty and staff unless a student grants written permission or Disability Support Services is required to do so by law or court order.

## **How Reasonable Accommodations Are Determined**

An academic accommodation is essentially a problem-solving 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 and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of College courses and programs.

Disability Support Services determines reasonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist, or other clinician that diagnosed the student's disability. Disability Support Services also ascertains accommodations that previously have been used in educational settings with the student, and gives consideration to student preferences for accommodation. In addition, Disability Support Services staff consults with faculty members to assist with developing reasonable accommodations to individual course requirements. The Disability Support Services staff meets individually with students to discuss accommodations. Although some individuals may have similar disabilities, each request for accommodation is considered on a case-by-case basis.

### **Services of a Personal Nature**

Services of a personal nature are not considered accommodations in postsecondary education. Examples of personal services include, but are not limited to, tutoring, attendant care, transportation and mobility.

### **Accommodations and Services**

Disability Support Services may recommend the following accommodations and services. Disability Support Services recommends specific accommodations based on documentation received and individual class requirements. The following examples of common accommodation requests may not be appropriate in all situations. Furthermore, these examples are not an exhaustive listing of all possible accommodations that may be implemented in the classroom setting.

**Priority Registration**—Disability Support Services provides all registered students with priority registration. Students are responsible for regular advisement through individual College advisors. After consultation with an academic advisor, students must have their registration form approved by Disability Support Services each term of enrollment. Students are responsible for presenting the registration form to the appropriate data entry location.

**Testing Accommodations**—Testing accommodations may include extended time, reduced-distraction testing situations, taped or orally administered tests, alternate test formats, readers, and/or scribes. Testing accommodations are provided within each department, if possible. Students should discuss testing accommodations with their instructors at the beginning of each term. The Disability Support Services staff 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 Disability Support Services test proctoring guidelines to ensure smooth delivery of services and to maintain the integrity of faculty examinations.

**Alternate Formats for Assignments**—In many cases, assignments may be submitted in formats other than those stated in course requirements.

**Tape Recording and/or Notetakers**—Students may be permitted to tape record class lectures and/or may request peer notetakers. Disability Support Services will assist in providing NCR (No Carbon Required) paper for notetakers and/or arranging for peer note takers. Tape recorders may be provided by Disability Support Services. All loaned equipment must be returned at the end of each term.

**Academic Classroom Aids**—In many cases, students may be permitted to use calculators, dictionaries, word processors, spelling and grammar checkers, and adaptive equipment for manual impairments for in-class and out-of-class work and activities.

**Adaptive Computer Technology**—The College offers assistance with document readers and other adaptive computer technology.

**Academic Assistance**—Academic assistance may be provided through notetakers, scribes, readers, and/or sign language interpreters; however, federal law does not require the College to provide services that place an undue administrative or financial burden on the College. The College is not required to provide services of a personal nature, including assistance with eating, toileting, or mobility.

## **The Accommodation Process**

**Students are responsible for requesting accommodations each term.** To request academic accommodations, students are required to complete a series of steps, preferably at the beginning of each term. Registered students may request accommodations at any point during the term; however, students who do not give sufficient notice of accommodation requests are not guaranteed that optimal accommodations will be implemented. (Requests for interpreters must be made at least 6 weeks in

advance). Students have an obligation to inform Wallace Community College in a timely manner of accommodation requests.

Student obligations regarding accommodation requests are as follows:

1. Meet with a Disability Support Services staff member to discuss accommodation requests.
2. Complete an Accommodation Request Form.
3. Sign each Accommodation Letter prepared by the Disability Support Services staff to the instructor of each course.
4. Deliver an Accommodation Letter to the instructor of each course for which accommodations are requested.
5. Discuss how accommodations will be implemented with the instructor of the course. Disability Support Services is available to offer suggestions to the student and faculty member.
6. Remind the instructor of exam accommodations at least one week before scheduled exams.
7. Report any problems with accommodation implementation to Disability Support Services.

Students are required to deliver and discuss Accommodation Letters with faculty members before accommodations will be implemented. Instructors are not obligated to provide accommodations until they are notified by official hand delivered letter to do so. Also, accommodations are not retroactive. In other words, faculty members are not obligated to accommodate prior exams, assignments, or any course-related activity before an Accommodation Letter is delivered and discussed.

Students are entitled to appeal accommodation decisions of Disability Support Services, faculty members or other Wallace Community College entities. Please refer to the 504/ADA Grievance Process for Students below.

## **504/ADA Grievance Process for Students**

Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to Disability Support Services. If Disability Support Services staff members cannot provide information or suggestions that resolve issues involving disability rights issues, a meeting with the student, the faculty member (if applicable), Disability Support Services staff members and the Dean, Student Affairs and Sparks Campus is the second step in resolving disagreements.

If an agreement concerning disability rights is not reached at this point, the final step in the grievance process involves the dissenting party filing a formal grievance. During the grievance process, the student is entitled to receive accommodations recommended by Disability Support Services.

The process for filing an official grievance is located in the Wallace Community College Catalog/Student Handbook.

Should you disagree with the outcome of the grievance process, you may file a formal complaint with the Office for Civil Rights:

Regional Office for Civil Rights  
Office for Civil Rights, Region IV  
U.S. Department of Education  
Atlanta, Georgia 30301-3104

## 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 for students 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 student initiative in higher education.

A student's responsibilities dramatically increase as they move from secondary to postsecondary education. The chart below illustrates differences between secondary and postsecondary obligations of students with accommodation requests.

| <b>COMPARISON OF RESPONSIBILITIES IN HIGH SCHOOL UNDER P.L. 94-142/IDEA/504 AND IN COLLEGE UNDER SECTION 504 AND ADA</b> |  |  |
|--|--|--|
| <b>Issue</b>   | <b>Responsibility at Secondary Level</b> | <b>Responsibility at Postsecondary Level</b> |
| Identification of Disability   | School                                   | Student                                      |
| Assessment of Disability   | School                                   | Student                                      |
| Programming  | School/Parent                            | Student/Institution                          |
| Advocacy   | School/Parent                            | Student                                      |
| Decision Making  | Placement Team                           | Institution/Student                          |
| Transition Planning  | School/Student                           | N/A  |
| Placement Team   | Student                                  | N/A  |

Brinckerhoff, L. C. Shaw, S. F. and J. M. McGuire, J. M. (1992), "Promoting Access, Accommodations, And Independence For College Students With Learning Disabilities" Journal of Learning Disabilities, 25(7), 417-429. Copyright 1992 by PRO-ED, Inc. Reprinted by permission.

| <b>LEGAL</b>  |   |
|---|---|
| <b>HIGH SCHOOL</b>  | <b>COLLEGE</b>  |
| <ul style="list-style-type: none"> <li>Services provided under IDEA or Section 504</li> </ul>   | <ul style="list-style-type: none"> <li>Services provided under Section 504 of the Rehabilitation Act and The Americans with Disabilities Act</li> </ul>   |
| <ul style="list-style-type: none"> <li>School district responsible for identifying and evaluating disability at no cost to student or family</li> </ul>   | <ul style="list-style-type: none"> <li>Student must self-identify and provide documentation of disability</li> <li>Student must pay cost of evaluation</li> <li>College responsible for costs involved in providing accommodations and/or essential auxiliary aids; student needs based on documentation of disability</li> </ul>   |
| <b>ACADEMIC ENVIRONMENT</b>   |   |
| <b>HIGH SCHOOL</b>  | <b>COLLEGE</b>  |
| <ul style="list-style-type: none"> <li>Special education teacher liaison and buffer between student, other teachers, administrators, and parents</li> <li>The decision to receive accommodations is made by educators and parents. Students have little or no choice</li> </ul> | <ul style="list-style-type: none"> <li>Student responsible for self-advocacy</li> <li>Student can choose not to seek services and accommodations and can choose to function independently</li> <li>Student must self- identify disability and request services from college</li> <li>Student required to provide recent documentation (less than three years old) of disability</li> <li>Documentation must clearly support requested accommodations</li> </ul> |
| <ul style="list-style-type: none"> <li>Help readily available</li> </ul>  | <ul style="list-style-type: none"> <li>Student must independently seek help using effective communication skills</li> <li>Services must be requested well in advance (i.e., you cannot wait until day of test to ask for accommodations)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Student “labeled” as special education student</li> </ul>  | <ul style="list-style-type: none"> <li>Student not “labeled” or served separately from other students</li> </ul>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Student possibly served separately from other students</li> </ul>                | <ul style="list-style-type: none"> <li>• Other students and faculty members will not know about the student's disability</li> <li>• Faculty members only notified of required accommodations</li> </ul> |
| <ul style="list-style-type: none"> <li>• Personnel talk freely with parent about student progress and planning</li> </ul> | <ul style="list-style-type: none"> <li>• Personnel cannot discuss student without student's written permission</li> </ul>   |

Adapted from: \* Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. x No. 21; Sept. 30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas. Austin, Texas 78712. \* F. Shaw, L.C. Brinckerhoff, J. Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21-26. \* The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989. \* Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities. \* Vogel, S. A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

## Transfer Students

Transfer students should contact the Admissions Office to inquire about admission status. Transfer students with disabilities who have received accommodations at another postsecondary institution are not necessarily eligible for services at Wallace Community College. To secure services from Disability Support Services, transfer students with disabilities must follow Disability Support Services registration outlined in this manual. The following steps are recommended to transfer students for ensuring timely service:

### Requesting Disability Documentation

- Request that your disability verification be forwarded to Disability Support Services from the professional that diagnosed or assessed your disability. Typically you will have to sign a release of information before any documents are forwarded to Disability Support Services. **OR**
- Request that your disability verification be forwarded to Disability Support Services from the institution that provided you with academic accommodations. Typically you will have to sign a release of information before any documents are forwarded to Disability Support Services. Some colleges and universities will not forward disability verification to outside parties (such as Wallace Community College).

### Requesting Verification of Academic Accommodations

- Request that the institution which provided you with academic accommodations verify in writing the types of accommodations granted. Typically, you will have to sign a release of information before verification is forwarded to Disability Support Services.

- Discuss with an appropriate Disability Support Services staff member the types of accommodations and services you used at a prior institution.

### **Common Points of Confusion**

- Who requests disability verification? The student is responsible for ensuring that disability verification is sent to Disability Support Services. The staff at Disability Support Services does not request information from other institutions.
- Admissions decisions are made without consideration of disability status. Do not send disability verification to the Admissions Office.



## **Disability Support Services Policies**

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

### **Tape Recording Policy**

Students who are eligible to tape record class lectures must agree to the following terms for Disability Support Services to request this accommodation.

Students agree to abide by the policy of tape recording lectures as established by Disability Support Services. Students will not copy or share tape recordings from any of their classes with other students. Students will not copy or share audiotapes with non-students. Students will not divulge the contents of tape recordings from any of their classes with agencies, representatives of organizations, the media, or any entity other than themselves.

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

Following the term, students will erase tape recordings from all my classes or donate tape recordings to the Disability Support Services audiotape library.

### **Excused Absence Policy**

Students who are eligible for excused absences should keep in mind that disability-related absences only apply when reasonable. Students who are absent frequently or for long periods may not be eligible to receive excused absences but may be able to take an incomplete in the course.

Any student who is eligible for academic accommodation of excused absences is responsible for the following in the event such student is absent from class because of disability-related issues:

1. At your earliest convenience, inform your instructor that you are absent due to disability-related symptoms. Disability Support Services recommends that you e-mail your instructor

and save the message you sent for your records. If you do not have access to e-mail, you should call your instructor via telephone. It is imperative that your instructor is aware of your absence as soon as possible.

2. If you visit a physician or other type of care-giver, please obtain a signed excuse from that person to give to your instructor.
3. You are responsible for any work or exams you miss because of an absence. Make arrangements to complete missed assignments and/or exams with your instructor in a timely manner.
4. If you have any questions, do not hesitate to contact Disability Support Services at 334-556-2294.

## **Sign Language Interpreter Policy**

### **The Goal of Disability Support Services in Interpreting Services**

The goal of Disability Support Services in the area of interpreting services is to facilitate the process of providing high quality interpreting services to deaf, hard-of-hearing, and hearing clients. Disability Support Services will serve in a mediator capacity to ensure that appropriate accommodations are provided to deaf and hard-of-hearing (D/HH) students as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

### **Role of the Interpreter**

An interpreter is a professional communication facilitator between D/HH individuals and hearing individuals. The purpose of an interpreter is to provide a meaningful communication exchange equal to that of a hearing individual. The interpreter uses a specific sign language to communicate the spoken word to D/HH clients. Interpreters will use their voice to communicate sign language to hearing clients. Some D/HH individuals, however, prefer to voice for themselves. The interpreter is ultimately responsible for ensuring that the environment is appropriate and conducive for interpreting.

The interpreter is not a tutor, instructor, note-taker, or counselor and should not engage in these roles.

### **Requesting an Interpreter**

It is critical that D/HH students notify Disability Support Services of their communication needs and preferences as early as possible to ensure appropriate accommodations. Requests for interpreter services must be submitted 6 weeks prior to the beginning of the term. Disability Support Services will require a copy of the student's schedule and a completed Interpreter Request Form. Forms are available at Disability Support Services or via e-mail.

Students should inform Disability Support Services when any changes are made in the class schedule (Adding or dropping a class, room change, day/time change). This will allow Disability Support Services to coordinate interpreters appropriately.

Students who experience problems with interpreting services should attempt to address their concerns with the Interpreter and/or instructor. If no resolution can be reached, the student should contact the Disability Support Services Office as soon as possible.

## Priority Registration Policy

Priority registration is available to all students who have registered and remain on active status with Disability Support Services. Priority registration dates are published each term in the class schedule. Disability Support Services cannot approve priority registration outside of the assigned priority registration period.

Steps are as follows:

1. Consult with your academic advisor for course scheduling.
2. Bring your registration form to Disability Support Services to receive priority registration approval.
3. Take your completed schedule to the data entry point at the approved location.

## Notetaker Announcement

Notetakers are provided to students who have a visible need for notetaker services or have documentation that substantiates a need for notetaker services. Course instructors will identify notetakers for eligible students.

Instructors will announce the need for a notetaker and try to identify someone who is suitable. The instructor will introduce the notetaker and student after the class is over in his or her office. **The disabled student should not be identified in the class, as confidentiality is essential.** The eligible student is responsible for obtaining NCR notebooks from Disability Support Services and providing them to the notetaker.

## Reader Services Policy

Readers are offered to students who are eligible for reader services. Four weeks' prior notice is required for reader services. Typically, readers are secured for texts that are unavailable through Recording for the Blind & Dyslexic (RFB&D) or are too difficult to scan. Reader services for exams are seldom used because students are able to access exam materials via assistive technology.

Eligible students should notify Disability Support Services at least four weeks in advance if reader services are needed. Students should not acquire reader services on their own without prior approval from Disability Support Services. Disability Support Services is not responsible for compensating unapproved readers.

## **Role of a Reader**

The purpose of a reader is to provide access to print materials. Readers are not available to offer interpretations or explanations for documents read. Students should consult their instructor for clarifications.

## **Exam Proctoring Policy**

### **Role of Exam Proctoring at Disability Support Services**

- Disability Support Services is NOT a testing center. The purpose of Disability Support Services is to ensure reasonable academic accommodations as requested for registered students with disabilities.
- Disability Support Services proctors exams for students who need to use assistive technology to access and respond to test content. Disability Support Services will proctor exams for instructors who do not have the time or resources to conduct proctoring.
- Students who do not need assistive technology are required to attempt working out exam accommodation requests with their instructor. If an agreement is not achieved, Disability Support Services will then proctor the exam.

### **Rules of Exam Proctoring for Students**

- Students who take examinations at Disability Support Services are required to submit a Test Proctoring Form before exams will be proctored. It is imperative that the Test Proctoring Form be complete.
- Disability Support Services is NOT responsible for ensuring that student exams are delivered to the office. It is the student's responsibility to ensure delivery of exams to Disability Support Services.
- Disability Support Services cannot grant extensions for exam completion beyond requested accommodations. Students should consult with their instructor regarding extensions.

- Instructors have a right to establish exam parameters, such as the day and time students are to take exams. Disability Support Services will only ask for adjustments when a scheduled exam interferes with Disability Support Services operations.
- Students will not be allowed to leave the testing area for any reason once an exam has begun unless such student is eligible for an accommodation that allows for movement or restroom breaks.
- Students are not allowed to take books, book bags, notes, or any class-related material into a testing area unless the student has expressed written permission from the instructor as indicated on the Test Proctoring Form.
- Students are not allowed to consult with tutors or office personnel about exam questions. To do so constitutes academic misconduct unless a student has expressed written permission from the instructor as indicated on the Test Proctoring Form.
- Students will be served on a first-come-first-served basis unless prior scheduling has been arranged.
- Students who are eligible for a reduced-distraction test environment will be given an opportunity to test by themselves if space is available. In some situations more than one student will be taking exams during test time. Please remember that a reduced-distraction test environment is not defined as “private test room.” Reduced distraction means fewer disruptions. No environment is 100% free of distractions.

## **Animals on Campus**

### **Guide Dogs**

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted on the college campus and in its facilities. A service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair, or fetching dropped items. Therapy or companion animals are not service animals and are not covered under the ADA. To be permitted on campus, a guide dog must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag, or other gear that readily identifies its working status. Guide dogs whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

## **Review of Personal Records Policy**

1. According to federal law as outlined by the Family Education and Privacy Act (FERPA), students have a right to review academic records.
2. Students that desire to see their file should make a request to Disability Support Services.
3. A request to review a file will be honored within 45 days, the period specified by FERPA. Typically, the Disability Support Services staff will be able to schedule a review session within 10 days.
4. An appropriate Disability Support Services staff member will be present when a student reviews his or her file. Any questions regarding disability documentation will be answered to the best of the staff member's ability. Students are encouraged to contact the author of their disability documentation to discuss questions, comments, or concerns.
5. Students are not allowed to photocopy the contents of their file, however, students are allowed to make notations.

## **Release of Information Policy**

Disability Support Services will release no written or verbal information about a registered student without expressed written consent of the student. Students are not required to sign a release of information to access reasonable accommodation requests.