

CENTRAL TEXAS COLLEGE

Education For The Individual



Disability Support Services Student Handbook

Dedicated to assisting students achieve a higher education

Please Note

The Disability Support Services (DSS) Office is a part of the Student Support Services Team at Central Texas College. While we strive to make this handbook as comprehensive and informative as possible, the information contained herein may not always be up to date as Federal and State legislation changes and as internal CTC policies, rules, and procedure are modified. Therefore, please note that any information and/or procedures, which appear in this manual, are subject to change without notice. This Student Manual is meant as a guide and does not in any way substitute any of the official policies, rules, and regulations or legal obligations in place at any time at Central Texas College.

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Disability Support Services (DSS) Mission

Dear Student at Central Texas College (CTC),

Students with disabilities seek educational programs at this institution as a result of our commitment to:

- Make all programs and activities accessible to all students
- Provide a first rate education
- Provide quality service
- Open door admission and affordable tuition fees
- Help break down potential barriers to make your educational experience more positive and fulfilling.

At Central Texas College, the Disability Support Services (DSS) provides accommodations and assistance to our students who have a disability such as:

Orthopedic Conditions
Visual Loss/Blindness
Hearing Loss/Deafness
Speech Impairment
Chronic Illness
Attention Deficit/Hyperactivity Disorder
Reading Disorder
Mathematical Disorder
Writing Expression Disorder
Information Processing Disorder Traumatic Brain Injuries
Psychological/Psychiatric/ Emotional Disorders

The goal of DSS at Central Texas College is to provide reasonable accommodations and services to students with disabilities while maintaining compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA) in order to ensure that no qualified individual with a disability is:

- Excluded from participation in or denied the benefits of services, programs, or activities at this institution.
- Subjected to discrimination by the college or its personnel

We are a place where students with disabilities can register and receive reasonable accommodations based on ADA and Section 504.

To accomplish our mission, the DSS at CTC will always strive to:

- Provide high quality and professional services for qualified individuals in an ethical manner and in the least restrictive environment possible.
- Advocate for you, the student, and implement the removal of attitudinal and physical barriers to assure full campus-wide accessibility.

- Coordinate services with faculty and staff, as well as the institution at large.

CTC in compliance with guidelines set forth by the US Department of Education and OCR, pursuant to ADA and Section 504 does not provide personal assistance, escort services or personal attendants to any student enrolled at CTC. If requested, DSS will assist in the referral process to community agencies that may assist with providing personal attendants for students when attending classes.

Welcome Students!

The Disability Support Services Team (DSS) extends to you a hearty welcome to Central Texas College. We are ready to be of assistance in making your educational experience at CTC a positive and fulfilling one. This handbook is designed to introduce you to Disability Support Services (DSS), which is a part of the Student Support Services Team at CTC. The purpose of this handbook is to guide and provide you with answers that may help you obtain the necessary and appropriate services while enrolled at CTC. Some of the services that you may be eligible to receive at this institution are listed below:

1. Testing Services

- Separate test area if needed
- Extended time
- Computer-aided assistance (Reading machine)
- Audio taped test

NOTE: Requests for accommodations need to be submitted at the beginning of each semester before classes begin. For other testing: THEA, ASSET, NET, TABE, etc., the request for accommodations needs to be submitted with sufficient notice so that the appropriate arrangements can be made. Please contact the DSS office for further information.

2. Alternate format for printed material

- Enlarged text
- Alternative test answer sheet

3. Note taker/Scribe/Reader

4. Sign Language Interpreter Services

5. Registration assistance (priority registration)

Auxiliary Aids and Assistive Devices Available

- Language masters (spell checkers)
- Tape recorders
- Calculators and Speaking Calculators
- Voice typing programs
- Telecommunication Device for the Deaf (TDD)

Please note that auxiliary aids and assistive devices are constantly being upgraded and new equipment purchased as technology changes, new needs arise, and as funding is available. (All assistive devices are for temporary loan only. Students are financially liable for damaged or lost equipment once they sign the equipment out.)

In high school, I received services...

In high school you received services under the IDEA (Individuals with Disabilities Education Act) guidelines, which differs greatly from ADA (Americans with Disabilities Act), and Section 504 of the Rehabilitation Act of 1973. These differences are often not communicated to high school students and their parents, which may be a source of confusion, leading to a request for services for which they may not qualify at a postsecondary institution. For example, in high school a student classified as learning disabled in a specific area (i.e., reading comprehension), may also receive accommodations in another area (i.e., math). In college, a student is only eligible to receive accommodations that are directly associated with the specific identified disability. In other words, accommodations listed in individual education plans (**ARD/IEPs**) developed at a high school **are not binding** at a college or university. For more information or clarification, please contact the DSS office.

How do I obtain services?

Services are made available to students with documented disabilities. These are provided using the following guidelines.

- A. The DSS office determines the appropriate accommodation on an individual and case-by-case basis after the proper disability documentation from a qualified licensed professional has been verified and the student has completed an in-take form at the office of Disability Support Services. Accepted qualified licensed professionals include but are not limited to: physicians (ophthalmologist and optometrist, otolaryngology's (ear, nose, and throat) and audiologists, neurologists, orthopedic surgeon, etc) or psychiatric professionals, including psychiatrists, psychologist (including school psychologist or other professionals licensed to render a diagnosis).
- B. Academic accommodations are determined by an analysis of the following factors:
 - Valid documentation of disability signed and dated by qualified licensed evaluator (see above).
 - Legal procedures established by Section 504 of the Rehabilitation Act and ADA.
 - Essential functions of course requirements and individual classroom situations.
 - Individual needs and reasonable requests of the student.
- C. As a student at CTC, you are responsible to:
 - Attend class on a regular basis.
 - Complete assigned course work on a timely and regular basis.
 - Take tests as scheduled unless otherwise coordinated with the instructor and/or DSS.
 - Participate in class activities.
 - Provide instructors advance notice or request for accommodations.
 - Contact the DSS office and meet with a DSS Counselor at the start of each semester to receive student accommodation memorandums to present to instructors.
 - Abide by CTC and DSS policies and procedures at all times.

Neither the accommodation nor the disability removes the above responsibilities from you. The intent of accommodations is to diminish the impact of a disability on your learning and to allow you the opportunity to complete all course and degree requirements.

Accommodations do not reduce or eliminate course standards and/or degree requirements. You are graded according to your class performance.

NOTE: When you are receiving services from the Disability Support Services office, your academic progress is subject to review by your DSS Counselor and Service Coordinator.

Questions about rules and regulations, as well as your responsibilities as a student should be directed to your DSS Counselor.

DOCUMENTATION GUIDELINES FOR SERVICES **LEARNING DISABILITY**

The Disability Support Services office at Central Texas College adheres to the recommended guidelines as set forth by the association on Higher Education and Disability (AHEAD). The primary intent of the guidelines that follow is to provide direction as to what constitutes the proper components of the documentation that is necessary in order to validate a disability and the need for accommodation. The information and documentation that establishes a disability should be comprehensive in order to make it possible for a student to be served in a postsecondary (college) setting. The provision of reasonable accommodations is based upon the assessment of the current impact of the disability on a student's academic functioning. (For further information, please refer to the AHEAD website at WWW.AHEAD.ORG).

Under the Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus, the documentation you provide should indicate that the disability substantially limits some major life activity.

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations will be qualified and licensed to do so.

Comprehensive training and direct experience in the area of diagnosis and treatment with the adolescent and adult population as it pertains to the presenting disability is essential.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state/province in which the individual practices will be clearly stated in the documentation.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, documentation shall be **no more than five years old**. It is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

All reports will be on letterhead, typed, dated, signed and otherwise legible.

III. Substantiation of the Disability

Documentation should validate the need for services based on the individual's current level of functioning in an educational setting.

A school plan, such as an individualized education program (ARD/ IEP) or a 504 plan may be **insufficient documentation**, but can be included as part of a more comprehensive assessment battery.

The comprehensive assessment battery and the **resulting diagnostic report** should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

1. The evaluation report will include a summary of a comprehensive diagnostic interview.
2. Relevant information regarding the student's academic and developmental history, as well as adaptation and learning processes in elementary, secondary and postsecondary education should be reported.
3. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history, including primary language of the home and the student's current level of English fluency (if family of origin is monolingual or bilingual); and a discussion of dual diagnosis where indicated.

B. Assessment

1. The neuropsychological, psychological, or psycho-educational evaluation for the diagnosis of any specific learning disability must provide clear and specific evidence that a learning disability does or does not exist.
2. Assessment, and any resulting diagnosis, will consist of and be based on a comprehensive assessment battery and must not rely on any one instrument, test or sub-test.
3. Evidence of a substantial limitation to learning or other major life activity must be provided.
4. A complete standardized intellectual assessment (IQ test) with all sub-tests and standard scores reported along with a comprehensive academic achievement battery with all sub-tests and standard scores reported for those sub-tests must be included. The battery will include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, processing speed, and oral and written language.
5. Specific areas of information processing (e.g. short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) will be included in the assessment battery.
6. Informal observations of the student during the test administration may be included as well as other nonstandard measures that may help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders.

C. Specific Diagnosis

1. The diagnostician will use clear and direct language in the diagnosis and documentation.
2. When a learning disability does not exist, the evaluator must state that conclusion in the report. Individual "learning styles", "learning differences", "academic problem" and "test difficulty or anxiety", in and of themselves do not constitute a learning disability.

D. Test Scores

1. Standard scores and percentiles (when appropriate) will be provided for all normative measures along with grade equivalents (when appropriate) but not separately.
2. Results will reflect a substantial limitation to learning for which the student is requesting the accommodation.
3. The profile of the student's strengths and weaknesses will be shown to relate to the functional limitations that may necessitate accommodation.
4. Tests must be reliable, valid and standardized for use with adolescents/adults across diverse populations. The test findings and conclusion should document both the nature and severity of the learning disability.

E. Clinical Summary

1. An indication of a substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested will be stated.
2. The summary will indicate how the patterns of the student's cognitive ability, information processing reflect the presence of a learning disability.
3. The evaluation will have ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems (unless an ADHA diagnosis is rendered) and cultural/language differences.
4. The evaluator will provide a rationale for why specific accommodations are needed and how the effects of the specific disability are accommodated.

IV. Recommendations for Accommodations

The final determination for providing appropriate and reasonable accommodations will rest with the institution and its assigned agent; that is the learning disability counselor.

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. A prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should **include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended and how this will address the students' needs.**

All recommendations made by an evaluator must be supported with specific test results or clinical observations, if appropriate.

Instances where a request for accommodations is denied, a copy of the grievance appeal procedure will be given.

DOCUMENTATION OF SENSORY IMPAIRMENT

Documentation of a physical impairment by a medical professional involved in the diagnosis is required. The documentation serves as the guideline for accommodations being requested by the student. The licensed medical professional must be one that within medical standards and practices diagnoses the condition.

- Vision Loss/blind individuals are diagnosed by an Ophthalmologists and/or Optometrists.
- Hearing Loss/deaf individuals are diagnosed by Physicians (I.e. Otolaryngology's) and Audiologists.
- Mobility Impaired individuals are diagnosed by Physicians, Physical Therapist, Neurologist, and other licensed medical specialists.

I. Documentation Guidelines:

The following guidelines are given to assist the student and service provider to certify the request for accommodations that are appropriate and reasonable for the disability.

1. A clear statement of the medical diagnosis must include the following, if applicable: acuity of vision, current audiogram, or statement of systemic illness.
2. Documentation should be current, preferably dated within the past 3 years (but no later than 5 years). The date of documentation may vary depending on the type of disability and accommodations being requested.

3. A summary of assessment procedures and/or evaluation criteria used to make the diagnosis, including results.
4. A description of present symptoms if necessary to determine appropriate and reasonable accommodations.
5. Medical information relating to the student's needs which may impact the educational process.
6. A statement of how the disability significantly impacts a major life activity or "functional limitations" as described by the American with Disabilities Act of 1990.

GUIDELINES FOR PSYCHOLOGICAL/EMOTIONAL DISORDERS

The following guidelines are provided to assist the mental health professional in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The supportive documentation must address the student's propensity for self-harm or harm to others.

A diagnosis by a qualified licensed mental health professional including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrists and neurologists is required and must include the licensee number. The diagnostician must be an impartial individual who is not a family member of the student, or related to the student in any fashion.

Documentation Guidelines

A clear statement of the disability, including a complete DSM-IV diagnosis, a summary of present symptoms, and history of medication (and medication compliance, if medication is needed) must be provided.

Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning. **DSS may request updated assessment and documentation if student present concerns for safety and well-being of self and others.**

A summary of assessment procedures and evaluation instruments (psychological evaluation) used to make the diagnosis, (including evaluation results and standardized scores) treatment history, history of hospitalizations, enrollment and termination dates, and last date of contact with the provider. Please include any history or suicidal/homicidal ideation and impulse control issues.

Psychiatric medical information pertaining to the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment. Please include information of any prescribed medication, dosages, frequency, side effects, and compliance.

A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Recommendations for accommodations and rationale for the implementation of accommodations must be included.

Credentials, including the license or certification and area of specialization of the diagnosing professional.

Please note that further assessment by an appropriate licensed professional may be required (at the student's expense) if co-existing learning disabilities or other disabling conditions are indicated.

DOCUMENTATION GUIDELINES FOR ADHD

The following guidelines are provided to assist the professional provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations.

Attention deficit/Hyperactivity Disorder is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. Recommended practitioners may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologist, family physicians or a combination of such professionals. The diagnostician must be impartial and not a family member of the student.

I. Documentation Guidelines

A clear statement of Attention Deficit Hyperactivity Disorder (ADHD) with the DSM-IV diagnosis indicating either ADD or HD type and description of supporting past and present symptoms.

Documentation for eligibility must be current, preferably within the last 3 years (will accept up to 5 years). A narrative summary, including all scores, which supports the diagnosis, must be provided.

A summary of assessment procedures and evaluation instruments used to make the diagnosis. Please explain nature of the test, (e.g. checklist, clinical interview, behavioral rating scales, BASC, etc...)

A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning environment for which accommodations are being requested.

Medical information relating to the student's need, including the impact of medication on the student's ability to meet the demands of the postsecondary environment must be provided.

Further assessment by an appropriate professional may be required (at the student's expense) if co-existing learning disabilities or other disabling conditions are indicated. The final determination for providing appropriate and reasonable accommodations will rest with the institution and its assigned agent.

Confidentiality

In accordance with the Family Educational Rights and Privacy Act (FERPA), all information pertaining to a student's education record will remain confidential, unless the requested information falls within the FERPA guidelines.

All clinical information pertaining to a student's diagnosis of a medical, psychiatric, psychological, or emotional disorder and treatment shall be kept in a separate file and locked room under strict confidence in accordance with the American Psychological Association ethical guidelines, unless the student presents as a danger to him/herself or to others.

Duty to Report and Limitations of Confidentiality

CTC/DSS will observe the strictest confidentiality of a student's disability. However, CTC/DSS and its staff maintains the right to report information to CTC departmental staff, faculty, Law Enforcement and emergency contacts/family members if student threatens harm to self and/or others, or the planning of the commission of a crime (see *Tarasoff v Regents of the University of California*).

Final determination for providing appropriate and reasonable accommodations will rest with the institution and its assigned agent. Central Texas College and the Disability Support Services reserve the right to deny services to any individual who presents a danger to themselves or to others, or who make its intentions known to harm others and will take the necessary preventive and legal actions to avoid any mishaps.

Optional Referral List

The following professionals within the surrounding area have submitted the appropriate documentation to Central Texas College in the past. It is your responsibility to obtain the appropriate documentation to receive services. The price range varies for each office; you should inquire about fees when contacting the professional. This list of professionals is being provided to you as a courtesy. **We do not** endorse or recommend in any way any one

particular office or person.

Richard Connell, PhD
207 East 2nd Street
Lampasas, TX 76550
(512) 556-0249

Michael E. Campbell, PhD
Dianne Campbell, LMSW-ACP, BCD
The Atrium Professional Building
775 Indian Trail Suite 200
Harker Heights, TX 76548
(254) 698-7270

William W. Cofield, Jr, Psy
Counseling and Testing Center
4520 E Central Texas Expwy
Killeen, TX 76540
(254) 699-7222

Timothy J. Daheim, PhD
616 N. Main Box 204
Temple, TX 76503
(254) 773-9984

Darnell Medical
Department of Psychology
36000 Darnall Loop
Fort Hood, TX 76544
(254) 285-6300

John V. Elwood, PhD
1717 SW H.K. Dodgen Loop Ste 110
Temple, TX 76502
(254) 778-5592

Wilson Manning, PhD
PO Box 416
Temple, TX 76503
(254) 774-8806

Counseling and Testing Center
4520 E Central Texas Expwy
Killeen, TX 76540
(254) 699-7222

Rebecca Marsh, PsyD
1711 E Central Texas Expwy
Killeen, TX 76540
(254) 526-4642

Mary Ann Schaffer, PhD
Schaffer & Associates Counseling Services
PO Box 416
Temple, TX 76503
(254) 774-8806

1805 Florence Rd Ste 10
Killeen, TX 76541
(254) 526-4673

Scott and White Clinic
See your personal care physician

IMPLEMENTATION OF SERVICES

Student Accommodation Memorandum

1. In order to receive accommodations, you must obtain a student accommodation memo from the DSS office. This process is as follows:
 - Meet with your DSS Counselor at the beginning of each semester to determine what accommodations you are eligible to receive upon your request.
 - Your DSS Counselor will prepare a student accommodation memo for you. Accommodations provided by the instructors will be stated in the memo.
 - You are responsible to pick up the memo from the DSS office.
2. It is your right to choose whether to disclose to the instructor that you have a qualified disability, which makes you eligible for accommodations. However, you are required to give the memo to your instructor if any accommodations you wish to receive require action on the part of the instructor. If you decide not to give the letter to your instructor, the instructor has no obligation to provide any accommodation services to you.
3. Accommodations requested by students, which are not documented in the student accommodations memo, will not be provided without approval from the DSS office. The student accommodation memo must be written each semester. If you do not have a current student accommodation memo from the DSS office, you will not be provided any accommodations until you meet with the DSS Counselor.
4. Meet with your DSS Counselor if problems arise regarding the provisions of your accommodations.

After you have been approved for services requiring a specific in-house service provider (i.e., note taker, interpreter, reader, etc.), you must meet with the DSS Counselor or DSS Assistant for final coordination. The DSS Counselors and DSS Assistants are located in Bldg 111 Room 201-207. They are responsible for arranging in-house service providers, coordinating services with students, and tracking student and in-house service provider performance.

High School Students Entering Dual Enrollment Courses

Any student from the local high schools is eligible to take dual enrollment course. The student must have the counselor submit the student's last Full and Individual Evaluation from the ARD committee meetings. The Evaluation must be within the documentation guidelines required by Central Texas College. Please refer to the appropriate disability section for the written guideline policy. The disability counselor will review the documentation for the appropriate accommodations based upon the ADA law. If you have any questions, please contact the disability office at the main campus.

Testing Accommodations

Accommodative testing is available only to those students who have received authorization from the DSS office. Authorization is given when the DSS Counselor indicates the student's eligibility in the student accommodation memo.

A. Student Responsibilities

1. You are responsible to provide your instructor with the student accommodation memo at the beginning of each semester or as soon as the accommodation is established. The memo will state which testing accommodations you need.
2. If the DSS office is to be used, you are responsible to contact the DSS office (524-1195/1450) as soon as you are notified of test dates so that the times and dates can be coordinated with the secretary. You are required to attend the testing appointment, unless you contact the DSS office of the cancellation. If you are considered to be

3. For other special testing accommodations (THEA, ASSET, NET, TABE), you need to contact the DSS office at least one work—week before the test date.

B. Testing Options

1. The instructor will have the test delivered to the DSS office or other designated test area arranged by the DSS office.
2. The instructor will include any necessary written instructions for proctoring the test, (i.e. use of dictionary, calculator, blue book, textbook, notes, etc.).
3. Instructor Administration—The instructor may administer the test or may appoint a designee to administer the test under accommodative criteria stated in the student accommodation memo.
4. Classroom Testing—The test may be administered in the classroom as long as the accommodative criteria stated in the student’s accommodation memo is met.

Text on Tape

Text on tape may be provided on a case-by-case basis based on need and documented disability. This is usually done through an assigned reader who may also audiotape text if requested by the student. In order to obtain text on tape, a student must:

1. Each semester, before early registration begins, the student should prepare a list of preferred classes for the next semester. Make sure that all classes selected are part of the degree plan. The student must obtain the necessary textbooks.
2. The student must contact the DSS office as early as possible prior to the start of the semester and provide the above information. Waiting until the semester has begun could result in your not having the textbook because of insufficient time to record it.

Registration

- A. Schedule an appointment to meet with the DSS Counselor before each semester to determine what services/accommodations you may need and to ensure that your accommodations agreement is complete.
- B. Meet with your DSS Counselor at least (5) working days before registration begins to discuss your desired schedule.
- C. Register for classes as early as possible. If you wait until the last day of registration, the classes that you want to take may not be available nor the time that you wish to take them. Register the first day of registration . Students with disabilities may register on the very first day of registration without regard to the numerical sequence established on the scheduled bulletin.
- D. If you are a client of an outside agency such as Department of Assistive and Services (DARS), Texas Commission for the Blind (TCB), Texas Commission for the Deaf (TCD), JTPA or VA, contact your counselor to obtain authorization for paid services. Your DSS Counselor will advise you of the services needing authorization.

Tutoring

You may request tutoring for any academic, vocational, technical, or developmental class that you take while at CTC. The tutoring services are provided free of charge to CTC students. Tutoring services are provided through the

office of Project Pass (526-1580). You may be required to submit a degree plan and class schedule when requesting services. You should request a tutor as soon as possible or as soon as you recognize the need for one to ensure that you will be successful in your class. Please note that tutors' availability at most convenient times fill up rather quickly. Study skills assistance is also provided.

Attendance Policies

As a CTC student, you must attend all class sessions. Please know that absences exceeding the minimum number allowed can cause you to be dropped from class or receive an unsatisfactory (F) grade. It is your responsibility to follow the student code of conduct for Central Texas College and follow the appropriate procedures for dropping classes. If an emergency arises, the DSS must be notified as soon as possible.

Your instructors will also need to be notified immediately, or as soon as possible, if you will be out of class due to health reasons.

Progress Reports

In order to ensure your academic progress and that you are maximizing your potential, your instructors will be asked to provide the DSS office with a brief report detailing your class attendance, completed assigned work, participation in class and overall progress. Please make sure that notify your instructor of any circumstance that effects your disability in a timely manner. If you fail to follow through with your responsibilities as a student, your instructor may choose to submit a progress report to your DSS Counselor, and may chose to make recommendations as to how to serve you best. If that happens, you will be asked to meet with your DSS Counselor to evaluate your use of accommodative services to ensure that all of your needs are being met.

In-house Service Providers

In-House Service Provider Responsibilities:

1. In-house Service Providers are your not takers, readers/scribes, interpreters, etc. The in-house Service Providers are asked to wear name tags at all times during their scheduled assignments with you so that you can easily identify them.
2. Service providers will wait for you outside or inside of the classroom for 15 minutes. If you do not show up within the waiting period, the service provider will report your absence as a no-show. For classes after 5:00 p.m. the absence will be reported the morning of the next day.
3. All of the DSS In-House Service Providers are required to be courteous, professional, and to follow a strict code of ethical conduct at all times. This requires that: A. Information acquired during a work assignment be kept STRICTLY confidential. Please note: any personal information that you may choose to reveal to any In-House Service Provider outside of the normal professional parameters or outside of an assignment is not recommended. B. The service provider maintains a professional role in the classroom by not participating in the class in any way except to ask for clarification of information for a service related assignment.
4. Service providers' absences will be arranged/coordinated through the DSS office. If an In-House Service Provider calls in ill, or will be absent, the DSS will make a reasonable attempt to inform you of this. However, this may not always prove successful. You should always be able to identify an In-House Service Provider through their Name Tag or by asking the appropriate questions relevant to their assigned work with you.

Peer Note Takers

A peer note taker is a volunteer student who is enrolled in the same class with you, the student.

If you chose to work with a Peer Note Taker, please know that you are responsible to:

1. If you chose to select your own peer note taker, please make sure that you notify the DSS office. If you have

2. You may come to the DSS office and formally request a Note Taker assigned through the DSS Assistant or the Counselor. Please know that if the semester has begun, the longer you wait to request a DSS Note-Taker, the tougher it may be to find one for you.
3. As a courtesy to you, if you are happy with the service your peer note taker is providing, and the peer not taker also wishes to take notes for other students on a regular basis, then she or he may contact the DSS office for additional information for possible employment as a Note Taker. The Peer note taker must contact the DSS office before submitting an application through Personnel Employment Services.
4. Secure a back-up peer note taker in the event your peer note taker is absent or needs to leave early.

Professional Note Takers

1. The Note Taker's role in the classroom is to take notes for assigned students only.
2. You (the student) are responsible to:
 - Direct questions to the instructor or classmates and save questions for the note taker for slow times in the lecture.
 - Meet with the note taker periodically to review notes and see if any changes in note taking methods are needed.
 - Inform the note taker if he or she is needed to take notes for any films, video or group discussions during the class period. Any assignment requiring a note taker outside the normal class period must be coordinated through the DSS office.

Sign Language Interpreters

1. The interpreter is in the classroom to interpret or transliterate, according to your preference and the demand of the situation. He or she is responsible to interpret all of the information spoken and/or signed by you, the instructor, classmates, and other hearing-impaired individuals.
2. You are responsible to:
 - a) Inform your interpreter your preferred mode of sign language communication: ASL (American Sign Language) or ESL (English Sign Language).
 - b) Refer all questions to the instructor and/or other students to obtain information. Please do not engage the interpreter in questions that are not specifically related to the class or the specific topic being covered, involve the interpreter in any discussions, or converse with the interpreter in any way during a class except to ask for clarification. Remember: The interpreter is responsible to interpret everything you sign in the classroom.

Student Responsibilities for Utilizing In-House Service Providers

1. You are responsible for all concepts and materials presented in class lectures and texts. Do not depend on you In-House-Service Provider only. He or she may miss something from time to time.
2. Explain to instructors and, when necessary, to others the role and responsibility of your In-House Service Provider.
3. Sit in the front of the classroom if you are utilizing an interpreter or note taker. Choose a seat that offers a clear,

4. Refer all questions to the instructor and/or other students to obtain information. Please, do not ask your In-House Service Provider any questions involve them in discussions, or converse with them in any way during a class except to ask for clarification.
5. If you have concerns about the In-House Service Provider, please discuss these with the DSS Counselor or the DSS Assistant as soon as possible. You should not go to other service providers or friends to help address your concerns or any problems that you may have will remain unresolved and will likely become worse. Problems are best resolved through the DSS Counselor's office as soon as they arise.
6. You are responsible to inform the DSS office if the In-House Service Provider arrives late or misses any assignment. After a service provider no-shows or arrives late, call or go to the DSS office and report it as soon as you can.
7. Please remember that all interaction with In-House Service Provider should be done both with curtesy and consideration. Discourteous behavior could justify terminating the services.

Additional Requests

If you need services for a school event and/or school activity, the DSS office must be notified at least one week in advance. You will be required to pay for services that have been contracted by you without prior approval from the DSS office. Please note that there will be no exceptions to this.

Grievance Procedures

Central Texas College does not discriminate on the basis of disability in the admissions or access to, or treatment or employment in, its programs or activities.

Any student with a disability pursuing a program or degree at this institution, who feels that this office or any office on campus has discriminated on the basis of her/his disability, may submit a complaint in writing to the Central Texas College ADA Coordinator Officer for Title II. The Officer is in charge of investigating all written complaints or allegations of discriminatory treatment and making recommendations for corrective action to the appropriate official.

Central Texas College ADA Coordinators

Title I	Mrs. Holly Jordan	526-1128
Title II	Mrs. Mary-Henderson-White	526-1291
Title III	Mr. Jim O'Brien	526-1365

Students may also file a complaint of discriminatory treatment in the provision of educational programs and services with the Department of Education, Office of Civil Rights. Students are encouraged to contact the Director of Student Life Office, located in the Student Center Building 106, Room 100, (526-1258), to report any perceived allegations of prohibited discriminatory treatment. Students may also contact the office of disability Support Services, located in Building 111, Rooms 201/207, 526-1339/1863.

Students are encouraged to follow the procedures listed below when registering a grievance:

- a) Complaint should be filed in writing to the Disability Support Service Office. The complaint should include the name and address of the person filing it and briefly describe the alleged violation of the regulations.
- b) If the DSS office does not resolve the alleged violation, the complaint should be forwarded to the Director of Student Support Services for remedy and/or investigation
- c) A member of the Advisory Committee, as may be appropriate, will conduct an investigation.
- d) A written determination as to the validity of the complaint and a description of the Resolution, if any, will be issued by the Associate Dean of Guidance and Counseling or the Director of Student Support Services and a copy forwarded to the Complainant no later than 30 days after its filing.
- e) DSS office will maintain the files and records for this institution on matters pertaining to the complaints filed.
- f) The complainant may request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. The request for reconsideration should be made within 5 days to the Dean of Central Campus.
- g) The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency.
- h) These procedures will be construed to protect the substantive rights of interested persons, due process standards, and assure that this institution complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Legal Rights for Students with Disabilities

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are two significant pieces of legislation that guarantee the civil rights of individuals with disabilities. The Rehabilitation Act established the groundwork for protecting the rights of post-secondary students in the educational setting. In Section 504 of the Act, it States:

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

This means that college and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or provision of services for students with disabilities. Students with documented disabilities may request accommodations and/or auxiliary aids, which will enable them to participate in and benefit from post-secondary educational programs and activities. To the greatest extent possible, post-secondary institutions must make necessary changes to ensure that academic and other programs are accessible to students with disabilities. (Section 504: The Law and its Impact on Post-Secondary Education.)

The Americans with Disabilities Act of 1990 (ADA) extends civil rights protection for people with disabilities to services and activities in the private sector. It also upholds, clarifies, and extends the standards for compliance set forth in Section 504 in areas of a) employment and promotion practices, b) transportation, c) public accommodations, d) services provided by state and local government, and e) telecommunications. The ADA affects post-secondary education by refocusing attention on disability access to the institution's facilities and programs, as well as on employment and promotions issues.

The goal of the ADA is to remove the barriers that deny individuals with disabilities an equal opportunity to share in and contribute in American life. Don't feel shy about asking for compliance or speaking out if you have been refused access to any program or activity because of your disability.

We encourage you to be informed about your rights and responsibilities. For updates and/or changes to this handbook, visit the Disability Support Services office at Bldg 111, Rooms 207/209

If you are a student with a Disability, you are encouraged to visit the Disability Support Services office in Bldg. 111, Rooms 207/209 for more information and/or accommodations.

I, _____, hereby sign that I have received a copy of the Central Texas College, Disability Support Services Student Handbook.

I understand that I may request services from my disability counselor by the procedures outlined here within.

I received this handbook on this date: _____.

CENTRAL TEXAS COLLEGE

MAILING ADDRESS

P.O. Box 1800

Killeen, TX 76540-1800

LOCATION

6200 West Central Texas Expressway

Killeen, TX 76542

DISABILITY SUPPORT SERVICES

1-800-792-3348

254- 526-1822 or ext. 1450

254-526-1863 or ext. 1195

TDD 254-526-1378

Amanda.Rolfe@ctcd.edu

OR

Cindy.Guzman@ctcd.edu

Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, religion, national origin, gender, disability, age, or veteran status.