

Central Texas College



Disabilities Support Services

Student Manual

Revised October 2011

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TITLE PAGE

GENERAL INFORMATION

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Disability Support Services
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Killeen, Texas 76540-1800

800-792-3348 ext. 1195
(254) 526-1195

Fax# (254) 526-1700

The Disability Support Services (DSS) Office is a part of the Student Support Services Department at Central Texas College. While we strive to include the most up-to-date information in this publication, please know that this may not always be possible as Federal and State legislation changes, court decisions are rendered, and as internal CTC policies, rules and procedures are modified. Please contact the Disability Support Services Office to learn of any changes or if you have any questions at 800-792-3348 ext. 1195 or (254) 526-1195.

STUDENTS' LEGAL RIGHTS

The Rehabilitation Act of 1973 and the Americans with Disabilities Act Amended Act of 2008 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 colleges and universities receiving federal financial assistance (which most do) 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 from the Disability Support Services Office, which will enable them to participate in and benefit from post-secondary educational programs and activities. To the greatest extent possible, and within reason, 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 Amended Act of 2008 (ADAAA) 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 ADAAA affects post-secondary education by refocusing attention on disability access to the institution's facilities and programs, as well as on employment and promotion issues.

The goal of the ADAAA 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 reasonable access to any program or activity because of your disability.

We encourage students and faculty to be informed about their rights and responsibilities. For updates and/or changes to this handbook, visit the Disability Support Services (DSS) office in Building 111, Room 207.

Students with a Disability, are encouraged to visit the Disability Support Services office for more information and/or to request accommodations for classes.

STATEMENT OF PURPOSE

Many of the students at Central Texas College (CTC) have an identified disability. Students with disabilities seek educational programs at this institution as a result of our commitment to:

Provide all students with a first rate education
Provide quality services
Open door admission and affordable tuition fees
Make all Programs and Activities reasonably accessible to all students
Help break down potential barriers to the educational experience.

At Central Texas College, the goal of DSS 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 Amended Act of 2008 (ADAAA) in order to ensure that no qualified individual with a disability is:

- a) Excluded from participation in or denied the benefits of services, programs, or activities at this institution
- b) 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 ADAAA and Section 504.

To accomplish our mission, the DSS at Central Texas College will always strive to:

1. Provide high quality and professional services for qualified individuals in an ethical and professional manner and in the least restrictive environment possible.
2. Advocate for the student, and implement the removal of attitudinal and physical barriers to assure full campus-wide accessibility.
3. Coordinate services with faculty and staff, as well as the institution at large.

COMPARISON OF IDEA, SECTION 504, AND ADA

	IDEA	SECTION 504	ADAAA
Law Requirements	Provides a free, appropriate, public education in the least restrictive environment. Grades K-12 only	Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities accessibility to the programs to the greatest extent possible	Extends coverage of Section 504 to employment, public and private educational institutions, transportation providers, and telecommunications
Definitions	Specific disability categories are defined in the law; covers students with educational needs and require specialized trained teachers	Defines persons with disabilities who: have a physical or mental impairment which limits one or more major life activity; has a record of such an impairment OR are regarded as having an impairment	Definition of disability is same as 504 and extends coverage to people who may be related to or associated with a person with disability, HIV status, contagious and non-contagious diseases
Who is covered	Students with educational disabilities ages 3-21 or until graduation that require special education (grade 12)	All persons with a disability from discrimination in educational setting BASED solely on disability	All persons with a disability from discrimination in educational setting BASED solely on disability
Services Provided	Services that are remedial in addition to services available to all students	Eliminates barriers that would prevent student from full participation in any program/service offered	Eliminates barriers that would prevent student from full participation in any program/service offered
Funding	Schools receive federal funding to provide remedial services	Requires schools do not discriminate based on disability and provide appropriate accommodations, BUT schools receive no financial support	Requires schools do not discriminate based on disability and provide appropriate accommodations BUT schools receive no financial support
Evaluation/ Documentation	School district is responsible for identifying and evaluating students with disabilities	Same for elementary and secondary schools. College level it is the student's	Students must self-identify as having a disability by providing adequate

	<p>Evaluations are responsibility of school at no expense to the parent or student.</p> <p>Parents must consent to evaluations and placement decisions.</p>	<p>responsibility</p> <p>Same for elementary and secondary schools. College level it is the student's responsibility</p> <p>Same for elementary and secondary schools. College level it is the student's responsibility</p>	<p>documentation as outlined by the college</p> <p>Evaluations and documentation of disability are student's responsibility and expense</p> <p>Student has the responsibility for advocacy, negotiating accommodations plan</p>
IEP/ Accommodation	Individual Education Plan developed with teachers, parents and other specialists involved with student.	<p>504 plan developed with parents, teachers, school personnel involved (Only for elementary/secondary students)</p> <p>Accommodation plan is developed with student and the Office of Disabilities on campus if disability is established. (Colleges)</p>	Accommodation plan is developed with student and the Office of Disabilities on campus.
Classroom Placement	Must be in the least restrictive environment, possible special classrooms, resource or regular classrooms. (pk – 12 grades)	Regular classroom with support services to eliminate barriers. (elementary, secondary, and college)	Courses are regular classroom environment with accommodations provided to students who qualify under ADA/AA.

STUDENT, DSS OFFICE AND COLLEGE RESPONSIBILITIES

Student Responsibilities	DSS Responsibilities	CTC Responsibilities
<p>Self identify or disclose their disability to the Disability Support Services Office (DSS).</p> <p>Obtain documentation of assessment and test results and provide them to DSS</p> <p>Meet with DSS Counselor each semester to obtain an accommodations letter for each class</p> <p>Contact their instructors at the start of each semester to activate and adopt approved accommodations for each class</p> <p>Notify the DSS office if services are no longer needed</p> <p>Comply with all CTC rules for student conduct</p> <p>Communicate to DSS in a timely manner any question or problems associated with their disability or assigned accommodations</p>	<p>Assist students regarding educational and disability accommodative issues applicable under federal and state law</p> <p>Collect and evaluate educational, psychological, medical, and vocational diagnostic information provided by the student to determine eligibility for accommodations</p> <p>Advise students regarding appropriate course selection and individualized educational accommodations</p> <p>Coordinate the registration process for identified students with disabilities</p> <p>Arrange for appropriate and reasonable accommodations</p> <p>Assist students in accessing technology available to address their identified accommodation needs</p> <p>Track and monitor the effectiveness of student accommodations and educational progress</p> <p>Educate students about student rights and responsibilities</p>	<p>Provide accessible facilities and related equipment</p> <p>Protect a student's right to privacy and confidentiality</p> <p>Provide access to programs and services</p> <p>Inform students of DSS Office locations</p> <p>Make reasonable accommodations for students who meet the qualifying criteria</p> <p>Provide reasonable access to program and service choices equal to those available to the general public</p> <p>Suggest reasonable adjustments in teaching methods which do not change any essential element of the curriculum or program</p> <p>Work with off-campus and off-shore program facilities to also comply with Section 504 (Subpart E) and ADA</p> <p>Inform students of their rights and responsibilities</p>

CONFIDENTIALITY AND DUTY TO REPORT

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.

Limitations of Confidentiality:

While CTC and DSS will strictly observe a student's confidentiality as required by law, stated above, CTC, DSS and its staff maintain the right to divulge relevant information when information is made available by the student that includes harm to self, harm to 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. Central Texas College and Disability Support Services reserve the right to deny services to any individual who presents a danger to themselves or to others, or who make intentions known to harm others and will take the necessary preventive and legal actions to avoid any such danger or harm.

Disability Disclosure

Students who request accommodations/services must make their disabilities known to the Disability Support Services Office. This office has the responsibility to verify the documentation (**not to obtain documentation**) before any accommodations/services are provided. If the student fails to disclose his/her disability, or fails to present the appropriate documentation to validate the disability, this institution has no obligation to provide any requested accommodations and/or services.

HANDICAPPED PARKING

Only those persons who are in compliance with TRC Subtitle H, Chapter 681.002 are authorized to use parking spaces reserved for handicapped persons. Those who are in compliance will have a designated numbered placard hung on the rearview mirror, or license plate issued by the county tax collector of the county in which they reside. Those individuals with temporary handicapped parking letters issued by the CTC Disability Support Services Office, will place the authorization letter on the driver's side dashboard, visible for verification. Those individuals who are not in compliance with the above mentioned statute will be issued a Justice of the Peace Citation, with a fine not to exceed \$500.00, or a Campus parking citation with a fine not to exceed \$50.00. The Campus Police reserve the right to verify the identity of the owner of a handicapped placard.

All vehicles must be registered through the college police department and display a student/faculty parking sticker.

Students and/or faculty may obtain a temporary handicapped parking permit through the Disability Support Services office located in Building 111, Room 207. The person requesting

the temporary permit must have the proper CTC parking permit and submit medical documentation to validate the need for the handicapped parking. The documentation must include the impairment and expected length of the impairment. The office will provide the person with a dashboard letter giving authorization for the handicapped parking for the dates noted in the medical documentation.

SERVICE ANIMAL POLICY

The American Disabilities Act Amended Act defines a service animal as a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability. The rule states that other animals whether wild or domestic, do not qualify as service animals. Dogs that are not trained to perform tasks that mitigate the effects of a disability, including dogs that are used purely for emotional support, are not service animals. The final rule also clarifies that individuals with mental disabilities who use service animals that are trained to perform a specific task are protected by the ADAAA. If they meet this definition, animals are considered service animals under the ADAAA regardless of whether they have been licensed or certified by a state or local government. (www.ada.gov/regs2010/factsheets/title_2_factsheet.html)

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or her. Some, but not all, service animals wear special collars and harnesses.

The service animal must be permitted to accompany the individual with a disability to all areas of the campus. The person with a service animal may not be segregated from others.

The care and supervision of the animal is solely the responsibility of his or her owner. Central Texas College will not provide any care, food or special location for a service animal.

The animal must be clean and curbed at all times while on campus. The college reserves the right to exclude a service animal when the animal's behavior has posed a direct threat to the safety and health of others.

The determination of a service animal will be based upon the following:

- The work and/or task the animal performs
- Any training the animal has received or is currently receiving
- The cleanliness and curbing of the animal
- Is the animal necessary for the person's disability?

Central Texas College reserves the right to require documentation from the appropriate agencies and/or professionals to determine the basis of a service animal.

EMERGENCY EVACUATION PROCEDURES

Procedures for the safe, timely, and orderly evacuation of students with disabilities are listed in Policy No. 110 (Fire Evacuation) of the Central Texas College Safety Policies and Procedures Manual-Document #314.61 Revised 2010.

All students, employees, and visitors are expected to play an active role in reducing losses by adhering to the following procedures for the evacuation of buildings in the event of an emergency:

Familiarize yourself with evacuation routes that are posted at the entrance to each building/classroom.

In the event of an actual emergency requiring evacuation, and if you are the first person discovering it get out safely then call 911 and also notify the Campus Police by calling 526-1200. Pull the fire alarm in the event of a fire. **DO NOT** use the fire alarm, phones, pagers, or walkie-talkies in the event of a bomb threat.

Warn other students, employees, guests, and other persons at the location who may be endangered, to proceed to the designated safe area by evacuating the building. Designated safe areas are located at least 300 feet from buildings. Encourage the Buddy System to assist in your ability to account for all class members and to assist with students with disabilities if needed.

Be prepared to follow safety instructions from the professor, Campus Police, Risk Management, Building Coordinators, and Fire Department personnel in the area at that moment.

If the building contains an elevator, **do not attempt to use it**. It will not work while the alarm is active. Each building has an EVAC CHAIR located next to one stairway for assistance in evacuating individuals with mobility limitations.

Remain calm and move swiftly to exits en route to the assembly area. **WALK, DON'T RUN**.

Persons with mobility impairments will seek assistance from the professor, or Campus Police, Building Coordinator, Risk Management and/or Fire Department personnel at the scene.

Emergency Response personnel (i.e. Campus Police, Risk Management, Fire Department, etc.) will need to recognize service animals assisting the deaf and/or blind/legally blind. They need to be aware that the animal may be trying to communicate the need for help. The partner (student) and or animal may be confused from the stressful situation. Response personnel should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. Their first effort should be toward protection and evacuation of the student and then the animal.

Do not attempt to re-enter the building until advised by the Building Coordinator, Fire Department, or Campus Police that it is safe to re-enter.

LOCK DOWN PROCEDURES

Procedures for the safe, timely, and orderly lockdown of students with disabilities are listed in Policy No. 111 (Emergency Lockdown Procedures and Drills) of the Central Texas College Safety Policies and Procedures Manual-Document #314.61 Revised 2010.

Some persons with disabilities may require assistance during an emergency lockdown. Students, staff and visitors may need assistance during a lockdown if they have mobility limitations, are visually impaired or have a hearing or speech impairment.

- a) Once a lockdown has been issued, people will not be permitted to leave the building and/or area. Please respect the staff in the area and follow all directions given.
- b) If people need more assistance during the lockdown, let someone know immediately.

Exceptions to Accommodation Requirements

Pursuant to the American Disabilities Act Title III Regulations 28 CFR Part 36, Section 36.208, Central Texas College will adhere to following statement obtained from the U.S. Department of Justice website as it pertains to direct threat (www.usdoj.gov/crt/ada/reg3a.html):

Direct Threat:

(a) This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others.

(b) Direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services.

(c) In determining whether an individual poses a direct threat to the health or safety of others, a public accommodation must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

Accommodations are not required if it is found that a student poses a direct threat to the safety of self or others. The Threat Assessment Team will meet to evaluate any questions or concerns on direct threat.

THREAT ASSESSMENT TEAM

The focus of the team will be to mitigate the impact of a qualified disability on the student's educational environment, to assist students in gaining appropriate referrals and/or community resources, and to facilitate the process across the campus departments. In addition, the Threat Assessment Team will be called upon when a student has documentation or verbally makes statements that may be construed as potentially harmful to themselves or others.

The Team may consist of any of the following members located on the main campus of Central Texas College:

- Director of Student Support Services
- Director of Risk Management
- Director of Student Life
- Dean of Main Campus

Director of Substance Abuse Resource Center
Chief of Campus Police
Disability Counselor

The Threat Assessment Team may be called into place by any campus personnel through their department chair, or by one of the committee members. The time and date of meeting will be coordinated by one of the following: the requesting team member, the Director of Student Support Services or the Director of Student Life.

The team will assess all documentation provided by the student and/or team members to determine if the student has “qualified status”. U.S.C. S 12182(b)(3); See also 28 C.F.R. S 36.208. The title III regulation clarifies the direct threat exception:

In determining whether an individual poses a direct threat to the health or safety of others, a public accommodation must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, and procedures will mitigate the risk.

The team will review the documentation provided to it in a timely manner and will have noted the meeting date, time, members present, and discussion. The student will still have the right to appeal following the grievance procedures outlined in the Disability Student Handbook or the General Student Handbook given through the Student Life Office.

NOTE: Under no circumstances should this team be considered psychotherapy or a substitute for any type of legal consult, counseling, therapy, or medical advice.

OPTIONAL REFERRAL LIST

The following professionals within the surrounding area have submitted the appropriate documentation to Central Texas College in the past. It is the student’s responsibility to obtain the appropriate documentation to receive services. The price range varies for each office; students should inquire about fees when contacting the professional. Likewise, it is the student’s responsibility to ascertain his/her level of confidence in the professional’s qualifications and expertise. This list of professionals is being provided to you as a courtesy only. **Central Texas College does 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
880 Prospector Trail #100
Harker Heights, TX 76548
(254) 690-1512

William W. Cofield, Jr, Psychologist
Counseling and Testing Center
4520 E Central Texas Expressway Suite 111
Killeen, TX 76543
(254) 699-7222

Timothy J. Daheim, PhD
616 N. Main Street
Temple, TX 76501
(254) 773-9984

Darnell Medical Center
Department of Behavioral Health
36000 Darnall Loop
Fort Hood, TX 76544
(254) 553-2288

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

Wilson Manning, PhD
Counselors of Texas
1805 Florence Rd Ste 10
Killeen, TX 76541
(254) 526-4673

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

Mary Ann Schaffer, PhD
Schaffer & Associates Counseling Services
200 West Calhoun Ave.
Temple, TX 76508
(254) 774-8806

Scott and White Health System
See your personal care physician

The Disability Support Services office will provide those students inquiring about obtaining the appropriate documentation with a referral list to professionals in the surrounding areas. This is not exclusive, nor should be taken as an endorsement of any professional listed. The list will be provided as part of the disability student handbook and is subject to change without notice.

DOCUMENTATION OF DISABILITIES

Documentation requirements are reviewed and requested on an individual basis. As each student has unique and personnel circumstances, the documentation being requested from the student also is unique and specific to their needs and disability. The following are basic guidelines for students and professionals. **It is the student's responsibility to provide the appropriate documentation.** The Disability Support Service Office **will not make documentation requests** on behalf of students. It is the **student's responsibility to disclose information pertaining to their disability.**

LEARNING DISABILITY

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 students' 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 (IEP) or a 504 plan is **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

The evaluation report will include a summary of a comprehensive diagnostic interview.

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.

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

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.

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.

Evidence of a substantial limitation to learning or other major life activity must be provided.

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.

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.

Informal observations of the student during the test administration may be included as well as other non-standard measures that may help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders.

C. Specific Diagnosis

The diagnostician will use clear and direct language in the diagnosis and documentation.

When a learning disability does not exist, the evaluator must state that conclusion in the report. Individual "learning styles", "learning differences", "academic problems" and "test difficulty or anxiety", in and of themselves do not constitute a learning disability.

D. Test Scores

Standard scores and percentiles (when appropriate) will be provided for all normative measures along with grade equivalents (when appropriate) but not separately.

Results will reflect a substantial limitation to learning for which the student is requesting the accommodation.

The profile of the student's strengths and weaknesses will be shown to relate to the functional limitations that may necessitate accommodations.

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

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.

The summary will indicate how the patterns of the student's cognitive ability, achievement and information processing reflect the presence of a learning disability.

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 ADHD diagnosis is rendered) and cultural/language differences.

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.

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.**

DOCUMENTATION OF SENSORY/PHYSICAL/MEDICAL IMPAIRMENT

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

Visually Impaired/blind individuals are diagnosed by an Ophthalmologists and/or Optometrists.

Hearing Impaired/deaf individuals are diagnosed by Physicians (i.e. Otolaryngologists) and Audiologists.

Mobility Impaired individuals are diagnosed by Physicians, Physical Therapist, Neurologist, and other licensed medical specialists.

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.

A clear statement of the medical diagnosis must include the following, if applicable: acuity of vision, current audiogram, or statement of systemic illness.

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.

A summary of assessment procedures and/or evaluation criteria used to make the diagnosis, including results.

A description of present symptoms is necessary to determine the appropriate and reasonable accommodations for college coursework.

Medical information relating to the student's needs which may impact the educational process is required.

A statement of how the disability significantly impacts a major life activity or "functional limitations" as described by the American with Disabilities Act Amended Act of 2008 is required.

Students who qualify for the State of Texas tuition waiver for the Deaf and/or Blind may use the State Certified Waiver as documentation of disability. Central Texas College does reserve the right to request more documentation from the student if deemed necessary for accommodations.

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 licensed mental health professional including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrists and neurologists is required and must include the licensee number.

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 needed) must be provided.

Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning. **Annual documentation may be required of students depending on the diagnosis and accommodations being given.**

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. The documentation **must** include any history or suicidal/homicidal ideation and impulse control issues, along with information of any prescribed medication, dosages, frequency, side effects, and compliance including the impact of medication on the student's ability to meet the demands of the postsecondary environment.

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.

The letter must contain the 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.

Documentation Guidelines:

A clear statement of Attention Deficit Hyperactivity Disorder (ADHD) with the DSM-IV diagnosis 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...) that was used for the diagnosis.

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 is required.**

Medical information relating to the student's needs, 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.

DUAL ENROLLMENT STUDENTS

Any student from the local high schools is eligible to take a 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.

DISTANCE LEARNERS (ONLINE STUDENTS)

Students that are enrolled in distance learning courses are required to submit documentation of a diagnosed disability according to CTC guidelines.

Those students that are taking online courses and live in the main campus, Ft. Hood, or surrounding service areas will coordinate with the appropriate disability office on the main campus.

Students living outside of the Texas service areas which include the Continental and International Campuses will submit the appropriate documentation to the local CTC office. The local CTC contact person will forward all documentation for disability to the main campus DSS Office for certification of disability. The disability counselor will contact the Continental or International Office and provide information on the accommodations being granted. The CTC Main Campus Disability Office reserves the right to contact the student or person making the request by phone, email or fax.

COURSE SUBSTITUTIONS

According to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28,

Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the exemplary educational objectives for the appropriate competent area or areas should be applied to the institution's core curriculum. No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student by state rules. For students who transfer to a public institution from a college or university that is not a Texas public institution of higher education, courses the student completed prior to admission should be evaluated to determine whether they apply to one of the institution's core curriculum component areas.

- 1) An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum component area requirement for a student with a medically documented learning disability, including but not limited to dyslexia, dysgraphia, or Asperger's Syndrome.

- 2) Accommodation shall not include a waiver or exemption of any core curriculum requirement.
- 3) An institution may approve for core curriculum applicability a course the institution offers but that is approved as a part of the institution's core curriculum, if the institution demonstrates that the course has been approved to fulfill the same specific core curriculum component requirement at five or more other Texas public colleges or universities. The Texas Common Course Numbering System course number may be used as evidence of the suitability of the course under this subsection.

Procedure for Requesting a Course Substitution

The following procedure is required for any determination of course substitution.

* The student with a disability will make request for a course substitution to the Disability Counselor. The student is responsible for providing all relevant documentation to support the course substitution accommodation.

*The Disability Counselor will review the request and documentation for its appropriateness and present it to the instructional department chair or the Associate Dean of Guidance and Counseling for approval.

If the request is unsubstantiated, the student with a disability may request an appeal in writing through the Disability Counselor to the Dean of Student Support Services. The Dean's decision will be final.

The student will be notified in writing of all decisions taken by the Disability Support Service office during this process.

IMPLEMENTATION OF SERVICES:

Student Accommodation Memorandum

In order to receive accommodations, the student must obtain a student accommodation memo from the DSS office. This process is as follows:

The student will contact the DSS Counselor at the beginning of each semester to determine what accommodations the student is eligible to receive. During the time of heavy registration periods, returning students may drop off their schedule and receive the same accommodations as the previous semester.

The DSS Counselor will prepare a student accommodation memo for the student. The accommodations the instructor is expected to provide will be stated in the memo.

You are responsible to pick up the memo from the DSS office (Bld 111, Rm 207).

It is the student's right to choose whether or not to disclose to the instructor that he/she has a qualified disability, which makes the student eligible for accommodations. However, the student

is required to give the memo to the instructor in order for accommodations to be given. If the student does not give the accommodation memo to the instructor, the instructor has no obligation to provide any accommodations.

Accommodations requested by students, which are not documented in the student accommodations memo, will not be provided. The student accommodation memo must be reviewed and updated each semester. If a student does not have a current accommodation memo from the DSS office for your course, the instructor will not provide any accommodations until you meet with the DSS Counselor.

Meet immediately with your DSS Counselor if problems arise regarding the provisions of your accommodations.

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

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:

The student is responsible to provide the 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 accommodation the student is needing.

If the DSS office is proctoring the test, the students are responsible to contact the DSS office not the instructor at **(526-1195) 3 days PRIOR to testing**, or as soon as the class is notified of test dates so that the times and dates can be coordinated with the DSS Assistant. The student is required to attend the testing appointment, unless the student contacts the DSS office of the cancellation. If the student is considered to be a "no show", your instructor will be notified. It is the Instructor's right to approve or deny you a make up the test at a later time.

For other special testing accommodations (ACCUPLACER, HESI, CLEP, etc), you need to contact the DSS counselor for the accommodations of the test and to coordinate the test appointment.

B. Instructor Options:

The instructor will have the test delivered to the DSS office or other designated test area arranged by the DSS office **AFTER** being notified of the test appointments.

The instructor will include any necessary written instructions for proctoring the test, (i.e. use of dictionary, calculator, blue book, text book, notes, etc.).

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.

Classroom Testing - The test may be administered in the classroom as long as the accommodative criteria stated in the student's accommodation memo are met, unless the student chooses to test in the classroom under normal classroom testing conditions.

Text in Alternative Format

Text in Alternative format may be provided on a case-by-case basis, and is based on need and documented disability. This usually is done by requesting the book in CD format from the publisher. This also MAY BE done through scanning the student's textbook if it was requested by the student, and may require permission obtained from the publisher. In order to obtain text in alternative format a student must make the request to the DSS office before each semester. The student will need to show proof of purchase for the textbook, unless obtained from the Textbook Lending Library.

The student must contact the DSS office as early as possible prior to the start of the semester and provide the class and textbook information. Waiting until the semester has begun could result in the student not having the textbook because of insufficient time to prepare it. The student will be required to sign an alternative format agreement for receiving copyrighted material in an alternative format.

Tape Recording Lectures

The lectures of courses taken at Central Texas College are intellectual property. Accordingly, every student will be required to sign a recording agreement when the accommodation for tape recorders in classroom has been granted to be kept within the student accommodation file. Due to the nature and content of some courses, the classroom instructor has the right to signal/ask a student to cease recording.

Registration:

The student is responsible for the registration of their classes each semester. Students may register on WebAdvisor once a degree plan has been written. Students may meet with the DSS Counselor before each semester to determine what services/accommodations are needed and to ensure that your accommodations memo is complete. Students may request accommodations from the office as soon as he/she registers for classes, the student may submit a schedule and pick up the accommodations at a later date, if there are no changes in services being provided from the previous semester.

The student may meet with your DSS Counselor at least (30) working days before registration begins to discuss your desired schedule for the next semester.

If you are a client of an outside agency such as Department of Assistive and Rehabilitative Services (DARS), DARS Division for Blind Services, DARS Division for the Deaf, or Veterans Affairs, contact that agency counselor to obtain authorization for paid services.

Tutoring:

Students may request tutoring for any academic, vocational, technical, or developmental class that they are currently enrolled in at CTC. The tutoring services are provided free of charge to CTC students. Tutoring services are provided through the office of Academic Studio (526-1580).

Attendance Policies:

As a CTC student, students must attend all class sessions. Please know that absences exceeding the minimum number allowed can cause the student to be dropped from class or receive an unsatisfactory (F) grade. It is the student's responsibility to follow the student code of conduct for Central Texas College and follow the appropriate procedures for dropping classes. If an emergency arises, due to the student's disability the DSS must be notified as soon as possible. The student's instructors will also need to be notified immediately, or as soon as possible, if the student will be out of class due to health reasons. In certain cases, the DSS counselor may ask for documentation of the emergency so that an exemption to the absence policy may be determined.

Early Warning System

In order to ensure student's academic progress and that students are maximizing their potential, the instructors may be asked to provide the DSS office with a brief report detailing the class attendance, completed assigned work, participation in class and overall progress. Students should make sure that the instructor is notified of any special needs that may arise in a timely manner. Students with a unsatisfactory GPA (2.0 or below) will be asked to meet with the DSS Counselor to evaluate the use of accommodative services to ensure that all of the student needs are being met.

In-house Service Providers

Service Provider Responsibilities

In-house Service Providers are the note takers, readers, interpreters, etc. The In-House Service Providers are asked to wear name tags at all times during their scheduled assignments with the student so that students and instructors can easily identify them.

Service providers will wait for the student outside or inside of the classroom for 15 minutes beyond the class start time. When the student does not show up within the waiting period, the service provider will notify the DSS Office and report your absence as a no-show. For classes after 5pm, the absence will be reported the morning of the next day or by leaving a phone message on the Counselor's or Director's office phone.

IF THE STUDENT HAS THREE (3) NO SHOWS IN A CLASS, SERVICE PROVIDERS MAY BE CANCELLED UNTIL YOU HAVE MET WITH THE DSS COUNSELOR TO REINSTATE SERVICES.

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 is kept STRICTLY confidential. **Please note personal information that a student may choose to reveal to any In-House Service Provider outside of the normal professional parameters or outside of an assignment is not considered confidential information.** 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.

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 the student. However, this may not always prove successful. The student should always have the recorder in working condition to use in case the note taker does not show for class. In these situations, the recorded lecture will be transcribed by the DSS office.

Peer Note Takers

A peer note taker is a volunteer student who is enrolled in the same class with the student. If the student chooses to work with a Peer Note Taker, please know that the student is responsible for: the selection of the peer note taker, and that the student notify the DSS office. If the student has concerns or difficulties with the choice or selection of peer note taker, the student may come to the DSS office and formally request a Note Taker assigned through the Counselor. Please know that if the semester has begun, the longer the student waits to request a DSS Note Taker, it may be difficult to find one for the student.

Secure a back-up peer note taker in the event the peer note taker is absent or needs to leave early.

Professional Note Takers

The Note Taker's role in the classroom is to take notes for assigned students only.

The students 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.

It is the student's responsibility to notify the DSS Counselor of any problems with the note taker.

Sign Language Interpreters

The interpreter is in the classroom to interpret or transliterate, according to the student's preference and the demand of the situation. He or she is responsible to interpret all of the

information spoken and/or signed by the student, the instructor, classmates, and other hearing-impaired individuals.

The student is responsible to:

Inform the interpreter of the preferred mode of sign language communication: ASL (American Sign Language) or ESL (English Sign Language).

Refer all questions to the instructor and/or other students to obtain information. Please do not engage the interpreter in questions that are 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 the student signs in the classroom.

Student Responsibilities for Utilizing In-House Service Providers

The student is responsible for all concepts and materials presented in class lectures and texts. Do not depend on the In-House-Service Provider only. He or she may miss something from time to time.

Explain to instructors and, when necessary, to others the role and responsibility of the In-House Service Provider.

Choose a seat that offers a clear, unobstructed view of the blackboard/whiteboard, instructor and projector screen when utilizing an interpreter or note taker

Refer all questions to the instructor and/or other students to obtain information. Please, do not ask the In-House Service Provider any questions which involve them in discussions or converse with them in any way during a class except to ask for clarification.

Students that have concerns about the In-House Service Provider, should discuss these with the DSS Counselor or the Director of Student Support Services as soon as possible. Students should not go to other service providers or friends to help address any concerns or problems that the student may have. Problems are best resolved through the DSS Counselor's office as soon as they arise.

Students are responsible to inform the DSS office if the In-House Service Provider arrives late or missed any assignment. After a service provider no-shows or arrives late, call or go to the DSS office and report it as soon as possible.

Please remember that all interaction with In-House Service Provider should be done both with courtesy and consideration. Discourteous behavior could justify terminating the services.

Special Requests for activities on or off campus

If a student will need services for a special school event and/or school activity, the DSS office must be notified at least 10 day notice in advance.

The student 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.
Coordination of Classrooms

In the event that a change of location needs to be made due to a student with a disability, the DSS will coordinate the change with the Director of Student Life. DSS will coordinate with Student Life and Facilities Management for any relocation of furniture and/or equipment.

COPYRIGHTS OF MATERIAL:

US Code: Title 17 Section 121 states the following:

§ 121. Limitations on exclusive rights: Reproduction for blind or other people with disabilities

Release date: 2005-08-01

(a) Notwithstanding the provisions of section 106, it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, nondramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.

(b) Copies or phonorecords to which this section applies shall—

(A) not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities;

(B) bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement; and

(C) include a copyright notice identifying the copyright owner and the date of the original publication.

(2) The provisions of this subsection shall not apply to standardized, secure, or norm-referenced tests and related testing material, or to computer programs, except the portions thereof that is in conventional human language (including descriptions of pictorial works) and displayed to users in the ordinary course of using the computer programs.

(c) For purposes of this section, the term—

(1) “authorized entity” means a nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities;

(2) “blind or other persons with disabilities” means individuals who are eligible or who may qualify in accordance with the Act entitled “An Act to provide books for the adult blind”, approved March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats; and

(3) “specialized formats” means Braille, audio, or digital text which is exclusively for use by blind or other persons with disabilities.

The students that are approved for material in alternative formatting (textbooks, classroom lectures, videos, etc...) are receiving the material under the above federal law. The student

agrees that the material will not be reproduced in any format or given to another person. A violation of the copyright law as stated will be determined by the disciplinary committee through the Office of Student Life.

EQUIPMENT AND MATERIAL LOAN:

The Disability Support Service office has many pieces of assistive technology for students' use throughout the semester. The student may request equipment for loan from the Office Assistants or the Disability Counselors.

The student will complete an equipment loan form (promissory note), acknowledging that the equipment is being loaned for **one** semester. The student agrees to return the equipment to the Disability Support Service office by the end of the semester in which they checked out the equipment. The office will send a reminder letter(email) before the end of the semester to students who have equipment loaned.

The equipment **must** be returned in working condition. If the student does not return the equipment by the due date, the office will place a registration and/or business office hold on the student's account for the return or the replacement costs of the equipment loaned. The student will not be allowed to register until the equipment is returned or paid for.

EVALUATIONS:

The Disability Support Services Office will conduct evaluations annually. The evaluation will be given to students testing through the office or by the current student notification system (RETAIN). The evaluation will be attached to the last examination in the semester for that student. The evaluation will rate the office procedures.

The office will conduct an annual survey of the faculty to review their opinions of the office services provided and any other pertinent information needed.

GRIEVANCE PROCEDURES:

Central Texas College does not discriminate on the basis of disability in the admission 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 (Employment)	526-1128
Title II	Mrs. Denise Pergl (Education)	526-1291

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

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. The complaint should be filed within 10 days of the alleged violation. The DSS counselor will bring the complaint to the Director of Student Support Services for investigation.

A written determination as to the validity of the complaint and a description of the Resolution, if any, will be issued by the Director of Student Support Services, or Director of Student Life and a copy forwarded to the Complainant no later than 30 days after its filing.

DSS office will maintain the files and records for this institution on matters pertaining to the complaints filed.

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.

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.

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 207, 526-1195.

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.