This manual supersedes any other publication and manuals.
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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, Regional Office 1301 Young Street, Suite 1169, Dallas, TX 75202, Voice Phone (800) 368-1019, Fax (214) 767-0432, TDD (800) 537-7697.

Students are encouraged to contact the Director of Student Life Office, located in the Student Center Building 106, Room 134, (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, Room 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.

REQUEST FOR OPEN RECORDS

A student may at any time request a copy of their educational record as maintained by the Disability Office. The request must be made in writing to the Director of Disability Support Services. The student will be charged ten cents (.10₵) per each single, sided page. Once the Director has received confirmation of payment the copies will be made and provided to the student per the request.
Central Texas College
Disability Support Services
Student Procedures Manual

CENTRAL TEXAS COLLEGE DISTRICT
CENTRAL TEXAS COLLEGE STATEMENT OF PURPOSE

INTRODUCTION

The Central Texas College Statement of Purpose defines the mission, values, strategic planning, and goals and objectives of Central Texas College (CTC). This document serves as the guide for institutional programs, services, and processes; provides direction for the institution and the framework for expected educational results; and specifies the criteria upon which the planning and evaluation processes demonstrate that CTC fulfills its mission, vision and values. Further, the effectiveness of the institution is demonstrated through accomplishment of the goals and objectives described in this Statement of Purpose, which is intended as the basis for CTC’s budgeting process.

This Statement of Purpose has been revised based upon extensive internal and external analyses conducted during the strategic planning process; incorporates all requirements of the accrediting bodies, the Texas Education Code; and the Legislative Appropriations Request; and forms the basis for all institutional programs, services, and processes.

INSTITUTIONAL PURPOSE

Central Texas College is a two-year, open admissions institution which provides educational opportunities to students locally, nationally and internationally. The purpose of CTC, as set forth in Section 130 of the Texas Education Code, is to provide:

• technical programs up to two years in length leading to associate degrees and/or certificates;
• vocational programs leading directly to employment and/or advancement in semi-skilled and skilled operations; freshman and sophomore level courses in arts and sciences;
• adult, continuing, and community education programs for occupational upgrading or cultural enrichment;
• compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
• a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;

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. 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

<table>
<thead>
<tr>
<th>Title I (Employment)</th>
<th>Mrs. Holly Jordan</th>
<th>526-1128</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II (Education)</td>
<td>Dr. Sharon Frederick</td>
<td>526-1291</td>
</tr>
<tr>
<td>Title III (Facilities)</td>
<td>Mr. Mark Harmsen</td>
<td>526-1196</td>
</tr>
</tbody>
</table>

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

Complaint should be filed in writing to the appropriate 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 Coordinator will bring the complaint to the Director of Disability 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 Disability 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/Associate 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 circumstances leading to a lockdown are normally serious and can lead to loss of life or injury if official directives are not followed. It is important that Campus Police, local police, and designated CTCD administrative officials remain in control of such volatile situations in order to protect everyone's safety and property.

Students or employees who fail to comply with an order from a member of Campus Police, local law enforcement, or the designated administrative official during a lockdown situation, may be subject to the following:

1. Criminal charges may be filed against anyone disregarding a lawful order of Campus Police or any other law enforcement personnel or designated administrative official during a lockdown.

2. Employees violating this Policy may be subject to discipline up to and including termination.

3. Students violating this Policy may be subject to discipline up to and including expulsion.

- workforce development programs designed to meet civilian and military community needs;
- adult literacy and other basic skills programs for adults;
- library services; and
- a wide variety of public service needs.

A. Strategic Planning:

Central Texas College has established a standing Strategic Planning Task Force that has the responsibilities to revise a strategic plan and periodically review the institution’s mission and purpose statements. The committee has developed a vision statement and has established broad goals that center on instruction, research, public service and institutional support and ancillary operations. Specific objectives that are measurable have been developed for all institutional goals. The committee has been assigned the responsibility to annually assess the institution’s progress on meeting the goals and objectives. Results of the assessment are used to develop strategies to be implemented by the departments and units. During the annual budget process, resources are identified and committed in order to implement the strategies. Copies of the current Strategic Planning documents are available in the Office of Institutional Effectiveness (IE), on the IE webpage.

B. Our Mission:

Central Texas College’s accessible education supports student success and employability.

C. Vision:

Central Texas College fulfills the needs of our global community through engaging and innovative education.

D. Values

Central Texas College, in meeting the educational goals and needs of students, is committed to:

- Belief in the worth and dignity of the individual;
- Excellence in all aspects of operations;
- Highest standards of ethical professional practice;
- Accountability and responsibility in the stewardship of public trust and resources.
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;
- 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 strive for 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.

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.

Lockdown procedures are to be posted in each office and classroom. Employees, students and visitors are expected to familiarize themselves with this policy and know the location of designated building storm shelter(s).

Persons with Disabilities Guidelines:

Some persons with disabilities may require assistance during an emergency lockdown. This will take prior planning and knowledge of who may need assistance and what type of assistance is important.

Students & Staff with Disabilities:

Contact Disability Support Services 254-526-1195, Student Life 254-526-1258, staff, faculty, or Building Coordinators in advance and request help in lining up one or two assistants to help in an emergency. Students, and employees who attend class or work in more than one building, may need to make such prearrangements for each location. Be sure to keep your volunteer assistants up to date on your needs in an emergency.

Disabled Visitors:

Be aware of disabled visitors on Campus that may also need assistance during an emergency lockdown.

The Central Campus emergency alert systems, to include e-mail, phone and text-message, and other emergency notification devices, will be utilized to alert of the need to lockdown.

Central Campus Police will be responsible for implementing and monitoring road blocks at all Central Campus roadway entries as warranted during the lockdown.

Cooperation and participation in emergency drills is mandatory.

CONSEQUENCES FOR NON-COMPLIANCE WITH LOCKDOWN PROCEDURES:

Everyone involved in a lockdown situation at a CTCD facility will comply with all directions and orders issued by Campus Police, local law enforcement, or
EMERGENCY EVACUATION PROCEDURES


Evacuation routes are to be posted in each office and classroom. Employees, students and visitors are expected to familiarize themselves with these routes, and the location of building fire alarms and fire extinguishers

a. Immediately upon hearing the alarm, stop whatever you are doing.
b. Evacuate the building and proceed to the designated department meeting place.
c. Shut down any experiment, procedures, etc. that should not be left unattended. Extinguish any open flames and shut off any noxious or flammable gas supply valves.
d. Turn off lights, radios, etc. Close doors and windows to minimize the spread of smoke and fire in your office or classroom as you exit, if it is safe to take the time to do so. **DO NOT LOCK DOORS.**
e. Secure any valuables. Purses and wallets should be taken with you when you leave, if it is safe to take the time to retrieve them.
f. Do not attempt to use the elevators; they will not work while the alarm is active. Assist disabled individuals in evacuation.
g. Remain calm and move swiftly to exits. **Walk, don't run.**
h. Once in the stairwell, keep to the right of the stairwell.
i. In the event of an actual emergency, once outside call 911. State your name and give the location of where the incident is occurring, state what the incident involves and any additional information requested.
j. Do not attempt to re-enter the building until advised by the Building Coordinator, fire department, Campus Police, or Campus Administrator 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 Revised 2012.

In the event of an emergency, employees, students, and visitors are expected to play an active role in reducing losses by adhering to the following procedures for lockdown and shelter in place. The overriding goal of this policy is to ensure everyone remains safe and not endanger the safety of others.

PUBLIC NOTICE OF FEDERAL REGULATIONS

In accordance with Affirmative Action/Equal Opportunity, Anti-Harassment and Discrimination laws, American with Disabilities Act and Title IX regulations, Central Texas College is committed to the following policies and procedures:

1. Central Texas College District is an equal opportunity, affirmative action institution. We are unequivocally committed to a policy of equal access and equal opportunity employment practices, admissions, educational programs and all other college activities.

2. Accordingly, it is the policy of the college to maintain an academic and work environment free of discrimination and harassment in accordance with all applicable federal, state and local statutes and regulations.

3. Central Texas College is committed to providing an education and work climate that is conducive to the personal and professional development of each individual.

Central Texas College has established programs to ensure that a lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

4. The Americans with Disabilities Act as Amended (ADAAA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides equal access to all programs and services. If you have a documented disability, please contact the Disability Support Services Office at (254) 526-1195, in Building 111, Room 207.

5. The college does not discriminate on the basis of race, color, religion, **age, national** or ethnic **origin, disability**, sex, sexual orientation, gender identity, **veteran status**, or other protected classes under the law. If you believe you have experienced any form of abusing or harassing conduct, including sexual harassment, sexual misconduct, sexual assault or stalking; or the threat of such abuse or harrassment of College employees, students or any person on College premises or at College activities in a manner consistent with harassment and abuse as defined by federal laws and statutes of the State of Texas, contact the appropriate office. Students should contact the Director of Student Life at (254) 526-1258 on main campus. Faculty and staff should contact the Human Resources Department at (254) 526-1128.
The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, American Disabilities Act Amended and Title IX relating to students is the Director of Disability Support Services at (254) 526-1291 on main campus. The designated coordinator for employment of faculty and staff is the Director of Human Resources at (254) 526-1128 on main campus. The designated coordinator for campus facilities (buildings/parking, etc) is Director of Facilities Management at (254) 526-1365.

INAPPROPRIATE BEHAVIORS INCLUDE, but are specifically not limited to:
• Verbal, written, or acts of harassment/discrimination to include sexual harassment/discrimination, stalking, and bullying;
• acts or actions which can be interpreted as physical assault;
• hazing or dangerous initiations;
• threats or actions to harm someone or endanger the safety of others;
• behaviors or actions interpreted by a reasonable person as having potential for violence and/or acts of aggression;
• threats to destroy or the actual destruction of property;
• possession of a firearm, knife or any dangerous weapon, drugs and/or alcohol (to include being under the influence of prohibited drugs or alcohol).

REPORTING
As a College community, it is our collective responsibility to report all threatening statements and actions immediately. To fulfill this policy, the Central Texas College District will work to prevent violence from occurring and will ensure that federal and state laws, as well as college policies prohibiting threats and violence, are enforced. All threatening comments and behavior will be taken seriously and investigated.

The Threat Assessment Team is available to assist in determining the proper College response for each such incident. Therefore, if you experience a threatening situation or know of any instance involving threats of physical violence toward any CTC student, employee, or guest from inside or outside the College community; report it immediately to the CTC Campus Police Department (254-526-1427).

VIOLATION
Violators will be subject to appropriate discipline up to and including termination, expulsion, and arrest.
To report student behavior contact Director, Student Life & Activities (254) 526-1259.

To report employee or faculty behaviors contact the Human Resources EEO Coordinator, (254) 526-1391.

In any circumstance you may always call CTC Campus Police (254) 526-1427.
c. Immediate intervention may or may not be warranted.
d. Further investigation and monitoring by Campus Police, Human Resources, or Student Life may be required.
e. An active level of response by the Team is justified.

3. High-Level Threats
Safety Policies and Procedures Manual 134
a. Pose definite threat to public safety and immediate law enforcement intervention is required.
   i. Threat is direct and specific and may include dates, times, locations, and/or weapons.
   ii. Threat is directed at someone, some group or some area such as a classroom or building.
   iii. Threat suggests the threatener has taken concrete steps to carry out the threat.
   iv. Threatener may be known or unknown.
b. Campus Police will be notified immediately.
c. An active level of response by the Team is required.
d. Prompt assessment and initial response is required.

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

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the Americans with Disabilities Act Amended Act of 2008.

The Rehabilitation Act Title V of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity by any institution 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 American with Disability Act Amended Act of 2008 (ADAAA)
The ADAAA is a federal civil rights statute that prohibits discrimination against people with disabilities. The Act defines a disability as “a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.”

The 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. It 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.

**Equal Access**

All students with disabilities have the right to equal access of information that is presented to them. Equal access also includes the students’ right to not pay attention in class, forget assignments, forget test dates, fail courses and to miss class. Students with disabilities should not have advantages given to them that other students do not have.

ADAAA Section 35.130 General Prohibitions against Discrimination

Part (e)(1) Nothing in this part shall be construed to require an individual with a disability to accept an accommodation, aid, service, opportunity, or benefit provided under the ADAAA or this part which such individual chooses not to accept.

**Instructors Notification of Disability**

It is the student's right and responsibility to disclose a disability to the college. Central Texas College requests that students notify Disability Support Services of any accommodation needs. This notification will help ensure the quality and availability of services needed. **Students are responsible for supplying the appropriate documentation to the Disability Coordinator prior to arrangements for accommodations.** All accommodations are discussed with the student and Disability Coordinator at the time the accommodations are requested and the accommodation memorandums are written. **The student has the responsibility to notify the instructors of the accommodations being used in the course, unless the instructor is online.** **Online instructors (courses) and students will be emailed accommodations by the appropriate DSS Coordinator.**

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.

The Threat Assessment Team [“Team”] shall consist of the following individuals or their designee:

a. CTCD Chief of Police;
b. Chancellor;
c. Assistant Director, Risk Management—Team Chairperson;
d. Director, Substance Abuse Resource Center/Employee Assistance Program;

**On an as needed basis:**
e. Dean Central Campus;
f. Director, Human Resources;
g. Director, Student Life;
h. Director, Disability Support Services;
i. Director, Business Services.

All Team members are required to have decision making authority for their areas to facilitate the efficient and immediate analysis and response as necessary to any given situation.

There are three categories of threats: Low, Medium, and High

1. **Low Level Threats**

   a. Pose little threat to anyone’s safety and in most cases won’t require law enforcement intervention.
      i. Indirect.
      ii. Lacks detail.
      iii. Threatener may be known or unknown.
      iv. Means to carry out threat is unknown.
   b. Interviews may be appropriate.
   c. Response as needed.
   d. Threats at this level are generally handled effectively by the appropriate Dean, department head or Division Director and only require Team involvement as requested by those individuals.
   e. Campus Police shall be informed of the threat as necessary.

2. **Medium Level Threats**

   a. May pose a threat or perceived threat to public safety and law enforcement intervention may be required.
      i. Threat has some specificity.
      ii. Background information may indicate history that causes concern.
      iii. Threat suggests the threatener may have taken some steps to coordinate the threat.
      iv. Threat is directed at someone, some group or an area such as a classroom or building.
      v. Threatener may be known or unknown.
   b. Campus Police will be notified immediately.
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 others. The Threat Assessment Team will meet to evaluate any questions or concerns on direct threat.

**THREAT ASSESSMENT TEAM**

The Threat Assessment Team takes an active role in reducing losses by adhering to the following procedures and by reviewing individuals or activities of concern and working together to create an efficient and effective plan to prevent potential damage, harm or injury. Procedures for the establishment of the Risk Management Policy 310 can be located at http://www.ctcd.edu/f_staff/safety_manual.pdf.

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.

Students with a disability are encouraged to visit the Disability Support Services office for more information and to request accommodations for classes.
Students that are in the process of transitioning to college from high school and currently enrolling into CTC are welcome to have parents accompany them to the DSS office meetings with the coordinator for general information and registration with the DSS office.

Parents may request basic office information about the policies and procedures regarding the process of how students may request accommodations for their college courses. Parents may not request accommodations and/or services on behalf of their son and/or daughter. The student must submit the appropriate documentation of disability and request accommodations.

Parents may not attend any meetings between the student and coordinator unless a written authorization from the student has been provided to the DSS office. The basis for this policy is the existing FERPA (Family and Education Rights Privacy Act) regulations and Office of Civil Rights (OCR) decisions involving colleges across the country.

FERPA regulations (34 CFR 99.3) define disclosure as meaning “to permit access or release, transfer, or other communication of personally identifiable information contained in the education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.” Before a college may disclose any information it must first have written consent by the student authorizing types of disclosure. (34 CFR 99.30(b).

Under FERPA regulations, a written consent only permits a college to provide some information, it does not require action on the part of the DSS office or college (Brown Mackie College, OCR ruling). These written consents do not entitle parents to actively participate in the DSS office process on behalf of their son and/or daughter.

Central Texas College is not obligated to write accommodations when the student has not communicated a need for accommodations to the DSS Coordinator. OCR (Office of Civil Rights) has concluded that “it stands to reason that if the student objects to, refuses offers of accommodations, or denies the need for accommodations the institution is not obligated to act on parent’s assertions of students needs” (Northwestern Michigan College No. 15-02-2047 OCR 02/10/2003).

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.

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
letter giving authorization for the disabled 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 herself. 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 its 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:

1) The work and/or task the animal performs
2) Is the animal necessary for the person’s disability?

**CONFIDENTIALITY AND DUTY TO REPORT**

**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)
### COMPARISON OF IDEA, SECTION 504, AND ADA

<table>
<thead>
<tr>
<th>Law Requirement</th>
<th>IDEA *</th>
<th>SECTION 504</th>
<th>ADAAA</th>
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<tbody>
<tr>
<td>Provides a free, appropriate, public education in the least restrictive environment. Grades K-12 only</td>
<td>Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities accessibility to the programs to the greatest extent possible</td>
<td>Extends coverage of Section 504 to employment, public and private educational institutions, transportation providers, and telecommunications</td>
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</table>

| 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 have certain medical conditions. |

| 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 reasonable accommodations, BUT schools receive no financial support | Requires schools do not discriminate based on disability and provide reasonable accommodations BUT schools receive no financial support |

| Evaluation/Documentati on | 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 documentation as |

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### Procedure for Requesting a Course Substitution

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

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

- The Disability Coordinator will review the request and documentation for its appropriateness and present it to the program of study/degree department chair.

If the request is unsubstantiated, the student with a disability may request an appeal in writing through the Disability Coordinator to the Dean of Disability 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.

### PARKING FOR THE DISABLED

Only those persons who are in compliance with TRC Title 7, Subtitle H. Chapter 681 are authorized to use parking spaces reserved for persons with disabilities. 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 who are in compliance will have a designated numbered placard on the rearview mirror, or license plate issued by the county tax collector of the county in which they reside.

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 disabled 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 disabled parking. The documentation must include the impairment and expected length of the impairment. The office will provide the person with a dashboard.
COURSE SUBSTITUTIONS

According to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28,(j) (k1-3),

(j) Substitutions and Waivers. No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except as provided in subsection (k) of this section. 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. Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the foundational component area content descriptions, core objectives, and semester credit hours required for the appropriate foundational component area or areas should be applied to the institution's core curriculum.

(k) Accommodations.
(1) An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement as described in paragraph (3) of this subsection 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 not 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 foundational component area 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.

Courses considered by the college to be fundamentally essential to the program of study/degree plan will not be considered for substitution.

<table>
<thead>
<tr>
<th>IEP/ Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Education Plan</td>
<td>Developed with teachers, parents and other specialists involved with student.</td>
</tr>
<tr>
<td>504 plan</td>
<td>Developed with parents, teachers, school personnel involved (Only for elementary/secondary students)</td>
</tr>
<tr>
<td>Accommodation memorandum</td>
<td>Developed with student and the Office of Disabilities on campus if disability is established. (Colleges)</td>
</tr>
<tr>
<td>Classroom Placement</td>
<td>Must be in the least restrictive environment, possible special classrooms, resource or regular classrooms. (PK – 12 grades)</td>
</tr>
<tr>
<td>Regular classroom with support services to eliminate barriers. (elementary, secondary, and college)</td>
<td></td>
</tr>
<tr>
<td>Courses are regular classroom environment with accommodations provided to students who qualify under ADAAA.</td>
<td></td>
</tr>
</tbody>
</table>

* IDEA law is the legislation that governs students in elementary, middle and secondary schools. This law ends special education services when a student graduates from high school or the student turns the age of 22.
### STUDENT, DSS OFFICE AND COLLEGE RESPONSIBILITIES

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

### Student Organizations and Campus Sponsored Activities:

Students are more than welcomed to participate in any activity held on the college campus. Accordingly, the college is committed to ensure that persons with disabilities have accessibility to all events and activities. Each student organization has received training in disability etiquette and will have a member designated at each event to assist with any person with disabilities that request any accommodation. Each organization will have stated on public announcements the following: If you require accommodations for this event/service, please call Dr. Sharon Frederick at 254-526-1291 seven days in advance.

### EQUIPMENT AND MATERIAL LOAN:

The Disability Support Service office has assistive technology for students’ use throughout the semester. The student may request equipment for loan from the Office Assistants or the Disability Coordinators.

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 notice 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 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.

### ACADEMIC PROBATION/SUSPENSION

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 an unsatisfactory GPA (2.0 or below) at the end of a semester will be asked to meet with the DSS Coordinator to evaluate the use of accommodative services to ensure that all of the student needs are being met. The student will be placed on a registration hold due to academic probation/suspension according to the college guidelines.
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.

**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. The interpreter is the “voice” for the student requiring this communication need.

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 and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

**Special Requests**

If a student will need services for a special school event and/or school activity, the DSS office must be notified at least one week (seven days) 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.**

**DOCUMENTATION OF DISABILITIES**

Documentation requirements are reviewed and requested on an individual basis. As each student has unique and personal 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.

**Requirements of Documentation**

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 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.

Annual documentation may be required of students depending on the diagnosis and accommodations being given.
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 and how the disability is impacting the student’s educational functioning.

An elementary or high school (grades K-12) plan, such as an individualized education program (IEP) or a 504 plan is generally insufficient documentation, but can be included as part of a more comprehensive assessment battery.

A clear statement of the disability, including a complete DSM-IV diagnosis, or if applicable: acuity of vision, current audiogram, or statement of systemic illness; a summary of present symptoms, and history of medication (and medication compliance if medication needed) must be provided.

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

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.

The evaluator/medical professional 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.

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

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.

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

The notice of copyright material is included in this document.
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 and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

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 when requested by the student.

Note Sharer

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

Employed Note Takers

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 or after class.

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 Coordinator of any problems with the note taker.

The note taker will email typed notes to the student and the DSS office approximately 24-26 hours after the class. The note taker will be given the DSS office email address for the delivery of notes.

If a student has a problem opening the email or finds a need for a copy of the notes, the student may ask the DSS office for a print out of the class notes. This

Central Texas College does reserve the right to request more documentation from the student if deemed necessary for accommodations.

IV. Recommendations for Accommodations

The final determination for providing appropriate and reasonable accommodations will rest with the institution and its agents.

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 will be held in pending for one year if the student has enrolled with the college, non-enrolled students documentation will be destroyed after one semester.

TSI ASSESSMENT/COMPLETION

All students are requirement to meet the State of Texas TSI Assessment Standards as set forth by the Texas Higher Education Coordinating Board. Students presenting with documented disabilities are required to meet these same standards.

According to the Texas Education Agency, the TAKS-M and TAKS-acc performance descriptors are not equivalent to and should not be compared to the TAKS performance level descriptors.

The TAKS-M and TAKS-acc are modified academic achievement standards for students which are receiving special education services and meet the modified testing participation requirements.

The STAAR-Alternative and STAAR-Modified do not meet the same testing requirements or graduation requirements as general education students. These standards for graduation and testing are determined by an ARD committee.
DUAL ENROLLMENT / EARLY COLLEGE STUDENTS

Any student from the local high schools that has met the eligibility criteria to take a dual enrollment and/or concurrent enrollment course, must have their 504 Coordinator 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 disability documentation section for the guideline policy. The DSS Coordinator will review the documentation for the appropriate accommodations based upon the ADAAA law. If you have any questions, please contact the Disability Support Services office at the main campus.

CENTRAL TEXAS COLLEGE OPEN ACADEMY (HIGH SCHOOL)

We are committed to the students with disabilities enrolled in our Open Academy High School (API). Please provide any information regarding your disability to the Central Texas College Disability Support Services office. This office works in conjunction with the Open Academy High School program to assist students with the appropriate accommodations and/or modifications. If you have recently withdrawn from a high school, please submit your latest IEP/ARD document.

Disability Support Services will coordinate with the Dean of Open Academy High School (API) for any accommodations and/or modifications the student with a disability may require. The Dean of API will notify the high school instructor of any approved accommodations for the coursework.

DISTANCE LEARNERS (ONLINE STUDENTS)

Students that are enrolled in distance education (online) 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 may submit the appropriate documentation directly to the Main Campus Disability Support Services Office or to their 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 coordinator will contact the Continental or International Office and provide 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 should make the request to the DSS office at least 3 weeks before each semester begins to ensure having the material on the first week of class. The student will need to show proof of purchase for the textbook by submitting a copy of the purchase receipt, unless obtained from the college Textbook Lending Program.

Waiting until after 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.

In-house Service Providers (Note taking, Interpreters, Etc.)

Student Responsibilities for Utilizing In-House Service Providers

Make the request for this accommodation as soon as possible. The in-house providers are scheduled for classes at the beginning of the semester. The longer the student waits to request the accommodation, the more difficult it may be to provide one.

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.

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 Coordinator or the Director of Disability 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 Coordinator’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.
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 Academic Studio (526-1580).

Attendance Policies:
Please note that attendance in classes is required. It is not possible to waive or substantially decrease attendance requirements due to a disability, because that would materially change the curriculum or requirements of the program. 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.

The student is responsible for making an appointment with the DSS Coordinator and/or instructor to discuss the absences. In certain cases, the DSS coordinator may ask for documentation of the emergency so that an exemption to the absence policy may be determined.

Medical Emergencies
Medical emergencies that occur during classroom instruction will be handled by the campus police/security on site and emergency personnel that are requested. The instructor should dial 911 to request ambulance response and contact campus police to coordinate and secure the parameters of the emergency. The instructor may notify the DSS office of any emergency that occurred so the DSS Coordinator may assist with any accommodations that may be required.

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 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.

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 the Director of the DSS office. The DSS Coordinators will contact the instructors via the CTC email system concerning the accommodations approved for their course.

The CTC Main Campus Disability Office reserves the right to contact the student or person making the request by phone, email or fax.

IMPLEMENTATION OF SERVICES:
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 Coordinator before each semester to determine what services/accommodations are needed and to ensure that the accommodations memo is complete. Students may request accommodations from the office as soon as he/she registers for classes. If there are no changes in services being provided from the previous semester, the student may submit a schedule and pick up the accommodations at a later date.

The student may meet with their DSS Coordinator at any time before registration begins to discuss the 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 to obtain authorization for paid 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 Coordinator to determine what accommodations the student is eligible to receive for their registered courses. During the time of heavy registration periods, returning DSS students may drop off their schedule with the office or contact their DSS Coordinator via phone or email and receive the same accommodations as the previous semester. The DSS Coordinator will prepare a student accommodation memo for the student. The student will be notified that the accommodations memo are ready to be picked up and the student has the responsibility for notifying the instructor if the course is a face to face delivery method. The accommodations the instructor is expected to provide will be stated in the memo.
The Student has the responsibility to pick up the accommodation memo from the DSS office (Bld 111, Rm 207). A student in an online course will have the accommodations memo emailed to the instructor by the DSS Coordinator.

It is the student’s right to choose whether or not to disclose to the instructor the nature of the 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 the course, the instructor will not provide any accommodations until the student has met with the DSS Coordinator.**

Meet immediately with your DSS Coordinator if problems arise regarding the provisions of the 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 Coordinator or DSS Assistant for final coordination. The DSS Coordinators 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 Coordinator 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 as soon as possible in order for the accommodation to be established. The memo will state any testing accommodation the student is requiring.

If the DSS office is proctoring the test, the students are responsible to contact the DSS office not the instructor at (526-1195, or emailing the DSS office) 3 days PRIOR to testing (excludes weekends and holidays/campus closing), or as soon as the class is notified of test dates so that the times and dates can be coordinated with the DSS Assistant.

All proctoring dates/times must be scheduled Monday through Thursday 8:00am – 5:00pm and Friday 8:00am-1:00am. When scheduling appointments, include name, class name and number (ex: ENGL1301), instructor name, date and time of exam.

All tests are administered by the DSS during regular class times. Students will take the test the same day and time as the class. Any variations must first be approved by your instructor and then coordinated with DSS. If the normal class testing time is after business hours, students should schedule the test earlier in the day allowing ample time for the appropriate accommodation time.

The student is required to attend the testing appointment on time, unless the student contacts the DSS office of the cancellation. If the student is considered to be a “no show”, the instructor will be notified. It is the Instructor’s right to approve or deny the student a make up the test at a later time.

The DSS only proctors test, the office has no authority to excuse students from taking their scheduled test. DSS does not have the authority to reschedule any exam without the explicit permission of the course instructor.

If the student has not made the testing appointment 3 days prior to testing, they will be sent back to the class, or if the instructor sends an exam without notification from the DSS Office the exam will not be printed or the exam received will be returned to the instructor.

The instructor will be notified in writing on the testing accommodation form of any academic dishonesty that occurs while taking a test through the DSS office. The instructor may choose to follow the Central Texas College Student Handbook for academic dishonesty policy.

For other special testing accommodations (TSI Assessment, HESI,), the student will need to contact the DSS coordinator for the accommodations of the test and to coordinate the test appointment.

Classroom Testing - The test may be administered in the classroom due to the student choosing to test in the classroom under normal classroom testing conditions. The student has the legal right to choose NOT to use the accommodations.