Central Texas College  
Disability Support Services  
Faculty Procedures Manual

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>2</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Public Notice of Federal Regulations</td>
<td>4</td>
</tr>
<tr>
<td>Disability Laws in Postsecondary Education</td>
<td>5</td>
</tr>
<tr>
<td>Parent Information and Students Legal Rights</td>
<td>7</td>
</tr>
<tr>
<td>Comparison of IDEA, Section 504, and ADA</td>
<td>8</td>
</tr>
<tr>
<td>Student, DSS Office and College Responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Documentation of Disabilities</td>
<td>11</td>
</tr>
<tr>
<td>TSI Assessment/Completion</td>
<td>13</td>
</tr>
<tr>
<td>Dual Enrollment, Open Academy &amp; Distance Learners</td>
<td>13</td>
</tr>
<tr>
<td>Implementation of Services</td>
<td>14</td>
</tr>
<tr>
<td>Attendance Policies/Medical Emergencies</td>
<td>17</td>
</tr>
<tr>
<td>Equipment and Material Loan</td>
<td>22</td>
</tr>
<tr>
<td>Course Substitutions</td>
<td>22</td>
</tr>
<tr>
<td>Handicapped Parking for Students</td>
<td>23</td>
</tr>
<tr>
<td>Parking for Visitors</td>
<td>24</td>
</tr>
<tr>
<td>Service Animals</td>
<td>25</td>
</tr>
<tr>
<td>Confidentiality and Duty to Report</td>
<td>26</td>
</tr>
<tr>
<td>Threat Assessment TEAM</td>
<td>27</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>29</td>
</tr>
</tbody>
</table>
Central Texas College
Disability Support Services
Building 111, Room 207
PO Box 1800
6200 West Central Texas Expressway
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 Success and Persistence 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.
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.
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.

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.

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.

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

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.

Therefore, faculty, staff and students should be aware of the following:

The college does not discriminate on the basis of race, color, religion, national origin, age, disability or the basis of sex, or veteran status of individuals or any other sub groups stereotyping or grouping with in the college community is unacceptable.

Central Texas College also strives to protect the rights and privileges and to enhance the self-esteem of all its members. 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.

If you believe you have experienced harassment or discrimination, 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 DSS 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.
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 “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 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.
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.

Instructor's Notification of Disability

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. Both instructors and students will receive Accommodation Forms via email from the DSS Coordinator within 48 business hours after the student has submitted his/her request by completing the required Online Accommodations Request Form found on the DSS Website under the "Requesting Accommodations" link. Forms will be emailed to the student's school email address. It is the responsibility of the student to ensure the instructor has received a copy of his/her Accommodation form from the DSS Coordinator and also the student's responsibility to communicate to each instructor how accommodations will be utilized.

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) website at www.ctcd.edu/disability-support.

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

It is the student’s right and responsibility to disclose a disability to the college if accommodations are wanted by the student. The college and or its agents are not required to identify or seek out students with disabilities. Students’ are encouraged to discuss the disability with a coordinator in the Disability Support Services office if they wish to request accommodations.

IMPORTANT NOTE: In accordance with federal disability laws/guidelines, in providing an academic adjustment, postsecondary schools are NOT required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden.
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. (Brown Mackie College, and Texas Southern University No. 06-02-2078 OCR 12/06/2002).

Once the student has started college coursework (first day of class), parents may not attend any meetings between the student and coordinator unless a valid Power of Attorney (POA) for educational purposes or court appointed/approved guardianship documentation 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.

The legal documentation will be copied and forwarded to the college legal counsel for review and proper legal guidance to the DSS coordinator for release of student information in regards to the federal FERPA. The review process will take at least 1-3 days. Once the POA has been approved by legal counsel, the parents will be welcome to attend meetings with the student.

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).

OCR has ruled that students should initiate the process, be active participants in the accommodation process and have direct interaction/contact with the DSS coordinator.
<table>
<thead>
<tr>
<th>Law Requirements</th>
<th>IDEA *</th>
<th>SECTION 504</th>
<th>ADAAA</th>
</tr>
</thead>
<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>
<td></td>
</tr>
</tbody>
</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/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 responsibility to disclose disability. | Students must self-identify as having a disability by providing adequate documentation as outlined by the college |
| IEP/ Accommodation                                                                 | Evaluations are responsibility of school at no expense to the parent or student. | Same for elementary and secondary schools. College level it is the student’s responsibility | Evaluations and documentation of disability are student’s responsibility and expense.  
Student has the responsibility for advocacy, negotiating accommodations plan |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP/ Accommodation [Individual Education Plan developed with teachers, parents and other specialists involved with student.]</td>
<td>Same for elementary and secondary schools. College level it is the student’s responsibility</td>
<td>College level it is the student’s responsibility</td>
<td>Accommodation memorandum is developed with student and the Office of Disabilities on campus if disability is established. (Colleges)</td>
</tr>
<tr>
<td>Classroom Placement [Must be in the least restrictive environment, possible special classrooms, resource or regular classrooms. (pk – 12 grades)]</td>
<td>Regular classroom with support services to eliminate barriers. (elementary, secondary, and college)</td>
<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 (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>Request accommodations each semester they are needed by submitting the Online Accommodation Request Form to DSS</td>
<td>Arrange for appropriate and reasonable accommodations once a student has requested accommodations</td>
<td>Provide access to programs and services</td>
</tr>
<tr>
<td>Ensure instructors have received copies of accommodation forms sent by DSS and discuss how accommodations will be utilized with each instructor. Schedule testing with DSS.</td>
<td>Assist students in accessing technology available to address their identified accommodation needs</td>
<td>Inform students of DSS Office locations</td>
</tr>
<tr>
<td><strong>Communicate to DSS</strong> in a timely manner any question or problems associated with their disability or assigned accommodations. Review and comply with all CTC rules for student code of conduct and DSS policies/federal disability laws</td>
<td>Provide written information that is accessible for students in order to help educate students about student rights and responsibilities (CTC’s DSS website)</td>
<td>Make reasonable accommodations for students who meet the qualifying criteria</td>
</tr>
<tr>
<td></td>
<td>Suggest reasonable adjustments in teaching methods which do not change any essential element of the curriculum or program</td>
<td>Provide reasonable access to program and service choices equal to those available to the general public</td>
</tr>
<tr>
<td></td>
<td>Work with off-campus and off-shore program facilities to also comply with Section 504 (Subpart E) and ADAAA</td>
<td>Inform students of their rights and responsibilities via written publications</td>
</tr>
</tbody>
</table>
DOCUMENTATION OF DISABILITIES

Documentation requirements are reviewed 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 three years old. It is in the student’s best interest to provide recent and appropriate documentation relevant to the student’s learning environment. All reports will be on letterhead, typed, dated, signed and otherwise legible.

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 insufficient documentation at the post-secondary educational level.

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. 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. 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 the DSS office.

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 required 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 the 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 disability coordinator will review the documentation for the appropriate accommodations based upon the ADAAA law. If you have any questions, please contact the disability 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.

The Disability Office 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 information on the accommodations being granted if necessary. 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 request accommodations from the office as soon as he/she registers for classes.

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 Letters**

In order to receive accommodations, the student must request an accommodation letter from the DSS office every semester accommodations are wanted. This process is as follows:

In order to receive accommodations, the student must request accommodation from the DSS office AFTER the student has registered for classes. It is the student's responsibility to request accommodations EVERY TERM they are needed and for informing the DSS Coordinator which registered classes will require accommodations. DSS does not send out accommodation reminders. This process is as follows: The student is responsible for contacting the DSS Coordinator to request accommodations by completing the Online Accommodation Request Form found on the DSS website under the "Requesting Accommodations" link. Once the student has completed and submitted the required form, the student's DSS Coordinator will prepare a student accommodation form for the student for each course that the student has requested accommodations for. The student will receive a copy of the Accommodation Form(s) via email to his/her student email address. A copy will also be emailed to the instructor(s) by the DSS Coordinator. The student is responsible for following up with each instructor to ensure they have received a copy of the student's Accommodation Form. All approved accommodations will be stated on the accommodation forms and students have the responsibility to address how accommodations will be utilized with each course instructor that accommodations are written for. DSS does not send out accommodation reminders to students.
Students will have their Accommodation Form(s) emailed to the instructor and to themselves by the DSS Coordinator within 48 business hours AFTER the student has submitted the Online Accommodation Request Form to DSS.

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. If the student fails to request accommodations, the instructor, nor DSS, is obligated to provide/allow any accommodations until the student has submitted the Online Accommodation Request Form to DSS. Accommodations are NOT retroactive and begin after the Accommodation Form is emailed to the instructor.

Accommodations requested by students, which are not documented in the student accommodations memo does not need to be provided. The student accommodation memo must be reviewed and updated each semester by the student. If a student does not have a current accommodation memo from the DSS office for the course, the instructor will not allow/provide any accommodations until the student has met with the DSS Coordinator.

Faculty can contact DSS if problems arise regarding the provisions of student 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 for final coordination. The DSS Coordinators 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 accommodation memo as soon as possible in order for the accommodation to be established (accommodations are not retroactive). The memo will state any testing accommodation the student has been granted.

If the student elects to utilize his/her approved testing accommodations, the student is required to test at the DSS Testing Center, and the student is responsible for contacting the DSS office, not the instructor, at 526-1195 or emailing the DSS office at least 3 business days (excluding weekends and holidays/campus closing) PRIOR to actual test date, or as soon as the class is notified of test dates so that the times and dates can be coordinated with the DSS Assistant. Students have the legal right not to use their approved testing accommodations and to test in class under normal testing conditions (without testing accommodations - same conditions as all other students in class).

All proctoring dates/times must be scheduled and completed during normal DSS office hours: Monday through Thursday 7:30am – 5:30pm and Friday 7:30am-11:30am.
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 student is required to notify the course instructor. 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 the actual test date, he/she will not be permitted to test at the DSS Testing Center and 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 testing board for the accommodations of the test and then coordinate the test appointment with the DSS Test Proctor.

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 or their designee may email, fax or bring the exam to the DSS office.

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, if the instructor and student agree to this testing site due to specific course exam material. This provision may also be provided by the instructor as courtesy to the student for alternative testing times.

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.
Attendance Policies:

It may not be possible to waive or substantially decrease attendance requirements due to a disability, because this may materially change the curriculum or requirements of the program. However, instructors may review disability-related absences on a case-by-case basis and address this situation directly with students as needed so that an exemption to the absence policy may be determined.

If an emergency arises or the student will be absent from class due to the student’s disability, the student is responsible for notifying the instructor as soon as possible. Students are also responsible for providing any medical documentation of disability-related absences to the instructor.

Faculty will be asked to address the following guidelines established by OCR cases when considering absenteeism for students with disabilities:

A) Is there regular classroom interaction between the instructor and students? Between students themselves?
B) Do student contributions in the class constitute a significant component of the learning process?
C) Does the fundamental nature of the course rely upon student participation in a classroom setting as an essential method of learning? Are there other ways that a student could demonstrate learning aside from classroom participation?
D) To what degree does a student’s failure to attend class constitute a significant loss of the educational experience of other students in the class?
E) What does the course description and syllabus say regarding attendance?
F) What percentage of the grade is class participation?

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 (must be a justified reason).
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 DSS Coordinator requesting the book in PDF/electronic format 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 be required 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 or one may not be available.

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.

Students should 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. Students should 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 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 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.

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.

Service Provider Responsibilities

In-house Service Providers are the note takers, readers, interpreters, etc, employed by Central Texas College. 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. If the student does not show up within the waiting period, they will report your absence as a no-show.

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, and 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 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. Students should secure a back-up peer note taker in the event the peer note taker is absent or needs to leave early.

Employed Note Takers (this service is contingent upon availability of employed note takers) -

The employed note taker’s role in the classroom is to take notes for assigned students only.

The students are responsible to:
Student should direct questions to the instructor or classmates and save questions for the note taker for slow times in the lecture or after class.

Students should 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 will be completed on a as needed basis, do not rely on the DSS office to consistently print out the notes. This is a contingency back-up for the student notes.

The emails will be reviewed periodically by one of the DSS Coordinators during the semester for note taking accuracy.

The students that are approved for material in alternative formatting (textbooks, classroom lectures, videos, etc…) are receiving the material under the copyright 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 (this service is contingent upon availability of 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.

**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 Denise Pergl at 254-526-1291 seven days in advance.

**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.
EQUIPMENT AND MATERIAL LOAN:

The Disability Support Service office has limited assistive technology for students’ use throughout the semester. The student may request equipment for loan from the DSS Office while supplies last.

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.

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.

**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 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.

**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 with temporary parking for the disabled 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.

Central Texas College is not legally authorized to issue any allowance (temporary or permanent) for students to park in designated ADA spaces. Students should follow the steps on the Texas Department of Motor Vehicles website to apply for a temporary or permanent disability placard: http://www.txdmv.gov/motorists/disabled-parking-placards-plates
PARKING FOR VISITORS (SERVICE PROVIDERS)

Visitors:
A visitor is defined as someone who has no affiliation, association or relationship with CTCD as a student, faculty member, staff member or employee.

Parking tips for visitors:
Avoid handicap parking spaces if you do not have the appropriate placard or plates.

Reserve parking violations will be enforced daily Monday through Friday, 6am – 6 pm only. After 6 pm weekly and all day Saturday and Sunday, reserved parking spaces will be open available to anyone on a first come first served basis. Citations for parking in a reserved parking space will not be enforced during the specified open periods.

Do not park on grass or upon any landscaping.

Always park your vehicle in the same direction as the flow of traffic, backing into parking spaces is not permitted.

All parking and driving regulations promulgated by the CTCD Board of Trustees and the State of Texas apply.

Guests:
A guest is defined as someone who has been invited by special invitation or upon request of a representative of CTCD; and may or may not have or had affiliation, association or any relationship with CTCD.

Parking tips for guests:
Guest parking is recognized by special signage or placard distributed by a representative of the CTCD and should be displayed as designed.

Special Guests to campus shall adhere to all parking and driving regulations promulgated by the CTCD Board of Trustees and the State of Texas.

Open Parking:
Open parking spaces are available throughout campus, in all parking lots and are defined as those spaces which are not indicated for a special individual or activity or marked “reserved”, painted with the parking lot letter and reserved space number. Visitors and Guests also cannot occupy spaces painted as reserved for executive officers such as “Chancellor” or for service vehicles such as “Maintenance”; these spaces are reserved every day, all day.

Parking Citations Received by Campus Visitors or Guests:
Occasionally visitors or guests to our campus violate parking rules or regulations and receive parking citations. Please contact the campus police office as indicated on the front of the parking citation for instruction on how to take care of the citation.

If you have any questions or suggestions about parking please contact the office of the campus police at 526-1200.
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. Service animals are not required to be registered with the DSS office. Please visit https://www.ada.gov/regs2010/service_animal_qa.html for additional information on service animals.

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 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 and/or is not house broken.

Per ADA law, only the following questions are permitted to be asked in regards to service animals:

1) What work and/or task is the service animal trained to perform? You cannot request that the service animal perform the task and you cannot ask for documentation for the service animal.

2) Is the animal necessary for the person’s disability? You cannot ask the person what his/her disability is or ask for documentation of the 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) 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.

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 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](http://www.ctcd.edu/f_staff/safety_manual.pdf).

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

**ZERO TOLERANCE POLICY**

Central Texas College has a zero tolerance policy for all students. The Risk Management Policy 315 clearly defines the college position for violence, discrimination, and harassment. This policy may be located at [http://www.ctcd.edu/f_staff/safety_manual.pdf](http://www.ctcd.edu/f_staff/safety_manual.pdf).

CTCD IS A VIOLENCE, WEAPON, DISCRIMINATION & HARASSMENT FREE ZONE.

**EMERGENCY EVACUATION PROCEDURES**


**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.
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.

Students violating this Policy may be subject to discipline up to and including expulsion.
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. Christy Shank</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 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/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 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.