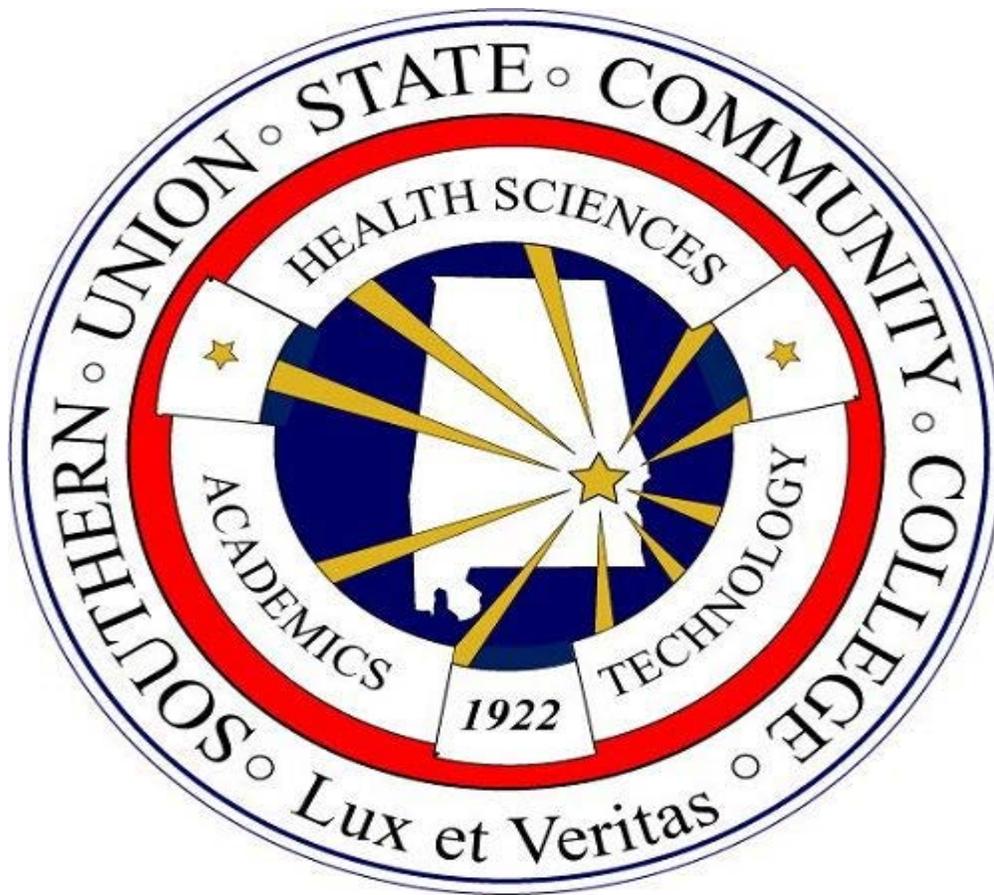


# SOUTHERN UNION STATE COMMUNITY COLLEGE



## **Disability Support Services Handbook**



Southern Union State Community College complies with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990. In an effort to provide these services to our students, each campus has established an Office of Disability Services with an ADA Coordinator to assist students with documented disabilities.

The Office of Disability Services can be found on each of Southern Union's three campuses. Each office works in partnership with students, faculty, and staff to provide a physically and educationally accessible college environment that ensures an individual is viewed on the basis of ability, not disability. Each ADA Coordinator works individually with students to determine appropriate accommodations that enable all students to have access to the same programs and services. Information about each Office of Disability Services at Southern Union State Community College:

### **Opelika Campus**

*Cydney Mathews, ADA Coordinator*  
Business & Technology Center  
Student Success Center, Room 110  
1701 Lafayette Parkway  
Opelika, AL 36801  
**Phone:** 334-745-6437, Ext. 5488  
**Email:** [cmathews@suscc.edu](mailto:cmathews@suscc.edu)

### **Valley Campus**

*Robin Brown, ADA Coordinator*  
Main Building  
321 Fob James Drive  
Valley, AL 36854  
**Phone:** 334-756-4151, Ext. 5204  
**Email:** [rbrown@suscc.edu](mailto:rbrown@suscc.edu)

### **Wadley Campus**

*Carol Howell, ADA Coordinator*  
Administration Building, Suite 211  
750 Roberts Street  
Wadley, AL 36276  
**Phone:** 256-395-2111, Ext. 5403  
**Email:** [chowell@suscc.edu](mailto:chowell@suscc.edu)

SOUTHERN UNION STATE COMMUNITY COLLEGE complies with non-discriminatory regulations under Title VI, Title VII, and Title IX of the Civil Rights Act of 1964; Title IX Educational Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries concerning this policy may be directed to the ADA Coordinator in the Student development Division. Grievance Procedure Forms are available in the Executive Assistant to the President's office. Southern Union state Community College is an equal employment/equal educational opportunity institution.

## Contents

Information for Prospective Students .....	2
Handicap Parking .....	3
Library/Learning Resource Center Access .....	3
Registration with Disability Support Services .....	4
Disability Support Services .....	4
Verification of Disabilities .....	4
Confidentiality of Disability Verification Documents .....	4
How Reasonable Accommodations are Determined .....	5
Accommodations and Services .....	5
Services of a Personal Nature .....	<b>Error! Bookmark not defined.</b>
Criteria for Disability Documentation .....	7
Learning Disabilities (LD) .....	7
Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)..	7
Health Condition, Mobility, Hearing, Speech or Visual Impairment .....	8
Psychological Disorders .....	8
Traumatic Brain Injury (TBI) .....	9
Academic Accommodations Differences between High School and College .....	10
The Accommodation Process .....	12
Registration for Transfer Students with Accommodations from a Previously Attended Institution .....	13
504/Grievance Process for Students .....	14
Accommodations Policies .....	14
Audio Recording Policy .....	14
Priority Registration Policy .....	<b>Error! Bookmark not defined.</b>
Excused Absence Policy .....	<b>Error! Bookmark not defined.</b>
Sign Language Interpreter Policy .....	15
Note Taking Services Policy .....	16
Reader Services Policy .....	16
Exam Proctoring Policy .....	<b>Error! Bookmark not defined.</b>
Service Animal Policy .....	17
Policy for Review of Personal Records by Students .....	19
FORMS .....	20

## Information for Prospective Students

The Office of Disability Support Services welcomes you to Southern Union State Community College. The purpose of this office is to facility reasonable and appropriate

academic accommodations to college students with documented disabilities. The information in this handbook is designed to help you get started should you wish to request academic accommodations as an undergraduate student at Southern Union State Community College.

### **Handicap Parking**

1. Accessible parking areas are available to students who are certified for disability parking by their home state. Students who use the handicapped parking spaces must validate their parking permit or be subject to a parking violation and/or having their vehicle towed. Please follow the following steps to receive the hang tag needed to park in designated parking places on each campus:
2. Submit verification that parking verification is needed to the Campus Police officer on the campus where you will be attending. This documentation must bear the student's name therefore state issued handicap hang tag would not suffice. Documentation from a medical professional or current vehicle registration documentation which identifies the student and verifies the need to handicap parking should be sufficient. Students who have a temporary need to park designated handicap places can also present their medical documentation to campus police for approval as well.
3. Report to the Business Office to purchase the parking hang tag for handicap parking.
4. Display the hang tag on the review view mirror. The hang tag must be in plain view at all times.

### **Library/Learning Resource Center Access**

Learning Resource Center staff may be contacted during business hours to ensure access to library collections and services. Services include research assistance, retrieval of materials, photocopying assistance, library orientation and special check-out arrangement. Screen reading software is available on accessible computers. Students may request, as a reasonable accommodation, additional accessible hardware/software by contacting the appropriate campus ADA Coordinator. Contact information for the Library/Learning Center on each campus is listed below:

**Opelika Campus** 334-745-6437, Extension 5407

**Valley Campus** 334-756-4151, Extension 5219

**Wadley Campus** 256-395-2211, Extension 5130

## **Registration with Disability Support Services**

Registration with the Disability Support Services is a separate process from applying or admission to Southern Union State Community College. Interested students should contact the ADA Coordinator on the campus he/she will be attending.

## **Disability Support Services**

The ADA Coordinators on each campus are the central point-of-contact for students with documented disabilities. Services for students with documented disabilities focus on providing individualized accommodations while promoting students responsibility and self-advocacy. Each ADA Coordinator views the provision of reasonable accommodations for students with documented disabilities as a collaborative effort, requiring the cooperation of faculty, staff, and students.

It is the student's responsibility to request accommodations and to provide appropriate documentation to Disability Support Services; however, students who choose not to self-identify when they enter Southern Union do not forfeit their right to receive accommodations at a later date. Additionally, Southern Union is not obligated to provide accommodations or services for students with documented disabilities until they are registered with the Disabilities Support Services and make known their need for accommodations each academic term. Accommodations only start at the point forward and are not considered retroactive.

## **Verification of Disabilities**

Students with documented disabilities who are seeking services from Southern Union State Community College are required to submit documentation to the Office of Disability Support Services at the campus the student will be attending. This documentation is necessary for the verification for eligibility of services under Section 504 of the Rehabilitation Act and/or the Americans with Disability Act.

The documentation must specify a major life activity (such as walking, eating, writing, or learning) that has been substantially limited by a disability. The following guidelines ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations. These guidelines correspond with federal guidelines, Alabama Community College System guidelines and Southern Union State Community College policies.

## **Confidentiality of Disability Verification Documents**

Disabilities Support Services is the only party that will review disability verification documents. DSS will not release disability documentation to any party without the student's consent. Strict confidentiality is maintained in all verbal communications with Southern Union State Community College faculty and staff unless a student grants written permission or DSS is required to do so by law or court order.

## **How Reasonable Accommodations are Determined**

An academic accommodation is essentially a problem-solving process. The task is to determine the necessary adjustments that will enable students with disabilities to have the same programs and services available to students without disabilities, and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of the college courses and programs. Accommodations are meant to provide access but not a guarantee of success.

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

- a. Nature and type of disability
- b. Requirements of course or activity
- c. Skills and functional limitations of the student

Requests for accommodations must be made each term of enrollment and once a determination is made to provide accommodations, students are responsible for meeting with their instructors to discuss their accommodations with each instructor. In addition, in making reasonable accommodations, an educational institution is not obligated to waive or modify program requirements to lower academic requirements which are reasonable and nondiscriminatory.

## **Accommodations and Services**

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

**Testing Accommodations** – Testing accommodations may include extended time, reduced-distraction testing situations, taped or rally administered tests, readers, and/or scribes. Students should discuss testing accommodations with their instructors at the beginning of each term.

**Alternative Formats for Assignments** – In some cases, assignments may be submitted in formats other than those stated in course requirements.

**Recording and/or Note Takers** – Students may be permitted to record class lectures and/or may request peer note takers. DSS will assist in providing use of college printers and/or arranging for peer note takers.

**Academic Classroom Aids** – In many cases, students may be permitted to use calculators, dictionaries, word processing software, for in-class and out-of-class work.

**Adaptive Computer Technology** – Southern Union provides assistive technology like document readers, electronic textbooks, reader pens, smart pens, and note-taking software.

**Academic Assistance** – Academic assistance may be provided through note takers, scribes, readers, sign language interpreters or remote captioning services for the hearing impaired. However, federal law does not require Southern Union to provide service that places an undue administrative or financial burden upon the college. The college is not required to provide services of a personal nature, including assistance with eating, using the restroom facilities, or mobility. Services of a personal nature are not considered accommodations in post-secondary education. Examples of personal services include but are not limited to tutoring, attendant care, transportation assistance, and mobility.

**Course Substitutions and Adaptions** – Course substitutions are an option for students with disabilities who are inhibited from continuing their degree because of a required course in a curriculum. The substitution change in a curriculum and the course to be substituted is done on an individual case. The Dean of Instruction and the ADA Coordinator will determine if any substitutions and adaptions are to be made.

## **Criteria for Disability Documentation**

### **Learning Disabilities (LD)/ Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

#### **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e. licensed psychologist) as well as the specialization, employment, and state in which the individual practices, must be clearly stated in the report. The following professionals are generally considered qualified to diagnose learning disabilities:

1. Clinical psychologists
2. School psychologists
3. Neuropsychologists
4. Learning disability specialist
5. Diagnostician
6. Psychiatrist

All reports should be on letterhead, dated and signed.

#### **Comprehensive Documentation**

It is recommended that evaluations should be no more than three (3) years old, however, this timeframe can also be re-evaluated on a case-by-case basis. Documentation should substantiate the need for services based on the student's current level of function. A school plan such as an IEP or a 504 Accommodation Plan is insufficient documentation, but may be included as part of a more comprehensive report. The following should be included in the report:

1. Clear statement of presenting problem; diagnostic interview
2. Relevant test data with standard scores which support conclusions, including at least:
  - a. Woodcock-Johnson Psychoeducational Batter-Revised, including Written Language
  - b. WAIS-R
  - c. Woodcock-Johnson cognitive Processing Battery to substantiate any processing problems
3. Clearly state diagnosis of a learning disability based on DSM-V Criteria
4. Defined levels of functioning and any limitations, support by evaluation data

# **Psychological Disorders/ Health Conditions, Mobility, Hearing, Speech or Visual Impairment/**

## **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are generally considered qualified to evaluate mobility, sensory and systemic disorders:

1. Treating physician
2. Orthopedic specialist
3. Audiologist
4. Speech pathologist
5. Ophthalmologist

All reports should be on letterhead, dated, and signed.

## **Current Documentation**

Evaluations should be no more than one year old, however, this timeframe can also be re-evaluated on a case-by-case basis. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current function. The following should be included in the report:

1. A clearly stated clinical diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication



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

### **Qualifications of Evaluator**

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate Traumatic Brain Injury (TBI):

1. Rehabilitation counselor
2. Speech-language pathologist
3. Orthopedic specialist
4. Neuropsychologist
5. Other Specialists as appropriate who have expertise in evaluating the impact of TBI on an individual's educational performance.

All reports (post-rehabilitation and within one year) should be on letterhead, dated, and signed.

### **Current Documentation**

Evaluation should be no more than two years old. Documentation should substantiate the need for services based on the student's current functioning. The following should be included in the report.

1. Assessment of cognitive abilities, including processing speed and memory
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within one (1) year, dated and signed).

### **Temporary Injuries and/or Illness**

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

## Academic Accommodations Differences between High School and College

The important issue for potential and current college students with disabilities is to understand the difference between the applications of disability rights laws in secondary and post-secondary institutions. The most basic distinction between services for students with disabilities in high school and college is secondary settings are geared towards least restrictive settings whereas post-secondary institutions are obliged to provide access. In other words, more responsibility is placed on student initiative in higher education.

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

Comparison of Responsibilities in High School under P.L. 94-142/IDEA/504 and in College under Section 504 and ADA		
Issue	Responsibility at Secondary Level	Responsibility at Post-Secondary Level
Identification of disability	School	Student
Assessment of disability	School	Student
Programming	School/Parent	Student/Institution
Advocacy	School/Parent	Student
Decision Making	Placement Team	Institution/Student
Transition Planning	School/Student	N/A
Placement Team	Student	N/A

Brinckerhoff, L.C. Shaw, S.F. and J.M. McGuire, J.M. (1992), “Promoting Access, Accommodations, and Independence for College Students with Learning Disabilities” *Journal of Learning Disabilities*, 25 (7), 419-429. Copyright 1992 by PRO-ED, Inc.

There are key differences in the laws that establish the obligations of pre and post-secondary institutions to support students with disabilities. Under the ADA and its amendments and Section 504 of the Rehabilitation Act, students at the post-secondary level must meet the established entrance, course, and graduation requirements with or without reasonable accommodations. Students who wish to receive academic accommodations on the post-secondary level are required to request them in advance and to provide acceptable documentation of their disability to the institution. In contrast, all students in the K-12 system have access to a free, appropriate education in an “integrated” setting with their non-disabled classmates.



<b>LEGAL</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Services provided under IDEA or Section 504	Services provided under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
School district responsible for identifying and evaluating disability at no cost to student or family.	Student must self-identify and provide documentation of disability.
	Student must pay cost of evaluation.  College is responsible for costs involved in providing accommodations and/or essential auxiliary aids student needs based on documentation of disability.
<b>ACADEMIC ENVIRONMENT</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Special education teacher is the liaison and buffer between student, other teachers, administrators, and parents.  The decision to receive accommodations is made by educators and parents. Students have little or no choice.	Student is responsible for self-advocacy.  Student can choose not to seek services and accommodations and can choose to function independently.  Student must self-identify disability and request services from college.  Student required to provide recent documentation of disability.  Documentation must clearly support requested accommodations.
Help is readily available.	Student must independently seek help using effective communication skills.  Services must be requested in advanced (i.e. you cannot wait until the day of a test to ask for accommodations.)
Student is “labeled” as a special education student.  Student is possibly serviced separately from the other students.	Students not “labeled” or served separately from other students.  Other students and faculty will not know about student’s disability.  Faculty only notified of required accommodations.
Personal talks freely with parents about student’s progress and planning.	Personnel cannot discuss student without student’s written permission.

## Parental Right to Access Information on Accommodations

Because college students are considered adults, any information pertaining to their accommodations falls under FERPA laws. Parents cannot obtain information about their child unless the child grants permission in writing. For accommodations, students can complete a “Release of Information Statement” form and list anyone whom they agree to grant access to their information. This is not the same form used

by the Student Records Department. Parents who wish to obtain information on academics or financial aid will need to complete a release form for those departments. This form can be found in the Student Records Office.

## The Accommodation Process

Students who have a documented disability are eligible to register for services with Disability Support Services. Disabilities may involve physical or mobility impairments, vision or hearing impairments, learning disabilities, a psychological diagnosis or any other relevant diagnosed condition.

It is the student's responsibility to provide proper documentation and to request accommodations each term. Registered students may request accommodations at any point during the term; however, students that do not give sufficient notice of accommodation requests are not guaranteed that optimal accommodations will be implemented. Students have an obligation to inform Southern Union State Community College in a timely manner of their accommodation request.

### Registration Steps

1. Complete "*Request for Accommodations*" form. This form can be printed from the Southern Union State Community College web page on the ADA/Special Needs page, or picked up from a DSS office on the campus where the student plans to attend. This form can be submitted via email or hand-delivered.
2. Schedule a meeting with the ADA Coordinator on the campus where the student plans to attend and present documentation of disability from medical personnel. Students can also review the requirements for proper documentation by looking at the "ADA Criteria for Disability Documentation" form found on the ADA/Special Needs page as well.
3. ADA Coordinator will make a determination of the Accommodations needed and will complete an Accommodations Letter for the instructor of the course for which the accommodations are requested. This make take up to 48 hours.
4. Once the student receives the Accommodations Letter, it is their responsibility to meet with their instructor to "self-report" and to discuss how accommodations will be implemented for the course.
5. Report any problems with accommodations with your ADA Coordinator.

Students are required to deliver and discuss Accommodation Letters with faculty before accommodations will be implemented. **Accommodations are not retroactive.** Faculty are not obligated to accommodate prior exams or assignments before Accommodation Letter is delivered and discussed.

## Registration for Transfer Students with Accommodations from a Previously Attended Institution

Transfer Students with documented disabilities that have received accommodations at another post-secondary institution are not necessarily eligible for services at Southern Union State Community College. To secure services from DSS, transfer students with documented disabilities must follow DSS registration steps outlined in this manual:

### Requesting Disability Documentation

1. Complete a “*Request for Accommodations*” form. This can be printed from the Southern Union State Community College web page on the ADA/Special Needs page, or picked up from a DSS office on the campus where the student plans to attend.
2. You can request your accommodations provided by your prior school along with any medical documentation be forwarded to DSS from the institution that provided you with the academic accommodations. You will have to sign a release of information with the sending institution before any documents are forwarded to DSS.
3. ADA Coordinator will make a determination of the Accommodations needed and will complete an Accommodations Letter for the instructor of the course or courses for which the accommodations are requested. This make take up to 48 hours.
4. Once the student receives the Accommodations Memo it is their responsibility to meet with their instructor to request accommodations and to discuss how accommodations will be implemented for the course.
5. Report any problems with accommodations with your ADA Coordinator.

**Students may also make a request for the ADA Coordinator for forward their documentation to another institution by completing an “ADA Authorization for Release of Information” form. This can be printed from the Southern Union State Community College web page on the ADA/Special Needs page, or picked up from a DSS office on the campus where the student plans to attend.**

### Common Points of Confusion

1. *Who requests disability verification from the former institution?* The student is responsible for ensuring disability verification is sent to DSS. Staff at DSS does not request information from other institutions.
2. Admissions decision are made without consideration of disability status. Do not send disability verification to the Admissions Office.

## 504/Grievance Process for Students

Questions and concerns regarding accommodations and series for students with disabilities should be directed initially to the ADA Coordinator on the campus where the student attends. If the ADA Coordinator along with the student cannot resolve the issue, a meeting with the student, the faculty member, and the Dean of Student Development is the second step in resolving the disagreement.

If an agreement concerning disability rights is not reached at this point, the final step in the grievance process involved the dissenting party filing a formal grievance.

The process for filing an official grievance is located in the Southern Union State Community Student Handbook and Catalog. Hard copies of the Student Handbook and Catalog can be found in the library or in any of the dean's offices. Student may also visit the Southern Union State Community College web page ([www.suscc.edu](http://www.suscc.edu)) and under the **Current Students** menu options, click "*Student Handbook & Catalog.*"

## Accommodations Procedures

The following procedures apply to DSS operations. Registered students should be familiar with those policies that apply to their particular requests. DSS may change, alter, or modify these policies. Students will be notified via college email of there are any changes made to the procedures.

### Audio Recording

Students that are eligible to record class lectures must agree to the following terms in order for DSS to request this accommodation and they also must abide by the policy of audio recording lectures as established by DSS.

Students must agree to the following terms and conditions:

1. Do not copy or share audio recordings from any of classes with other students.
2. Do not copy or share audio recordings with non-students.
3. Do not divulge the contents of audio recordings from any classes with agencies, representatives of organizations, the media or any entity other than yourself.
4. Upon completion of the academic term, erase audio recordings from all classes that were recorded.

Non-compliance with terms and conditions for audio recordings of lectures may result in a charge of academic misconduct.

### Attendance Accommodation

Students should keep a copy of this statement for reference following a disability-related absence. Students that are eligible for excused absences should keep in mind that disability-related absences only apply when reasonable. Students that are absent frequently or for long periods may not be eligible to receive excused absences, but may

## *Disability Support Services*

be able to take an incomplete in the course. Please be advised that excessive absences could possibly affect your ability to successfully complete a course. The ADA Coordinator and course instructor will collectively determine at which level absences are considered excessive and would adversely impact a student's ability to be successful.

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

1. At your earliest convenience, inform your instructor of an absence due to a disability-related issues. DSS recommends emailing the instructor and saving the message as a record of this communication with the instructor. If emailing is not an option to notify the instructor of an absence, notification via telephone is also a viable option. It is imperative that the instructor is aware of your absence as soon as possible.
2. If absence results in a visit to a physician or other type of care-giver, please obtain a signed excuse from that person to give to your professor upon return.
3. Students are responsible for any work or exams missed due to an absence. Students will need to make arrangements with the instructor to complete missed assignments and/or exams in a timely manner.

If there are any questions, do not hesitate to contact the campus ADA Coordinator.

## **Sign Language Interpreter**

### **The Goal of DSS in Interpreting Services**

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

### **The Interpreter's Role**

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

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

## Requesting an Interpreter

It is critical that D/HH students notify DSS of their communication needs and preferences as early as possible to ensure appropriate accommodations. If the student is a client of the Alabama Department of Rehabilitation Services, the student will need to contact their vocational rehabilitation counselor for services. **Requests for interpreter services must be submitted three weeks prior to the beginning of the term.** DSS will require a copy of the student's schedule and a completed Interpreter Request Form. Forms are available in DSS or via email.

Students should inform DSS of any class scheduling changes (i.e. adding or dropping a class, room change, day/time change).

Students that experience problems with interpreting services should attempt to address their concerns with the interpreter and/or instructor. If no resolution can be reached, the student should contact DSS as soon as possible.

## Note Taking Services

Note takers are provided to students that have a need for notetaking services or have documentation that substantiates a need for note taker services.

### Instructor's Role:

Instructors can read the following announcement in class. (You can announce this either before or after class). ***Be sure to keep the name of the student with the disability confidential:***

“A student in this class requires a note taker. If you are interested and plan to attend class on a REGULAR basis, please see me after class.”

1. If more than one student is interested in taking notes, please narrow the choice down to two students. (Preferably students with a 3.0 GPA or higher)
2. Give this handout to the note taker and instruct him/her to report to the ADA Coordinator to complete the appropriate paperwork.
3. The instructor will facilitate the notes exchange in a way that maintains the confidentiality of the accommodated student.

## Reader Services

Readers are offered to students that are eligible for reader services. One week prior notice is required for reader services outside of the classroom if a live reader is requested. The ADA Coordinator will assist with this service. The instructor will need to contact the ADA Coordinator if oral testing has been requested.

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

## **Proctored Exams for Test Administered Outside of Class**

Students that wish to take exams in the Assessment Center must contact the Assessment Center staff to schedule their test in advance and notify the instructor of their desire to have their exam proctored. The instructor is responsible for providing the exam to Assessment Center prior to testing along with the approved accommodations for the students. Students may not transport their own exams.

1. Students are required to make an appointment to take their test in the Assessment Center at least 7 days in advance for their planned testing date.
2. It is the student's responsibility to inform their instructor about the request to test in the Assessment Center. It is not the responsibility of the Assessment Center staff to ensure timely delivery of the student's exam.
3. Instructors are required to complete "A Request for Proctored Tests" form to submit with their student's test. This will specify testing accommodations as well as outline directions for the administration of the exam.
4. The Assessment Center cannot grant extensions for an exam completion beyond requested accommodations. Students should consult with their instructor regarding extensions.
5. The Assessment Center cannot provide additional accommodations beyond what is specified by the instructor. Students should consult with their instructor regarding additional accommodations outside of what has been identified on their "Request for Proctored Test" form.
6. The Assessment Center will work with instructors who would like to establish exam parameters such as the day and time students are to take exams; however, flexibility may be necessary when there are scheduling requests conflict with availability.
7. Students will not be allowed to leave the testing area for any reason once an exam has begun unless such student is eligible for an accommodation that allows for movement or a restroom break.
8. Students are not allowed to consult with tutors or office personnel about exam questions. To do so constitutes academic misconduct unless a student has expressed written permission from the instructor as indicated on the "Request for Proctored Test" form.

## **Service Animal**

Service animals have become a part of life for many people living with disabilities. Service animals can be trained to perform a variety of tasks to assist people with disabilities and to enable their handlers the opportunity to fully participate in everyday life activities.

The Americans with Disabilities Act (ADA) requires state and local government agencies, business, and non-profit organizations that provides goods or services to the public to make "reasonable modifications" in their policies, practices, or procedures

when necessary to accommodate people with disabilities. Rules for service animal fall under this general principal.

### **What is a service animal?**

Under ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The tasks performed by the dog must be directed related to the person's disability. In other words, the dog must be trained to handle a specific action when needed to assist the person with a disability. For example, a person with epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.

A separate provision has been added to include miniature horses that have been individually trained to do work or perform tasks for people with disabilities as service animals. Miniature horses generally range in height from 24 inches to 34 inches and generally weigh between 70 and 100 pounds. Federal regulations outline four assessment factors to assist entities in determining whether miniature horses can be accommodated at their facility.

### **What is not considered a service animal under the ADA?**

Animals for emotional support, therapy, comfort, or companion animals are not qualified as service animals under the ADA because they have not been trained to perform a specific job or task.

### **Identifying a Service Animal**

Although not required by the ADA, some service animals wear a patch, vest or special harness identifying them as service animals. Not all service animals are identified as a service animal. Students who are eligible to receive the accommodation of a service animal are encouraged to register with DSS.

### **Important Reminders**

1. The service animals handler is responsible for the care and supervision their service animal.
2. According to the Alabama State law, dogs (including service dogs) must have current vaccinations. (Code of Alabama 1975, Section 3-7A-2)
3. The ADA requires that service animals be under the control of their handler at all times.
4. Service animals must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal.

5. Under control means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. However, if a dog barks just once, or barks because someone has provoked it, this would not mean that the dog is out of control.
6. If a service animal is out of control and the handler does not take effective action to control, staff may request that the animal be removed from the premises.
7. Any person who is found to be in violation of this policy is subject to disciplinary action from college officials.

For more information about the ADA, please visit their website or call their toll-free number:

ADA Website: [www.ADA.gov](http://www.ADA.gov)

ADA Information line: 800-514-0301 (Voice) 800-514-0383 (TTY)

## **Policy for Review of Personal Records by Students**

According to federal law as outlined by the Family Education and Privacy Act (FERPA), students have the right to review their academic records.

1. Students that wish to see their file should make a request to the DSS.
2. A request to review a file will be honored within 45 days, the period specified by FERPA. Typically, DSS staff will be able to schedule a review session within 10 days.
3. An appropriate DSS staff member will be present when a student reviews his/her file. Any questions regarding disability documentation will be answered to the best of the staff member's ability. Students are encouraged to contact the author of their disability documentation to discuss questions, comments, or concerns.
4. Students are not allowed to photo-copy the contents of their file; however, students are allowed to make notations.

# **DISABILITY SUPPORT SERVICES FORMS**



### ADA Accommodations Request Form

Southern Union State Community College would like to make every effort to provide reasonable accommodations to ensure your success. If you feel you need accommodations, please complete this form and return it to the ADA Coordinator located on the campus where you plan to attend: Robin Brown, (Valley Campus), Cydney Mathews (Opelika Campus), Carol Howell (Wadley Campus).

Name: \_\_\_\_\_ Student # \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip

Phone: \_\_\_\_\_

Email: \_\_\_\_\_ Birth Date:: \_\_\_\_\_

Sex: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Transient Student? Yes No

All requests must be supported by proper documentation and all semester schedules must be submitted to the ADA Coordinator at the beginning of each semester.

Please specify the type of accommodations you are requesting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Nature of the Disability to be Accommodated:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Deafness            | <input type="checkbox"/> Learning Disability    | <input type="checkbox"/> Other (Please Describe) |
| <input type="checkbox"/> Hearing Impairment  | <input type="checkbox"/> ADHD/ADD               | _____  |
| <input type="checkbox"/> Blindness           | <input type="checkbox"/> Psychological Disorder | _____  |
| <input type="checkbox"/> Visual Impairment   | <input type="checkbox"/> Health-Related         |  |
| <input type="checkbox"/> Mobility Impairment |   |  |

I understand and agree that this information may be released to those individuals within the College whose responsibilities require this information for the duration of my stay at the college.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ADA Coordinators:		
<b>Robin Brown-Valley Campus</b> Phone: 334-756-4151, Ext. 5204 Email: rbrown@suscc.edu	<b>Cydney Mathews-Opelika Campus</b> Phone: 334-745-6437, Ext. 5488 Email: cmathews@suscc.edu	<b>Carol Howell, Wadley Campus</b> Phone: 256-395-2215, Ext. 5151 Email: chowell@suscc.edu

## ADA Release and Statement Form

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Email: \_\_\_\_\_

I understand that it is my responsibility as a student to communicate with the ADA coordinator prior to the start of each semester and in order to receive services, I must submit the following documentation for review:

- ❖ ADA Release and Statement Form
- ❖ Accommodations Request Form
- ❖ Proper documentation for medical personnel

I understand I must meet with the ADA Coordinator to submit a copy of my course schedule at the start of each semester. Academic adjustments and modifications are not retroactive and therefore it is best to contact the office before classes begin each semester.

I authorize the ADA Coordinator to discuss/release the following forms of information to the following people (Please print full names and relationships.)

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Information to be released:

\_\_\_ Academic Adjustments Notification \_\_\_ Class Schedule

Major: \_\_\_\_\_ Transfer School \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ADA Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Instructor Consultation with Student*

**SPECIAL ACADEMIC ACCOMMODATIONS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

What kind of accommodations are needed as per student request?

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What accommodations are mutually agreed upon between instructor and student?

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This document and the information contained herein are **CONFIDENTIAL** and shall not be shared with any party except to the extent necessary to carry out appropriate accommodation(s) provided; however, that this document shall be subject to review by appropriate State and Federal authorities to ensure compliance by Southern Union State Community College with applicable rules, regulations, and statutes.

Student's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructor use:**

Follow-up documentation of actions taken by instructor to provide accommodations.

**Please return a copy of this document to the ADA Coordinator.**

**END OF SEMESTER INSTRUCTOR'S ACCOMMODATIONS REVIEW**

Students Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Days/Time of Semester: \_\_\_\_\_ Course \_\_\_\_\_

Describe the accommodations/services that you provided to the student (attach examples/copies of relevant documents where appropriate. If applicable, note the days you assisted the student on an individual basis.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Briefly describe the student's overall performance in your class and offer any other remarks that you deem appropriate.

\_\_\_\_\_  
\_\_\_\_\_

This document and the information contained herein are CONFIDENTIAL and shall not be shared with any party except to the extent necessary to carry out appropriate accommodation(s) provided; however, that this document shall be subject to review by appropriate State and Federal authorities to ensure compliance by Southern Union State Community College with applicable rules, regulations, and statutes.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructor use:**  
Follow-up documentation of actions taken by instructor to provide accommodations.  
**Please return a copy of this document to the ADA Coordinator.**

## **CRITERIA FOR DISABILITY DOCUMENTATION**

Southern Union State Community College does not provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to this office and to request accommodations. Appropriate documentation is being defined as that which meets the following criteria:

### **Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist (as appropriate), including...

1. Clearly stated diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication
4. Current letter/report (within 1 year); dated and signed

### **Psychological Disorder**

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

1. Clearly stated diagnosis (DSM-V criteria)
2. Defined levels of functioning and any limitations
3. Supporting documentation (i.e. test data, history, observations, etc.)
4. Current treatment and medication
5. Current letter/report (within 1 year) dated and signed

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

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialists as appropriate) including:

1. Assessment of cognitive abilities, including processing speed and memory.
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within one year) dated and signed

### **Learning Disabilities (LD)**

1. A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist or diagnostician including:
2. Clear statement of presenting problem, diagnostic interview
3. Educational history documenting the impact of the learning disability
4. Alternative explanations and diagnoses are ruled out
5. Relevant test data with standard scores are provided to support conclusions, including at

least:

- WAIS-R
- Woodcock-Johnson Psychoeducational Battery, including Written Language
- Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems

6. Clearly stated diagnosis or a learning disability based upon DMS-V criteria
7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional may also be taken into consideration when evaluating eligibility to receive accommodations for a learning disability diagnosis.

**Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

1. A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:
  2. A clear statement of presenting problem; diagnostic interview
  3. Evidence of early and current impairment in at least two different environments (comprehensive history)
  4. Alternative explanations and diagnosis are ruled out
  5. Relevant test data with standard scores are provided to support conclusions, including at least:
    - o WAIS-R
    - o Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language
    - o Behavioral Assessment Instruments for ADD/ADHD normed on adults
6. Clearly stated diagnosis of ADD or ADHD based upon DSM-V criteria
7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional may also be taken into consideration when evaluating eligibility to receive accommodations for an ADD or ADHD diagnosis. Medication cannot be used to imply a diagnosis.



**ADA Authorization for Release of Information**

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Address: \_\_\_\_\_  
Contact Number: \_\_\_\_\_

Email: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Release of Information:

This authorization applies to the following information:

- Supporting medical documentation
- Accommodations currently provided

The information may be released to:

\_\_\_\_\_  
Individual/Agency/Organization receiving Information

\_\_\_\_\_  
Street Address City, State, Zip Code

\_\_\_\_\_  
Phone Email

Purpose:

The student's information will be released for the following purpose(s):

\_\_\_\_\_

This authorization is valid from the date of signature and will remain in effective until the student is no longer enrolled at Southern Union State Community College or the student revokes consent.

I understand that I may revoke this authorization at any time in writing sent to the ADA Coordinator.

\_\_\_\_\_  
Student Printed Name Student Signature Date: