

CENTER FOR STUDENTS WITH DISABILITIES



POLICIES AND PROCEDURES MANUAL

**Northeast State Community College
Blountville, TN**

Table of Contents

Section 1	Introduction
Section 2	Mission Statement
Section 3	Administrative Organization of the Center for Students with Disabilities
Section 4	Procedure for Registering with the Center for Students with Disabilities as a Student with a Disability
Section 5	Documentation of Disability
Section 6	Responsibilities of Disabilities Support Services Staff
Section 7	Responsibilities of Faculty
Section 8	Responsibility of Students
Section 9	Provisions of Services to Qualified Students with Disabilities
Section 10	Grievance Procedure
Section 11	Parental Involvement
Section 12	Disciplinary offenses Committed by a Student with a Disability
Section 13	Accommodations and Assistive Technology Beneficial to Students with Disabilities at the College Level
Section 14	Accommodations in dual Enrollment classes
Section 15	Service Animals on Campus
Appendix A	
Forms	

Section 1 Introduction

The Center for Students with Disabilities (CSD) provides ongoing assistance to faculty, staff, and students regarding the institution's obligations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who are registered with the Center are eligible to receive services and accommodations. The Center also serves as a liaison between the Tennessee Department of Vocational Rehabilitation and Northeast State.

The Center for Students with Disabilities at Northeast State works to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities.

It is the responsibility of this office to:

- Review disability documentation and determine student status under the Americans with Disabilities Act (ADA)
- Determine "reasonable accommodations" for students with disabilities
- Assist students with development of effective "self-advocacy" and learning skills
- Schedule tutoring for vocational Rehabilitation clients and follow their progress
- Provide suggestions to instructors about provision of approved accommodations
- Locate and maintain resources to assist instructors in student's individual needs
- Assist the student and instructor in the communication process regarding accommodations when necessary

Section 2 Mission Statement of Disabilities Support Services

The Center for Students with Disabilities of Northeast State Community College is committed to improving educational opportunities for qualified students with disabilities and to enhancing understanding and support within the campus community. This will be accomplished through direct and indirect assistance to students with disabilities, encouragement of independence, creation and maintenance of an accessible physical environment, and a supportive psychological environment.

Section 3 Administrative Organization of the Center for Students with Disabilities

3.1 General Information

CSD is a department of the Division of Student Affairs, and is under the supervision of the Director of the department, the Dean of Student Services, and the Vice President for Student Affairs. The CSD office is staffed by experienced professionals who coordinate the accommodations and support services for all students with disabilities on campus.

Director	Betty Mask
Learning Specialist	Amanda Baldwin-Estep
Secretary	Mitzi Daniel

The office also employs temporary part-time interpreters as needed, Lab Assistants, and student workers who provide services based on need, experience, and availability.

3.2 General CSD Administration

3.2.1 Office Hours

CSD is open and available to serve students, faculty, and staff from 8:00 a.m. to 4:30 p.m. Monday through Friday.

3.2.2 Telephone

Telephone calls are answered in a friendly and professional manner. Typically, support staff answer incoming calls. If the caller requires general information, the support staff members should respond. If the caller requires specific information, the staff member should screen the call thoroughly and transfer the information and caller to the appropriate individual. The person transferring the call should inform the call recipient of the following:

1. A Summary of the caller's request/circumstances.
2. The Caller's name and return telephone number, if appropriate.

3.2.3. Personal Policies

The personnel policies of staff members are outlined in the staff handbook, which is distributed to all employees during orientation.

3.2.4. Appointments with Office Staff

Students, staff, and faculty are not required to make appointments. However, to ensure the availability of the staff person with whom the appointment is needed, appointments are strongly recommended.

3.2.5. Confidentiality of Records

All records, including medical and psychological documentation, and conversations between the student, his/her family and the staff of CSD are confidential and entitled to the protection ordinarily given a counseling relationship. Northeast State assures the confidentiality of student educational records in accordance with Northeast State rules, and state and federal laws including the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), whose primary intent is to provide students access to their educational records and to limit dissemination of personally identifiable information without the student's written consent.

Section 4 Procedure for Registering with the Center for Students with Disabilities as a Student with a Disability

Northeast State and the Center for Students with Disabilities make every effort to inform current and potential students about services for qualified students with disabilities. In order to receive services from the CSD, a student must self-identify as having a disability with the CSD, complete appropriate forms, and provide appropriate documentation to support the claim of a disability. The Director will meet individually with students who self-identify and discuss the need for accommodations and/or modifications in the classroom or for college-sponsored activities.

Section 5 Documentation of Disability

The student who voluntarily discloses his/her disability will be asked to provide recent documentation (in most cases, within the last 3-5 years) of the disability. Documentation could include medical findings, psychological, and/or educational assessments. This documentation should include a complete diagnosis, including any

appropriate test scores and findings, and how the disability impacts the student in an academic setting. Ideally, the report should include recommendations for accommodations as well as an explanation as to why each accommodation is recommended. **A disability must limit the student's ability to function on an equal basis in the classroom or related activities in order to receive accommodations.**

Section 6 Responsibilities of CSD Staff

CSD staff will:

- Inform prospective and new students about the availability of services and how to self-identify
- Meet with students who self-identify as having a disability and develop an individual academic accommodation plan for each student with a documented disability who requests an accommodation.
- Maintain confidential student files.
- Identify the physical or academic barriers for students with disabilities and seek methods to eliminate or neutralize them.
- Identify adaptive equipment, classroom modifications, and campus and community resources for students with disabilities.
- Serve as a liaison between students with disabilities and faculty/staff, Vocational Rehabilitation, and other appropriate referral or support agencies or programs.
- Provide and promote activities that enhance faculty/staff awareness of students with disabilities and their particular needs.
- Serve as an advocate for students with disabilities, while encouraging students to begin advocating for themselves in preparation for obtaining their goals for the future.

Section 7 Responsibilities of Faculty

All faculty members are required by law to allow and/or provide reasonable accommodations for students with documented disabilities.

The faculty member will:

- Provide or permit the reasonable and appropriate accommodation(s) recommended for each student as outlined in the accommodation letter from the CSD office.
- Meet with the student to discuss the academic accommodations that are requested or recommended by the CSD office.
- Consult with the CSD office for clarification of a student's accommodation plan and/or any issue related to reasonable accommodations.
- Maintain confidentiality of student accommodation requests.

- Refer students to the CSD who request accommodations but have not self-identified.
- Other than for appropriate accommodations, treat the student with a disability the same as other students.

Section 8 Responsibilities of Students

Students with disabilities are encouraged to self-identify, although doing so is completely voluntary. However, in order to receive accommodations and/or modifications in classes, students must be registered with the CSD and provide appropriate documentation.

The student will:

- Meet with the CSD staff at least once each semester in order to discuss accommodations/modifications and to request accommodation letters for that semester.
- Introduce himself/herself to each faculty member at the beginning of each semester in order to discuss accommodations.
- Notify the CSD immediately if there is any question or dispute about a reasonable academic accommodation request.
- Comply with all policies and procedures of the CSD and the general rules for student conduct as outlined in the Student Handbook.

Section 9 Provision of Services to Qualified Students with Disabilities

Students who have registered with the CSD as having a disability may be eligible for a wide range of services and support, depending on the individual needs of each student. In general, these services are provided at no cost to the student. The College provides accommodations unless they cause a fundamental alteration in the academic standards of the College, or cause undue hardship on the College. Individually prescribed devices, personal care attendants, tutors, readers for personal use, or other study devices of a personal nature are not the responsibility of the College.

At the time the accommodation plan is developed, students are instructed to report any problems with classes or suggested accommodations as soon as the student is aware there is a problem. The CSD staff will make every effort to make reasonable adjustments or add additional support services so that the student has equal access in the class. An instructor may also make the CSD staff aware of problems that a qualified student appears to be having in his or her class, and ask for assistance in providing needed support within the classroom. It is suggested that students check in regularly

with the CSD staff to report on their progress so that any changes to accommodations can be made as soon as possible. The student has the right to and may refuse any accommodations that have been suggested.

9.1 Tutoring

Northeast State Community College provides free peer and professional tutoring through the Learning Lab located in the Basler Library. The CSD may also provide peer tutoring in the CSD Lab, if available. The CSD may be able to assist in locating a tutor for students who are clients of Vocational Rehabilitation, if the rehabilitation counselor approves payment for such services. Tutoring services other than these specific cases mentioned above are at the expense of the student.

9.2 Adaptive Equipment

An Adaptive Computer Lab is available in the CSD office on the main campus and is open to all qualified students with disabilities. The lab is equipped with a variety of equipment that provides needed accommodations/modifications for many different disabilities, such as voice recognition software, text enlarging software, Internet access with screen reading capabilities, and a CCTV which can be moved from campus to campus.

Students with mild to moderate hearing loss may borrow a listening system from the CSD office. Also available for loan are tape recorders and iPads. Students are required to check-out equipment. If equipment is not returned at the end of the semester for which it was checked out, a hold will be placed on the student's records until the equipment is returned or payment is made for lost or damaged equipment.

9.3 Alternate Format Textbooks/Audio Textbooks

Students with visual or learning disabilities may request books on PDF. It is the student's responsibilities to notify the CSD if these textbooks are needed, and this should be discussed during the initial interview with the student. The student is required to fill out a request form for books on PDF and show proof of purchase of textbooks before requests can be honored.

9.4 Notetakers

Students with a variety of disabilities may need a notetaker. Instructors may assist the student in locating another student in the class, or the student may select someone on his own who agrees to provide a copy of the class notes to the student with a disability. The CSD keeps notetaker paper available. Having a notetaker does not relieve the student with a disability from the responsibility of attending class.

9.5 Recording Class Lectures

Tape recording is one of the few items that is specifically named in federal legislation as an appropriate accommodation. Students with qualified disabilities are allowed to use voice recorders in class for personal study use. Recorded lectures may not be used for any purpose other than for personal study.

Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as a part of the class activity. Instructors who are concerned about copyright infringement may want to develop a contract between himself/herself and the student with a disability who uses a voice recorder in class. Information contained in the recorded lecture is protected under federal copyright laws and may not be published without the consent of the lecturer.

9.6 Test Modifications

Extended time for test taking is allowed on an individual basis and is always requested in the initial accommodation notification to faculty. Under no circumstances is unlimited time allowed, unless this option is available to all students in the class. Time-and-a-half is the standard for extended time, but may be extended, depending on the difficulty and nature of the test being administered, as well as the student's specific limitations.

Alternative location for testing is worked out between the student, the instructor, and the CSD. If students want to take the test in the CSD, they must let the CSD staff know ahead of time and fill out the appropriate forms. It is the responsibility of the student to let his/her instructor know that the test should be sent to the CSD. Tests should always be appropriately monitored to ensure the student is doing his/her own work.

9.7 Interpreters

Students who are deaf or hard of hearing and use sign language as their primary means of communication will be provided with an interpreter in all classes and labs. Interpreters' schedules are coordinated each semester to ensure that all classes are covered. It is the student's responsibility to notify the CSD of the need for interpreters each semester. In most cases, a two-week notice prior to the beginning of the semester is necessary in order to coordinate schedules for interpreters. Students needing an interpreter for extracurricular activities, special meetings, or other events must leave a request with the secretary as soon as possible, but no less than 48 hours prior to the event. These request may or may not be filled, depending on the availability of an interpreter at the time requested. In rare cases, it may not be possible to provide an interpreter for a class or lab, due to illness or scheduling conflicts. At those times, the instructor will be notified in advance, and appropriate alternate materials will be provided.

9.8 Readers, Scribes

Readers are provided whenever possible for a student with visual impairments or a reading disability. Readers are most often the CSD student workers or CSD staff.

Scribes are provided for people with visual impairments, motor difficulties, or written language disabilities. Scribes serve as the hands of the student with a disability, and provide no other assistance other than putting on paper what is dictated to him/her by the student with a disability.

In certain cases, a person may serve both as a reader and a scribe, for instance, when reading a test to a student and recording his/her answers.

9.9 Other Support Services

Since support services are provided to students on an individual basis, this list is not meant to be exhaustive. The college also provides career and personal counseling, academic advising, financial aid advising, job placement services, and a variety of other services that are available to the general college population. The CSD will be happy to coordinate these other services for the student with a disability, if the office is made aware of a need for such services.

Section 10 Grievance Procedure

All students have access to established procedures for respectfully presenting and addressing their concerns/complaints to the college. If a student with a disability feels he/she has been treated unfairly or discriminated against because of the disability, the student should contact the CSD, and the staff there will attempt to resolve the issue by acting as a mediator between the student and the offending party. If the student is not satisfied with this resolution, the student should contact the College's ADA compliance officer to file a complaint. The ADA compliance officer will investigate the situation thoroughly, and may involve the Vice President for Student Affairs in the investigation. Upon completion of the investigation, the student will receive a written description of the investigation and the findings of the ADA compliance office. If this resolution is not complaints/concerns beyond the local college level.

Section 11 Parental Involvement

While we recognize that many students coming directly from high school have had the support of their parents all through school and in many cases, have had decisions made by his/her parents as well, the student and parent must realize that the student is to be treated as an adult at the college level. In all cases, the student will made decisions on accommodations and other support services. No information will be released to parents

without student consent, including grades and performance in classes. While parents may be present at meetings and conferences with the student, all questions and conversation will be directed to the student. It is our goal to advise and make appropriate suggestions so that the student can make informed decisions, helping to develop a person who can advocate for himself as he/she progresses through college and beyond.

Section 12 Disciplinary offences Committed by a Student with a Disability

Students with disabilities are expected to follow the same disciplinary policies as outlined in the Student Handbook as are students without disabilities. Generally, through appropriate due process procedures, institutional disciplinary measures shall be imposed for conduct which adversely affects the institution's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or persons or the institution or institution-controlled property. Any conduct which constitutes a danger to any person's health, safety, or personal well-being, including physical abuse, verbal abuse, threats, intimidation, harassment, coercion or any other conduct which threatens or endangers the health or safety of any person is subject to disciplinary action.

Section 13 Accommodations and Assistive Technology Beneficial to Students with Disabilities at the College Level

Accommodations and assistive technology should be individually prescribed and based on functional imitations evidenced by sound diagnostic measures. The following accommodations are representative of those commonly used in the higher education environment; however, no college student should need all of these.

- Extended time for tests and in-class writing assignments*
- Low-distraction test location
- Preferential seating
- Large print tests
- Alternative to Scantron or "bubble-in" type answer sheet
- Reader services
- Note-taker services
- Scribe
- Calculator
- Reduced course load (TBR Guidelines)
- Priority scheduling
- Books on PDF
- Tape recorder in the classroom
- Can leave the classroom, but will return

- Not count off for spelling unless it is an essential element of the course
- Assistive technology such as JAWS, Dragon, and Kurzweil

Tutoring is not a service provided through the Center for Students with Disabilities. However, the CSD does try to have student peer tutoring, when available. The CSD will also help students who are registered with Vocational Rehabilitation to acquire tutoring services. The College offers free tutoring to all students through the Learning Lab located in the Basler Library.

Section 14 Accommodations in Dual Enrollment Classes

- The student and parent/ guardian (if student is under 18) should contact the Center for Students with Disabilities at Northeast State at least three weeks before classes begin to self-identify, submit documentation, and request accommodations.
- Colleges are not under the IDEA so accommodations may be different.
- Accommodations are not retroactive.
- Contact the Disability Office each semester before classes begin to request accommodations.

I understand that if I have a 504 Plan or an IEP in high school, I may not receive the same accommodations in college dual enrolled classes that I have in high school classes.

Section 15 Services Animals on Campus

Service Animal Defined by Title II and Title III of the ADA means **any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.** Tasks performed can include, among other things, pulling a wheelchair, retrieving dropped items, alerting a person to a sound, reminding a person to take medication, or pressing an elevator button.

Emotional support animals, comfort animals, and therapy dogs are not service animals under Title II and Title III of the ADA. Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals either. The work or tasks performed by a service animal must be directly related to the individual's disability. It does not matter if a person has a note from a doctor that states that the person has a disability and needs to have the animal for emotional support. A doctor's letter does not turn an animal into a service animal.

Northeast State Community College requires all students utilizing service animals to contact the Center for Students with Disabilities to register as a student with a

disability. Northeast State Community College also requires proof of vaccinations that are required by state or local laws that apply to all animals.

Try not to make assumptions about whether or not it is a service animal. Remember, disability is hidden more often than not. Let the dog's behavior dictate your course of action.

- When you see a dog on campus (A service animal has to be a dog, or in rare cases, a miniature horse)
 - How is the dog behaving?
 - Working Dog Behavior – no need to ask questions
 1. Is in a harness or leash (unless obviously performing a task that requires being off leash)
 2. Follows verbal or hand commands and remains “at attention”
 - Untrained Dog Behavior – appropriate personnel may ask questions
 1. Is engaging in “normal dog” behavior such as sniffing around or greeting people
 2. Is off leash or harness (for example inside a purse or jacket)
 3. Is having difficulty following commands of handler (partner)
 - Question One: Is this animal needed on the basis of disability?
 - Question Two: What specific tasks has this dog been trained to perform?
 - Out of Control Animal – VP of Student Affairs or Police can Exclude Animal
 1. Is barking, growling, jumping, soiling, etc.
 2. Is running loose
 3. Is ignoring commands of handler (partner) or not being given direction
 - Exclusion process must be documented at the time of event with rationale for decision
 - Exclusion review process must be individualized and should take into account relevant contextual aspects
 - Individual who experiences disability has right to appeal

Section 16 CSD Information for Faculty

Accommodation Letters:

- Students who are registered with the CSD are to request their Accommodation Letter each semester. Once the letter is signed by both the Director and the

student, it is sent to the student's Stumail. It is up to the student to either forward their letter to their instructors or they may choose to print them out and hand-carry to their instructors.

- The Accommodation Letter is very confidential and should not be discussed with anyone other than the student or the CSD staff. Please do not discuss the student's disability in front of others.
- The student is to speak to their instructor individually regarding their accommodations; however, if the student does not communicate with the instructor, the instructor may take the initiative to communicate with the student privately.

APPENDIX A
NORTHEAST STATE COMMUNITY COLLEGE
Blountville, Tennessee

Center for Students with Disabilities

Policy on Testing Accommodations

Based on suggested accommodations documented in the Needs Assessment, some students may need to have tests administered in the Center for Students with Disabilities office. In order to provide the highest quality service to all students and faculty, the following policy on testing accommodations will be in effect at all times.

1. If a student needs a testing room, a reader, or scribe for any test or exam, or if a student needs to take the test in the CSD, you must schedule a testing appointment at least **two** days in advance of the test date. Failure to do this may result in services not being available to the student at the time he/she had planned. It is the student's responsibility to let the instructor know that he/she will be taking the exam in the CSD.
2. Extended time allowed for tests will be set by a student's instructor based on the amount of time the class was allowed on the exam. Typically, time and half is sufficient, but may be increased based on documentation presented by the student. Except in very unusual circumstances, as test should be finished on the same day it was begun.
3. All books, book bags, cell phones, and other electronic devices will be left outside the testing room to ensure that the student is doing his or her own work. Only materials approved by the instructor will be allowed in the testing room.
4. At the time the instructor is contacted by the student regarding his/her intent to take a test in the Center for Students with Disabilities office, arrangements should be made for delivery of testing materials, either through e-mail, or in person. The instructor must indicate whether any special materials or equipment is to be allowed for the test when dropping off the test in the CSD office.
5. The instructor will have the choice of either picking up the exam or it can be scanned/emailed to the instructor upon his/her request. **Under no circumstances will an exam either complete or incomplete be delivered to the CSD or taken from the CSD by the testing student.**

6. During a test, students may not leave the room to smoke, eat, drink, go to the restroom, make a phone call, etc. Barring an emergency, students should not leave the testing room during the exam. Students may bring a snack to the testing room.
7. It is imperative that a student arrive on time for a test scheduled in the CSD office, since another student may have a test scheduled immediately afterwards. If a student arrives late for a test in which he/she is receiving extended time, the student will be given only the time remaining in the allotted time period the student had reserved to complete the test.
8. If a student must use a computer, one will be provided. A student may not use his/her own computer for a test unless it has been authorized in writing by the student's instructor.
9. If a student is caught cheating, his/her test will be taken up immediately, and his/her instructor will be notified. The student and the instructor will meet to determine the dispensation of this and any further tests being taken in the CSD office.
10. Exceptions or modifications to these guidelines may be made at the discretion of the Director of the Center for Students with Disabilities.