

## *Disability Services*

# Faculty and Student Handbook

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### **Students with Learning Disabilities are encouraged to adopt these helpful learning techniques:**

- Set realistic goals and priorities for class work
- Use a calendar to plan scheduled assignments for entire term
- Apply early for a tutor
- Estimate the length of a given class assignments to allot adequate study time
- Allow 3 hours of study for every one hour in class
- Sit toward the front of the classroom to maximize eye contact, and reduce distractions
- Use the pause button on the tape recorder during lectures to only record key points
- Listen to the tapes as soon as possible after class in order to refresh memory
- Make notes of any questions so that they can be answered before the next exam
- Seek campus support services early in the semester to overcome academic hurdles

### **Coping Skills to compensate for a learning disability**

- Develop and apply study skills such as time management, flashcards, reading tips, writing tips and test-taking strategies
- Have someone proofread papers for spelling and sentence structure
- Learn and practice assertive methods of interactions
- Use a word processor to write papers
- Explore realistic majors and career options
- Develop an awareness of support services that are available on campus

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### **Attention Deficit Disorder (ADD)**

ADD is a neurological condition that affects learning and behavior. Experts agree that about 10% of the population has ADD. Symptoms of the disorder may include impulsivity, hyperactivity, mood swings, low frustration and tolerance, difficulty with sleep, disorganization, forgetfulness, mental restlessness, procrastination and concentration problems. Depression, irritability, and negative thinking also accompany ADD.

### **Coping Skills with ADD**

Treatment includes medication, individual therapy, learning accommodations and support groups. Emotional difficulties often sabotage the process of learning. High levels of frustration are easily triggered by anxiety. Inappropriate social skills, impulsivity and manipulation can affect interactions with instructors and peers.

### **Suggested Learning Strategies for Students with ADD**

- Take advantage of campus services such a tutoring, math lab, writing lab, reading lab, computer lab, library study rooms and Newskills
- Take frequent breaks when reviewing, studying or taking a test
- Use note cards to review and study
- Reduce course load

- Ask to take exams in a private distraction free environment
- Request tutoring, note takers and proofreaders
- Find a study buddy
- Sit in the front row to avoid distractions
- Meet with instructors to clarify assignments, questions or check comprehension
- Use cognitive or self regulatory skill aids as reminders of time schedules and work
- Use ear plugs to block out “white noise”
- Use daily planning calendars

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### **Voluntary Acceptance of Aids and/or Accommodations and Separate Programs**

All services, programs and activities offered by the College are to be administered in the most integrated setting appropriate to the needs of the qualified students with disabilities. It is permissible to develop separate or different programs only when necessary to provide an equally effective program for individuals with disabilities as that provided to others (e.g. activities, sports, events, physical education or other programs).

### **Eligibility for Class Substitution/Waiver**

The student must have written documentation that he/she is disabled and the he/she cannot complete the course work as a result of his/her disability

- The student has demonstrated that he/she cannot complete the course by making at least two attempts at passing the course.
- The student has demonstrated that he/she has taken advantage of all academic support (tutoring, faculty, video classes, labs) services on campus.

### **Procedures for Substitution/Waiver**

1. Submit written request to the Office of Disability Services.
2. Complete the Substitution/Waiver Form with appropriate documentation.
3. Submit the completed form to the appropriate Associate Dean and Vice President of Academic Affairs for approval.

Submit to the President of the College **as a last resort** for a final appeal decision.

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### **Grievance Procedures**

Students with disabilities who have complaints regarding physical accessibility of the college campus or regarding a complaint about the instructional accommodations they are receiving should follow the guidelines and procedures.

### **Academic Complaint Procedures**

An academic complaint is one that involves accommodations of grade disputes, and other issues related to classroom instruction including late penalties, acceptance or non-acceptance of late assignments, dispute on permission to tape lectures or incomplete grades. If you have registered with Student Disability Services and have determined what reasonable accommodations you will

require and the instructor **denies** the request you should:

- Contact the ADA Coordinator, to act as an advocate on your behalf if the complaint cannot be resolved.
- Submit the complaint in writing using the Academic Complaint Form.

When the above steps have been completed, a joint meeting with the student and the instructor may be arranged. Students who have academic complaints or who have a specific academic complaint involving a faculty member should follow procedures listed in VSCC Policy III:05:09, located in the catalog student handbook.

### **Physical/Facility Accessibility Complaint/Request Procedures**

- Contact the ADA Coordinator, Office of Disability Services about the complaint.
- Submit the complaint in writing.

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Portrayal of individuals can greatly affect the public's perceptions of their worth. At Volunteer State Community College, we refer to the person, not the disability. New affirmative phrases are used to describe the person. Out with the old and in with the new !!

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## **How to talk with Instructors:**

### **What to say:**

- I have been identified as having a learning disability
- I have strengths of verbal expression, motivation, following through on assignments, good problem solving skills and good auditory memory
- My weaker areas include spelling, note-taking, grammar and punctuation, writing mechanics, visual processing, visual memory and reading comprehension

### **I would benefit from:**

- Use of a tape recorder to tape lectures
- Assistance from students in the class for note taking
- Extended time on tests
- Have a reader for tests depending on the test format
- Use the Open book/Jaws computer to scan and read my textbooks
- Tape textbooks

### **I will do the following things to help ensure my success**

- Attend all classes and be on time
- Sit in the front of the class
- Apply for and attend weekly scheduled tutoring sessions
- Use the computer, spell check/thesaurus/grammar check to complete all written assignments
- Meet with my instructor at least one more time this semester to discuss my progress
- Take advantage of the services provided for me on Campus
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## **Academic Adjustments**

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## ADA Legal Requirements

No qualified individual with a disability shall, by reason of disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.

## Definition of a Disability

A physical or mental impairment that substantially limits one or more of the major life activities, a record of such an impairment, or being regarded as having such an impairment.

## What is a Qualified Individual with a Disability?

One who, with or without accommodation, meets the essential eligibility requirements for the receipt of services or the participation in programs of activity provided by a public entity.

## Who is protected by ADA?

Persons with mobility impairments/paralysis, persons who use a wheelchair or crutches and:

### Persons who ....

- have lost one or more limbs
  - are blind or visually impaired
  - are deaf or hearing impaired
  - have mental or psychological disorders
  - have learning disabilities
  - have emotional or mental illness
  - one or more of a hundred chronic medical disorders
  - post-traumatic stress syndrome, depression
  - cosmetic disfigurements, such as burn victims
  - serious contagious or non contagious diseases such as cancer, tuberculosis, AIDS-related complex, and a person who tests HIV positive may be other symptoms
  - Drug addicts or alcoholics who have suffered from drug they are not currently using illegal drugs
- AIDS, epilepsy, covered without any addiction in the past, if

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## General Compliance and Guidelines of ADA

1. Prohibits discrimination against qualified persons with disabilities in the area of recruitment, admission or preadmission.
2. All programs, services and activities must be available to qualified students with disabilities. This includes field trips, internships, physical education, practicum's, recreation, athletics, social organizations, and/or extracurricular activities.
3. When necessary, modifications in degree or course requirements must be made for qualified students with disabilities unless the degree requirements can be demonstrated as essential to the program, or unless such modification would fundamentally alter the nature of the program. The burden of proof of "essential" lies with the President or his designee.
4. No student may be excluded from any course or any course of study solely on the basis of disability.
5. Prohibitive rules may not be imposed on qualified students with disabilities that limit their participation, such as banning tape records or service animals from the classroom.
6. Institutions must ensure that qualified students with disabilities have appropriate auxiliary aids when needed to fully access the programs, services, and activities of the institution. Auxiliary aids include such things as taped texts, interpreters, note takers, readers, adaptive equipment, tape recorders, etc. Primary consideration should be given to the type of auxiliary aid requested by the student unless the institution can demonstrate that another aid would be as effective as the one requested. Institutions are not responsible for individually prescribed devices for personal use of study or for any

- services of a personal nature.
7. Teaching techniques as well as special equipment and devices used in the classroom, should be adapted in individual cases when necessary to ensure equal opportunity.

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#### **The Office of Disability Services will:**

- Act as a liaison between individuals with disabilities and College faculty/staff. Services will be closely monitored to assure student's academic success and to foster independence as well as promote personal growth.
- Minimize the impact of disability on the student's performance to assure equal opportunity necessary to compensate for the disability.
- Encourage students to develop and manage their own accommodation needs, as well as act as a self-advocate on their own behalf.

#### **Student's Responsibilities**

- To voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualified disability.
- To register with the Office of Student Disability Services by providing documentation of the qualified disability. Documentation can be medical, educational, psychological or other such evaluative information.
- To contact his/her instructors for any accommodations necessary. Accommodations are made only if documentation is on file in the Office of Student Disability Services. Modifications and/or accommodations required by students may differ depending upon the nature of the student's disability.

#### **Reasonable Accommodations**

Because of the ever-increasing number of students attending the College, the faculty/staff of VSCC have become "expert" in finding ways to meet students' special needs. Requests for accommodations may be offered when:

- The alternative method is non-discriminatory in nature
- It is not unduly limiting to the educational process of students
- It is reasonable for the individual circumstances
- It is deemed necessary

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#### **Special Requests Accommodations**

Special accessibility requests should be made at least **TWO WEEKS PRIOR** to classes for things like access to a bus with wheelchair lift (field trips), special events using sign language interpreters, specialized adaptation computer equipment or seating arrangements.

#### **Testing Accommodations**

Special testing such as classroom tests, quizzes, exams or the placement test can be arranged. The most typical accommodations are: extended time, readers, writers, private low stimulus environment and alternate test formats. Testing accommodations will equalize opportunity rather than provide competitive advantage over other students. Fair evaluations and suitable methods will be used to ensure equal knowledge and achievement. The SDS Office will be happy to assist instructors in proctoring exams for students who are disabled.

#### **Registered students with disabilities requiring special test proctoring need to:**

- Request an appointment with the test proctor two weeks prior to test date
- Advise instructor of scheduled testing appointment
- Arrive at appointment on time and prepared for test

**In order to maintain test security, students need to be aware of the following:**

- Only the instructor or a designee will deliver and pick up exams
- No content assistance is given in any manner during the test situation
- Only qualified scribes and readers will be employed to monitor test security
- SDS will administer tests according to the instructor's instructions

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**Speech Impairments**

Speech impairments range from problems with articulation or voice strength to complete voicelessness including difficulties in projection and fluency.

**Speech Impairments – Student may ask for:**

- Course modifications including one-on-one presentations
- Use of a computer with a voice synthesizer
- Written projects instead of oral presentations

**Physically Disabled/Mobility Impairments**

Mobility function may be limited by a number of conditions. The most common permanent disorders are MD, MS, musculoskeletal disabilities, partial or total paralysis, amputation, or severe injury, arthritis, active sickle cell disease and cerebral palsy. Respiratory and cardiac diseases, which may be debilitating may also affect mobility. Strength, speed, endurance, coordination and dexterity that are necessary functions may be impaired by any of these conditions.

**Physically Disabled – Students may ask for:**

- To be excused for occasional lateness, tardiness or absences that may be caused by transportation problems, inclement weather or elevator or wheelchair breakdowns.
- To have a partner in the classroom or lab
- To obtain assistance in the library with bookshelves and microfiche
- To receive extended deadlines or alternative assignments if off-campus assignments and field work pose a problem with access to resources
- To use a note taker or tape recorder
- To use a scribe to complete in-class written assignments

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**Tips for the Faculty and Staff**

- Try to have sensitivity and understanding when talking with a disabled student
- Try to create a level of comfort and approachability in the classroom
- Make decisions for accommodations on a case by case basis
- Understand the rights and responsibilities related to services under ADA/504
- Refer students with disabilities to Student Disability Services for assistance
- Be knowledgeable of accommodation requests that students may ask for related to peer support, seating arrangements, and modifications
- Assist with goal setting and students code of conduct
- Ask the student's permission to assist with wheelchair
- Ask the disabled person if they need assistance

**Students – How do I know if I have a Disability?**

The Office of Disability Services will be glad to discuss any concerns about your disability and can make appropriate referrals for further evaluations, testing, or agency support services in the community.

**Vocational Rehabilitation** is a federal and state funded agency which provides services to retrain or re-educate people with disabilities. They provide diagnostic tests, which determine the extent and nature of the disability. They offer job placement, counseling, and guidance

services. The next few pages contain some other federal, state and community agencies. Which are helpful for more information concerning disabilities.

***Totally Permanently Disabled***

Students who are totally permanently disabled (Tennessee Code Annotated, Section 49-7-113) in which the disability totally incapacitates them from working may audit classes at a reduced fee. This privilege may be available only if space is available and documentation, affidavit and/or certificate from a physician or an agency, is on file. Forms are available in the Admissions Office and/or the Office of Disability Services

**ACADEMIC ADJUSTMENTS**

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**American Disabled for Attendant Programs Today (ADAPT)**

1208 S. Logan  
Denver, CO 80210  
Voice/TTY: (303) 733-9324

**Association on Higher Education and Disability (AHEAD)**

P.O. Box 21192  
Columbus, OH 43221-0192  
Voice/TTD: (614) 488-4972

**Children and Adults with Attention Deficit Disorders (CHADD)**

499 N.W. 70<sup>th</sup> Avenue, Suite 109  
Plantation, FL 33317  
(305) 587-3700

***Coalition for Tennesseans with Disabilities***

ADA Project Office  
2416 21<sup>st</sup> Ave South  
Nashville, TN 37212  
(615) 297-3819

***Health Resource Center***

National Clearinghouse on Postsecondary Education for Individuals with Disabilities  
One Dupont Circle, Suite 800  
Washington, DC 20036  
(800) 544-3284

***League for the Hearing-Impaired***

1810 Edgehill Avenue  
Nashville, TN 37228  
(615) 320-7347

**National Information Center for Children and Youth with Disabilities**

P.O. BOX 1492  
Washington, DC 20013-1492  
Voice/TTY (800) 695-0285

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**Office of Americans with Disability Act Civil Rights Division U.S. Department of Justice**

P.O. BOX 66118  
Washington, DC 20035-6118  
(202) 514-0301  
TDD (202) 514-0318

**President's Committee on Employment of People with Disabilities:  
Job Accommodation Network**

(800) JAN-7234 OR (800) ADA-WORK  
**Region IV Office of Civil Rights ED/HHS**

19 Marietta Street  
Post Offices Box 2048  
Atlanta, GA 30301-2048  
ED: (404) 331-2954  
TDD: (404) 331-7236  
HHD: (404) 331-2779

**Technology Access Center of Middle Tennessee**

2222 Metro Center Boulevard  
Nashville, TN 37228  
(615) 248-6733  
(800) 368-4651

**Tennessee Library for the Blind**

403 7<sup>th</sup> Avenue North  
Nashville, TN 37242-0313  
(615) 741-3915  
(800) 342-3308

**ACADEMIC ADJUSTMENTS**

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**Tennessee Vocational Rehabilitation**

Sumner County  
(615) 451-5826

Macon County  
(615) 666-2179

Davidson County  
(615) 741-1606  
88 Hermitage Ave, 37210

Wilson County  
P.O. Box 806, Lebanon, 37087  
(615) 443-2747

Cookville  
1605 Brown Ave, 38501  
(931) 526-4721

Murfreesboro  
1132 Haley rd, 37129  
(615) 898-8088

Robertson County  
5326 Hwy 76 E., Springfield, 37172  
(615) 384-1389

Nashville, TN 7212

(800) 342-1660  
Voice/TDD (615) 298-2046

**Tennessee Development Disabilities Council, Human Services Division**  
Gateway Plaza; 710 James Robertson Parkway  
Nashville, TN 37243-0675  
(615)532-6615  
TDD (615) 532-6612

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**ACADEMIC ADJUSTMENTS**

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**APPENDIX**  
**(Forms, Policies and Procedures)**

**Volunteer State Community College in an effort to assess its facilities, programs, activities, and services to identify, prevent and/or remedy discriminatory barriers and practices related to the reasonable accommodation and equal access of qualified disabled students in College programs, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 the following policy is drafted.**

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Student's Name: \_\_\_\_\_ Today's Date \_\_\_/\_\_\_/\_\_\_

Course: \_\_\_\_\_ Instructor's Name: \_\_\_\_\_  
Campus Phone Ext: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

Dates of EXAM **ALL** (Fill out this form only once if checked)  
Test 1 \_\_\_/\_\_\_/\_\_\_ Test 2 \_\_\_/\_\_\_/\_\_\_ Test 3 \_\_\_/\_\_\_/\_\_\_  
Test 4 \_\_\_/\_\_\_/\_\_\_ Test 5 \_\_\_/\_\_\_/\_\_\_ Final \_\_\_/\_\_\_/\_\_\_

Information Provided by Instructor: \_\_\_\_\_  
(Signature)

Proctoring hours 8:00 a.m.—4:30p.m. Monday –Friday (Other times must be pre-approved) Students are required to schedule their exams with Disability Services.

Check Items that apply:

- |   |  |
|---|--|
| <input type="checkbox"/> No notes                   | <input type="checkbox"/> Notes allowed/study guide |
| <input type="checkbox"/> Closed Book                | <input type="checkbox"/> OPEN BOOK Permitted       |
| <input type="checkbox"/> No calculator              | <input type="checkbox"/> Calculator                |
| <input type="checkbox"/> Type answers               | <input type="checkbox"/> Dictionary                |
| <input type="checkbox"/> Tape record oral responses | <input type="checkbox"/> Questions read aloud      |
| <input type="checkbox"/> Scrap paper returned       | <input type="checkbox"/> Spell check               |
| <input type="checkbox"/> Use computer               | <input type="checkbox"/> Test material recorded    |
|   | <input type="checkbox"/> Use Library resources     |

Special Instructions: \_\_\_\_\_

METHOD OF RETURN:

Instructor pick up    Campus mail    Under Office Door  
Student Return

\* \* \*

RECEIVED BY:

Test 1 Received by: Time \_\_\_:\_\_\_ Staff Initials \_\_\_ Date: \_\_\_ Mail/in person  
Test 2 Received by: Time \_\_\_:\_\_\_ Staff Initials \_\_\_ Date: \_\_\_ Mail/in person  
Test 3 Received by: Time \_\_\_:\_\_\_ Staff Initials \_\_\_ Date: \_\_\_ Mail/in person  
Test 4 Received by: Time \_\_\_:\_\_\_ Staff Initials \_\_\_ Date: \_\_\_ Mail/in person

TEST TIME PROCTORED:

Test 1 Started \_\_\_:\_\_\_ Ended \_\_\_:\_\_\_ Staff Initials \_\_\_\_\_ Date: \_\_\_\_\_  
Test 1 Started \_\_\_:\_\_\_ Ended \_\_\_:\_\_\_ Staff Initials \_\_\_\_\_ Date: \_\_\_\_\_  
Test 1 Started \_\_\_:\_\_\_ Ended \_\_\_:\_\_\_ Staff Initials \_\_\_\_\_ Date: \_\_\_\_\_  
Test 1 Started \_\_\_:\_\_\_ Ended \_\_\_:\_\_\_ Staff Initials \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE RETURN THIS FORM TO DISABILITY SERVICES**  
**ACADEMIC ADJUSTMENTS**

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**Accommodation Memo  
Student Disability Services  
Accommodation Request**

**DATE**

\_\_\_\_\_ has a verified disability. The following accommodations are reasonable, appropriate, and necessary for the student's academic success. This correspondence has been designed to provide you with information to assist you with meeting the needs of the student. It is the student's responsibility to notify instructors of these requested accommodations. Please do not hesitate to call Disability Services at ext. 3472. Thank you for your cooperation

**Approved Accommodations:**

- Modifications of Testing
- Extra Time on Placement Test
- Extra Time
- Time and a Half
- Double Time
- Proctoring
- Non Distractible Environment
- Oral Test
- Open Book Tests
- Note Cards/Study Sheets
- Allow Breaks such as standing
- Allow Food and Drink
- Allow Makeup Work on Assignments
- Special Chair/Desk Setting
- 

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**Approved Auxiliary Aids:**

- Tape Record Lectures
- Note taker
- Instructor's Notes
- Reader
- Books on Tape
- Interpreter/ Sign Language
- FM Listening Device
- Vocal Repeater/ Voice Aid
- Braille Printed Materials
- Calculator
- Adaptive Computer
- Spell Checker
- Tutoring
- Parking VSCC Decal TAG# \_\_\_\_\_
- Other \_\_\_\_\_

**Classes    Fall    Spring    Summer    Instructors Signature**

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Disability Services \_\_\_\_\_ DATE: \_\_\_\_\_

**PLEASE RETURN THIS FORM TO DISABILITY SERVICES**

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The Office of Student disability Services maintains a safety evacuation locator list. This list is updated each semester with those students registered in our office which are unable to independently evacuate a building in case of fire, tornadoes, or other disaster. Security is given this list as well as other qualified emergency personnel on the scene.

This locator list will provide a quick reference to begin rescue efforts. The VSCC Security Officer on duty will check the locator list to establish and confirm the persons involved.

Every effort should be made to avoid having mobility impaired students or severely visually impaired students in classes held on the second floor. Instructors holding classes on the second floor should be aware of the emergency exits as well as those students with visible disabilities. Instructors are encouraged to enlist volunteers to "monitor" for and assist with the evacuation for disabled student(s) in case of an emergency.

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Disability Services  
 Division of Student Services  
 Volunteer State Community College  
 1480 Nashville Pike  
 Gallatin, TN 37066  
 (615) 230-3472  
 1 888-335-8722  
 TDD (615) 230-3488  
 FAX (615) 230-3489

Volunteer State, a Tennessee Board of Regents institution is an equal opportunity institution and does not discriminate on the basis of sex, religion, disability, race or national origin in any program, service or activity. (Revised 8-2002).

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New	Old
Person is blind, visually impaired	The Blind
Person who is deaf	Suffers a hearing loss
Seizure	Fit
Uses a wheelchair	Confined to a wheelchair
Successful, productive	Courageous, (martyr)
Unable to speak: nonverbal	Dumb; mute
Persons without disabilities Non-disabled Physically disabled Able-bodied, non disabled	Normal person (implies person with disability is not normal) unfortunate, burden, drain, poor
Mental retardation	Retarded; mentally defective
Muscular dystrophy	Stricken with MD
Persons affected by cerebral palsy	CP Victim
Persons who has multiple sclerosis	Afflicted with MS

### Modifications may include, but are not limited to:

Changes in length of time permitted for completion of course or degree requirements

- Substitutions/waivers for specific non-essential course required for degree program
- Adaptation of the manner in which specific courses are conducted
- Usage of auxiliary aids, adaptive equipment or other educational aids

Primary consideration for assistance is given to the requests of the student. The qualified individual has the right and may refuse the "reasonable accommodation".

### Auxiliary Aids

Auxiliary aids include any service or adaptive equipment or other educational aid which enable a student with a disability to participate in or benefit from the educational process.

Readers	Electronic dictionaries
Tutors	FM systems
Large print	Headphones
Voice capability	Microcomputers
Books on Tape	Braille "N" Speak Recordings

Laser printers  
Sign language interpreters  
Note takers  
Franklin Spellers

Tape recorders for the Blind  
Scribes  
Magnifiers  
Calculators

**INDIVIDUALLY PRESCRIBED DEVICES, PERSONAL CARE ATTENDANTS, READERS FOR PERSONAL USE OR OTHER STUDY DEVICES OF A PERSONAL NATURE ARE NOT CONSIDERED AUXILIARY AIDS.**

**Auditory Processing – Student may ask for:**

- Detailed course syllabus at the beginning of the semester
- Permission to sit in front of the classroom where it is possible to hear well and to have clear view of the instructor's face
- Permission to tape record the lecture
- Directions broken down into smaller steps with one step presented at a time
- Outline material in more than one way; for example writing the material on the board, flip chart, presenting it orally and/or outlining it in a handout
- Abstract concepts to be illustrated with concrete examples, personal experiences, hands on models, and such visual structures as charts and graphs
- Segments of presentations to be reviewed or summarized
- Announcements in both oral and written forms, especially in case of changes in the schedule, assignments, or exams.

**Test Anxieties – Students may ask for:**

- Permission to take examinations in a separate quiet room with a proctor
- Time extension on those exams and written assignments that place a significant demand on reading and writing skills
- Use if necessary- dictionary, computer, spell check, proofreaders or mathematical calculator
- A reader, scribe, word processor, tape recorder or typewriter

**Emergency**

In the event of an emergency involving a disabled individual on Campus, please call **SECURITY EXT. 3595 OR 230-3595, OR FOR OFF-CAMPUS DIAL 911**. Complications from medications often can cause adverse reactions such as seizures, insulin reactions, coronary attack, or other serious episodes. The Emergency Evacuation Policy is located in the Appendix of this booklet.

**Learning Disabilities**

A learning disability is one of a diverse group of conditions that causes significant difficulties in perceiving, retaining, and expressing auditory, visual and/or spatial information. Of presumed neurological origin, it covers disorders that impair such functions as reading (dyslexia), writing (dysgraphia), and mathematical calculation (dyscalculia). The learning disabled individual may also exhibit problems in organizational skill, time managements and social skills.

**Reading Disabilities – Students may ask for:**

- Required book lists available prior to the first day of class so that the student may begin his/her reading early
- Tests to be put on tape
- Chapter outlines/study guides that cue to key points in the readings

- Use of the Franklin Speller/Dictionary in the classroom

### **Deaf or Hearing Impaired**

Approximately 19 million Americans have some kind of hearing loss that may range from a slight deficiency to deafness. Many profoundly deaf individuals use “sign language” as the main form of communication. For many of these individuals “English” is a “Second” language. Students who use sign language may need an interpreter who either “mouths” what is being said, translates into sign language or does both. **Hearing Impaired** refers to those individuals who may use speech, lip reading or hearing aids to enhance oral communication. Researchers suggest that those who are highly skilled at lip reading comprehend only 30-40 percent of spoken English.

#### **Hearing Impaired – Students may ask for:**

- A front row seat in order to clearly view the instructor and interpreter
- The instructor to repeat remarks of other people in their room
- Ask for critical information in writing
- Assistance in identifying a note taker and classroom partner
- Copies of class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials
- Extended time for reading assignments and examinations (hearing impairment often involves language difficulties)

### **Psychological Impaired**

Mental disabilities affect 41 million people in the United States. One in five Americans has some form of diagnosable and treatable mental illness. A student may experience a wide range of problems including depression, anxiety, inappropriate classroom behavior or inadequate performance. People suffering from this disability are often labeled as schizophrenic, paranoid, manic depressive, bipolar or chronically depressed. Several new symptoms are Chronic fatigue syndrome, Post Traumatic syndrome, and Oppositional Defiant Disorder.

#### **Psychological Disabilities – Students may ask for:**

- Extended time for reading assignments
- Tests to be given in a non-stimulus environment
- Modifications to be determined on a case by case basis

### **Visual Impairments**

A student is considered to be legally blind when acuity is 20/200 or less in the better eye with use of corrective lenses. A partially sighted person may rely on residual vision with the use of adaptive equipment. Totally blind persons may have visual memory as a strength depending on the age when vision was lost.

#### **Visual Impairment – Students may ask for:**

- Advance availability of reading lists or syllabi to allow time for arrangements to be made for taping or brailing of material
- Assistance in finding readers, note takers, tutors as necessary
- Use the front seat for low-vision students
- The instructor to face the class when speaking
- Any information that is put on the board, visual cues or graphic materials to be spoken
- Distribution of materials to the class in large print
- Flexible assignment deadlines when necessary
- An alternate assignment if a specific task is impossible to carry out

- Copies of lectures notes when appropriate to be enlarged or put in Braille
- Exams to be oral, large print, Braille or taped
- Extended time for exams and use of aids such as print enlargers, specialized computer equipment, tape recorders or other modifications as necessary
- Alternative means for examinations

#### **ACADEMIC ADJUSTMENTS**

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#### **Did you know...?**

... There are an estimated 49 million American's with disabilities. This is about 12 percent of the population. Researchers claim that one out of eight Americans currently have a physical or mental disability. It is estimated that by the year 2000 about 20 percent of the population will have a disability.

#### **Did you know...?**

... The word "handicapped" was first used by the British after the Crimean War. A large number of soldiers were returning home from war with injuries that in previous wars were fatal. To aid the severely disabled men, parliament made it legal for war veterans to beg on the street: they could keep a "cap handy" to accept donations from passerby. Because the word handicapped implied making beggars out of people with disabilities, the term is not acceptable.

#### **Did you know...?**

...Section 504 of the Rehabilitation Act of 1973, the American's with Disabilities Act (ADA) of 1990 and the Individuals with Disabilities Education Act all promote equity and access for persons with disabilities.

#### **Did you know...?**

...The preferred term is "people with disabilities" over "the disabled" which tends to emphasize the disability instead of the person.

#### **Did you know...?**

...Every public institution of higher education is covered by Title II of the ADA for all of its programs, services and activities.

#### **Did you know...?**

... Volunteer State Community College strives to provide equal access and nondiscriminatory efforts in all of our programs and activities. People with disabilities like other minority groups are actively seeking full civil rights. At Volunteer State, we need to promote dignity and positive attitudes about abilities, NOT disabilities.

## **Challenges**

## **Changes**

## **It's the Law**

## **ADA Guidelines**

## **Self Advocacy**

## **Types of Disabilities**

## **Agencies**

## **Test Proctor Form**

Volunteer State  
Community College

# STAMP

# Student Tutoring And Mentoring Program

*Sponsored By Vocational Rehabilitation grant funding*

**Responsibilities**  
**Reasonable Requests**  
**FYI.....**

## Sources

ADD and the College Student, A Guide for High School and College Students with Attention Deficit Disorder, Patricia O. Quinn, M.D., Magination Press, New York, 1994.

Chopart, Ira & Duston, ADA Audit Transition Plan and Policy Statement for Higher Education: Compliance Requirements and Deadlines Association of Community College Trustees, Washington, D.C., 1993.

Health Resource Center Resource Directory: Guide for the Student with a Disability, Washington, D.C., U.S. Department of Education, 1994.

Howard Community College Student Support Services Handbook. 1993.

Rick Douglas, Executive Director of the President's Committee on Employment of People with Disabilities, U.S. Office of Personnel Management, October 1992.

### ⇒ **Hearing Impaired**

Visual warning lights -strobe lights are being installed in the common areas. The

language interpreter can sign or write a note for instructions to the nearest emergency exit.

### ⇒ **Visually Impaired**

Inform the person of the nature of the emergency and offer to guide the person to the nearest emergency exit. The blind student can be escorted by taking a hold of the elbow. Orient the person to any obstacles that may be in the way.

### ⇒ **Mobility Impaired**

Every effort should be made to move the wheelchair to the nearest exit or next to the stairway landing until the rescue personnel arrives. Do not lift the wheelchair or scooter down the stairs. Public Safety Officials have specialized equipment to move a person down a stairway. The reason behind this is that several wheelchair persons have computer equipment, voice box, or respirators attached to their chair. Moving a wheelchair person may do great harm. Fire and Safety Officials recommend to "defend in place". In case of near and immediate danger, the two-man lift technique can be used to lower a person out of the wheelchair and down the stairway-depending on the varying degree of the mobility impairment.

## Emergency Evacuation Plan

### VOLUNTEER STATE COMMUNITY COLLEGE

#### POLICY AND PROCEDURES MANUAL

**Policy No:** III:05:05

**SUPERSEDES POLICY NO:**

**REFERENCE TBR POLICY/GUIDELINE:**

**SUBJECT:** Handicapped and Disabled Students

**APPROVED:** HAL R. RAMER, President

**DATE:** 07/15/95

**DATED:**

**DATED:**

### INTRODUCTION

Volunteer State Community College in an effort to assess its facilities, programs, activities, and services to identify, prevent and/or remedy discriminatory barriers and practices related to the reasonable accommodation and equal access of qualified disabled students in College programs, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 the following policy is drafted.

## DEFINITIONS

1. **Disability** is defined as a physical or mental impairment that substantially limits one or more of the major like activities; a record of such an impairment or being regarded as having such an impairment.
2. **Qualified individual with a disability** is defined as an individual who, with or without reasonable modifications and accommodations, meets the essential eligibility requirements for the programs, services, and activities offered by the College.
3. **An individual with a physical or mental impairment** is defined as one who has a history of or has been classified as having a mental or physical impairment that substantially limits one or more major life activities including conditions such as:
  - A. mobility impairments, such as those who suffer from paralysis, or use wheelchairs, crutches or walkers
  - B. persons who have lost one or more limbs
  - C. persons who are blind or have vision impairments
  - D. persons who are deaf or have a hearing impairment
  - E. persons who have mental or psychological disorders, including mental retardation, emotional and mental illness, and learning disability
  - F. persons with one of a hundred or more psychological disorders, including depression, and post-traumatic stress syndrome
  - G. persons with cosmetic disfigurement
  - H. person with serious contagious and non-contagious diseases, including AIDS, AIDS-related complex, epilepsy, cancer, and tuberculosis. (A person who tests HIV positive may qualify as disabled without any other symptoms).
  - I. Drug addicts and alcoholic who have a past history but are not currently suffering from the addiction.
4. **Reasonable accommodations** are defined as modifications or adjustments to requirements for qualified individuals with known physical or mental limitations which ensure that the requirements do not discriminate on the basis of the disability. The reasonable accommodation should reduce or eliminate unnecessary barriers between the individual's abilities and the requirement demonstrated is essential to the program of instruction being pursued by the student to any directly related licensing requirement.

**Note:** It is the obligation of the qualified individual to request a reasonable accommodation. The qualified individual has the right and may refuse the reasonable accommodation.
5. **Undue hardship** is defined as an action requiring significant difficulty and expense. Hardship is based upon the institution's budget—not the department budget.
6. **Academic complaint** is defined as grade disputes and other issues related to the classroom instruction, including late penalties, acceptance or non-acceptance of late assignments, incomplete grades attendance polices, recording lectures and other exception.

**The ADA Coordinator is responsible for the development of procedures to cover this policy.**

## POLICY

Volunteer State Community College prohibits discrimination against students with disabilities and encourages full participation in all college program, physical facilities, activities, and events. The College seeks to provide reasonable accommodations which may ensure that "no otherwise qualified student with disability" shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination.

## PROCEDURES

It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of the disability. The College does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.

The process for identification begins by registering with the Office of Student Disability Services (SDS). This is the first stop in arranging special accommodations and assistance. Students will receive accommodations only with verified documentation of disability. Medical, educational, psychological and/or other evaluative information necessary can serve as documentation. The ADA Coordinator will maintain the documentation in a secure, confidential place.

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#### **For Tests and Examination**

Appropriate methods of alternative testing for students with disabilities will be determined on an individual basis, taking careful consideration to the nature of the disability. With advance notice, SDS will provide and assist with alternative testing services, equipment, readers, or writers by proctoring tests that require extra time in a secure, quiet environment conducive to educationally sound testing procedures. Test accommodation requests are initiated by the student and are coordinated by SDS with advance notice

#### **For Admission and Recruitment**

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment activities. Limitations may not be placed on the number or proportion of individuals with disability who may be admitted to the College.

Preadmission inquiry regarding whether a person has a disability may be done only on a voluntary. Confidential basis for one of the following reasons:

- A. to assure that the applicant has reasonable opportunity to meet requisite admission standard (alternative administration of the aptitude or achievement level tests) to reflect the applicant's aptitude or achievement level rather than an impaired sensory or manual skill or
- B. To take voluntary action to overcome the effects of conditions that may have resulted in past limited participation or discrimination of individuals with disabilities. Postadmission inquiries may be made on a voluntary confidential basis as to disabilities that may require special accommodation by the College.

The Office of Admissions and Records will forward names of admitted students who qualify as "Totally Disabled" to ensure that communications, orientation, testing, and any other reasonable accommodations may be arranged through SDS.

#### **For Academic Adjustment**

Academic divisions, departments, faculty, staff and administration are responsible for making modifications to academic requirements as needed to ensure that the requirements do not discriminate on the basis of a qualified disability. Academic requirements that are essential to the program of instruction or directly related to licensing will NOT be considered as discriminatory within the confines of this policy. The ADA Coordinator will act as the liaison in the process.

Modifications may include, but are not limited to, changes in length of time permitted for the completion of course or degree requirements, substitution of specific non essential courses required for a degree program and adaptation of the manner in which specific courses are conducted.

### **BACKGROUND**

Volunteer State Community College has a strong commitment to students with disabilities in providing accommodations, services and open access.

### **PURPOSE AND SCOPE**

⇒ The purpose of this policy is to explain the college's behavior of accountability under the college's policy and rules, as well as local, state, and federal law. If a student is being sponsored by an agency such as Vocational Rehabilitation, then that student has already met qualifications and has been certified as "employable". Vocational Rehabilitation is responsible for tuition. If a student is considered "employable" by a state agency, then that student does not meet the criteria for TCA 49-7-113, The Totally and Permanently Disabled fee waiver. The Board of Regents submitted a statement supporting that a student could not be certified as both permanently disabled for fee waiver purposes and employable.

#### **TBR Guidelines B-060**

Pursuant to TCA 49-7-113, exceptions exist for the certain disabled and elderly students. For audit courses, no fee is required for persons with a permanent, total disability, and persons 60 years of age or older and

domiciled in Tennessee. For credit, a fee equal to 50% of the per hour rate with a maximum of \$45 for two-year institutions or \$75 per semester for universities or a maximum of \$30 for the technology centers may be charged to persons who will become 65 years of age or older during the academic quarter or semester in which they begin classes and who are domiciled in Tennessee. (Note: This fee includes maintenance fees, student activity fees, and technology access fees, and registration fees; it does not preclude an application fee, late fee, change-of-course fee, parking fee, Etc.). This only applies to enrollment on a space available basis

## **Fees and Waivers**

### **POLICY IMPLEMENTATION**

It is the responsibility of the offices of Disability Services, Admissions, and Financial Aid to be fiscally responsible in implementing the TPD fee waiver procedures. The Policy is on file in the Division Offices.

1. A student confidentially discloses a disability to Disability Services and provides the necessary documentation from an agency charged with declaring and compensating such a status. Submitted documentation must include the VSCC TPD Waiver Form and/or letter officially signed by a medical doctor or agency and must state that the disability has significant impact, is permanent, and totally incapacitating.
2. The Office of Disability receives all documentation, notifies the Admissions, Business and the Financial Aid Offices. The original signed waiver form is forwarded to the Admissions Office. Each office, Admissions, Business and Financial Aid Office will make the necessary changes on the computer database and code for payment for the TPD fee waiver.
3. Once a student has been certified Totally Disabled Status, then that student will not be eligible for the Agency tuition. A student can be classified as employable and later becomes unemployable, then that student cannot be reinstated to employable status.
4. Once a fee waiver has been approved, a student may register only after pre- registration has occurred and space permits. If that student wishes to audit, the Office of Admissions has the responsibility for making the necessary changes.

1. Student should make an appointment with the instructor of the course and discuss the complaint.
2. The ADA Coordinator will schedule an appointment with the student and faculty member to informally resolve the issue.
3. If the problem is not resolved the student may schedule an appointment to see the appropriate Associate Dean. The student must submit "Student Academic Complaint Form" with the instructor's signature.
4. The complaint will be reviewed by the appointed Grievance Committee and/or Vice President for Student Services. The decision of the President of VSCC is final. The answer will be given within a reasonable amount of time.

**Student Name** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Course** \_\_\_\_\_ **Section** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Date of Conference with Instructor** \_\_\_\_\_

**Complaint/Grievance (please be specific, attach additional sheets and documents if needed)**

\_\_\_\_\_

\_\_\_\_\_

**Resolved: Yes:** \_\_\_\_\_

No: \_\_\_\_\_

Comments \_\_\_\_\_

---

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

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean Signature \_\_\_\_\_ Date: \_\_\_\_\_

Vice President Signature \_\_\_\_\_ Date: \_\_\_\_\_

Approved \_\_\_\_\_ Denied \_\_\_\_\_

The signature indicates the meeting has taken place. It does not signify resolution or agreement.

**Student Disability Services Complaint Form**

**Notes**

**Notes**

**Notes:**