

Volunteer State Community College

Office of Disability Services

Faculty Handbook



MISSION

In support of the college's mission as a public, comprehensive community college, the Office of Disability Services ensures equal access to all campus programs and activities and promotes full participation in campus life for individuals with disabilities. Accommodations and support services are provided to students with disabilities who register with the office. Services are provided to assist students in obtaining their academic and personal goals. Assistance is provided in a collaborative way as to empower students to advocate for their needs and assume responsibility for their academic outcomes.

Anyone wishing to receive services needs to:

1. Self-identify/disclose with the Office of Disability Services.
2. Provide current documentation of a qualified disability.

The Office of Disability Services and Special Adults Programs promote institutional integrity and academic standards in working with instructors, counselors, and the students.

INTRODUCTION

Did you know...

... There are over 54 million Americans with disabilities? This is approximately twenty percent of the population. Researchers claim that one out of five Americans currently has a physical or mental disability.

Did you know...

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

Volunteer State Community College strives to provide equal access and nondiscriminatory efforts in all of our programs and activities. At Volunteer State, we promote dignity and positive attitudes about abilities, NOT disabilities.

As a faculty member, this handbook will provide you with information about the services available on campus, as well as information about disabilities in general, the laws involved and teaching strategies that may be of help to you in the classroom.

TABLE OF CONTENTS

Mission	2
Policy	4
Changes	5
It's the Law	6
ADA Guidelines	7
Responsibilities:	8
VSCC Responsibilities	
Faculty Responsibilities	
Student Responsibilities	
Accommodation Requests	9
Accommodation Memo	10
Academic Adjustments:	11
Auxiliary Aids	
Assistive Computer Technology	12
Universal Design	13
Types of Disabilities	14
Accessibility in Distance Learning	16
Common Questions	17
Forms:	
Tutor Request Form	18
Accommodation Memo Form	19
Exam Proctoring Checklist Form (Pink Sheet)	20
Emergency Evacuation Plan	21
Agencies	22
Sources	23

POLICY

Volunteer State Community College prohibits discrimination against students with disabilities and encourages full participation in all college programs, physical facilities, activities, and events. The College seeks to provide reasonable accommodations, which may ensure that “no otherwise qualified student with a 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 his/her 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 Disability Services (ODS). This is the first step in arranging special accommodations and assistance. Students will receive accommodations only with verified documentation of a disability. Medical, educational, psychological, and/or other evaluative information necessary can serve as documentation. The ODS will maintain the documentation in a secure, confidential place.

For Tests and Examinations

Appropriate methods of alternative testing for students with disabilities will be determined on an individual basis, with careful consideration as to the nature of the disability. With advanced notice, ODS will provide and assist with alternative testing services, by proctoring tests which require extra time. Our testing room is a secure, quiet environment, conducive to educationally sound testing procedures. Test accommodation requests are initiated by the **student** and are coordinated by ODS.

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.

For Academic Adjustment

Academic divisions, 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 discriminating 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.

CHANGES

The way an individual is portrayed can greatly affect the public's perception of their worth. At Volunteer State Community College, we refer to the person and not the disability. New affirmative phrases are used to describe the person. Out with the old and in with the new!

Old	New
The Blind	Person who is blind; visually impaired
Suffers a hearing loss	Person who has a hearing impairment
Fit	Seizure
Confined to a wheelchair	Uses a wheelchair
Courageous; martyr	Successful; productive
Dumb; mute	Unable to speak; nonverbal
Normal person (implies person with disability is not normal; is unfortunate, a burden, a drain)	Person without disabilities: Non-disabled; Physically able
Retarded; mentally defective	Person affected by Mental Retardation
Stricken with MD	Person who has Muscular Dystrophy
CP Victim	Person affected by Cerebral Palsy
Afflicted with MS	Person who has Multiple Sclerosis

IT'S THE LAW

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

Who is a Qualified Individual with a Disability?

A qualified individual with a disability is 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?

The ADA protects persons with mobility impairments/paralysis, persons who use a wheelchair, crutches or 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.
- Have one or more chronic medical disorders.
- Have post-traumatic stress syndrome or depression.
- Have cosmetic disfigurements.
- Have serious contagious or non-contagious diseases such as AIDS, epilepsy, cancer, tuberculosis, or who test HIV positive without any other symptoms.
- Are drug addicts or alcoholics who have suffered from drug addiction in the past, as long as they are not currently using illegal drugs.

THE ADA and ITS IMPACT

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States.

It provides protection from discrimination for individuals on the basis of a disability. This civil rights law protects people in both public and state sectors, as well as public transportation, public accommodations and services, and telecommunication relay services.

ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to all policies, procedures, and treatment with students with disabilities. Under Title II, all activities, services, programs, facilities, and employment are covered for state colleges. Private colleges are covered under Title III.

ADA GUIDELINES

Introduction

Volunteer State Community College has adopted the Policy and Procedures on Disability Access and Accommodations as outlined in Section 504 of the Rehabilitative Act and The Americans with Disabilities Act (1990).

General Compliance and Guidelines of the ADA

1. The ADA prohibits discrimination in the area of recruitment, admissions, or pre-admission against qualified persons with disabilities.
2. All programs, services and activities must be available to qualified students with disabilities. This includes field trips, internships, physical education, practicum, 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/her designee.
4. No student may be excluded from any class or 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 recorders 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. Every effort will be made to provide 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.

RESPONSIBILITIES

VSCC Responsibilities

The Office of Disability Services will:

- Act as a liaison between individuals with disabilities and the college faculty/staff. Services will be closely monitored to promote each student's academic success and to foster independence as well as to promote personal growth.
- Minimize the impact of a disability on the student's performance to ensure the 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.

Faculty Responsibilities

The faculty will:

- Maintain student confidentiality. Faculty should not ask a student to tell them about their disability. If a student chooses to disclose/discuss their disability, it should remain confidential.
- Provide approved accommodations to students who are registered with the Office of Disability Services.
- Provide course materials that are accessible to students with disabilities. This includes the design and use of online teaching materials and programs.

Student Responsibilities

The student will:

- 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.
- Register with the Office of Disability Services by providing documentation of the qualified disability. Documentation can be medical, educational, psychological, or another type of evaluative information.
- Provide instructor with an Accommodation Memo, which lists approved accommodations and/or auxiliary aids. Accommodations are made only if documentation is on file in the Office of Disability Services. Modifications and/or accommodations required by students may differ depending upon the nature of the student's disability.
- Contact the Office of Disability Services if the student believes he/she has been discriminated against on the basis of a disability.

ACCOMMODATION REQUESTS

What is an accommodation?

An accommodation is a legally mandated modification that gives a student with a disability an **equal opportunity** to benefit from the educational process. Accommodations are not meant to give a student an advantage. Accommodations do not lower academic standards or compromise the integrity of an academic program. Academic and technical standards will always be maintained.

What is a reasonable accommodation?

A reasonable accommodation is any modification or adjustment that will allow a student with a disability to participate in an educational program and have the same rights and privileges as students without disabilities. Reasonable accommodations do not fundamentally alter the course requirements or objective.

How are accommodations determined?

Reasonable accommodations are determined on an individual basis after considering the specific disability and documentation of functional limitations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Some common accommodations for students with disabilities might include: extended time to complete tests, testing in a non-distractable environment, alternate test formats, computer software programs or other assistive technological devices to assist in test taking, tape recorders, word processor, notetakers, interpreters, tutors, and special seating arrangements in the classroom.

Testing Accommodations

- Special testing can be arranged for exams such as: classroom tests, quizzes, final exams, or placement tests. Testing accommodations will equalize opportunity rather than provide competitive advantage over other students. Students are to schedule their exams with the Office of Disability Services and let their instructors know, so the test can be brought over to our office. Students should provide their instructor with a **PINK** Exam Proctoring Checklist form, which outlines specific testing instructions and how the exam is to be returned. The instructor will complete the pink form and the student should return the form to the ODS. Only one form per semester needs to be completed. Unless the instructor chooses to make changes, an additional form will not need to be completed.

In order to maintain test security, the following is adhered to:

- Completed exams are returned to instructor per their instructions.
- No content assistance is given in any manner during the test situation.
- Only qualified scribes and readers will be employed to monitor test security.
- ODS will administer tests according to the instructor's instructions.

See example of EXAM PROCTORING FORM (pink sheet) on page 20.

TUTOR REQUEST FORM

For students needing tutoring, an instructor may be asked to sign a Tutor Request Form, verifying the need for tutoring. See example of TUTOR REQUEST FORM on page 18.

ACCOMMODATION MEMO

It is the student's responsibility to identify himself/herself to the Office of Disability Services by providing documentation and discussing accommodations. **If the student does not request these accommodations and does not provide documentation to the Office of Disability Services, the College/instructor is not legally obligated to provide them.**

Each student registered with the Office of Disability Services must take a copy of the **ACCOMMODATION MEMO** to his/her instructors. **Each instructor must sign it.** **The student must then return the signed Memo to the Office of Disability Services.** This lets the instructors know that the student has a disability, is registered with the ODS and as such, is approved for specific accommodations as set out by the ADA. A new Accommodation Memo must be obtained by the student each semester.

At an appropriate time, students should speak with their instructors, concerning their disability and any classroom needs.

For students taking RODP/Web based classes, those instructors are individually contacted in regards to specific accommodations for that student.

See example of ACCOMMODATION MEMO on page 19.

RODP Classes

For students with disabilities who are enrolled in RODP classes, an instructor should receive information concerning an approved accommodation through the Office of Disability Services at the student's institution, which may or may not be VSCC.

WEB-Based Classes

For students with disabilities who are enrolled in web-based classes, an instructor should expect an e-mail from the Office of Disability Services at VSCC concerning the approved accommodation.

ACADEMIC ADJUSTMENTS

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 courses required for degree program.
- Adaptation of the manner in which specific courses are conducted, as long as the course objectives are not fundamentally altered.
- Use of auxiliary aids, adaptive equipment, or other educational aids.

Primary consideration for assistance is given to the requests of the student. (Academic integrity will be maintained. The qualified individual has the right to refuse the “reasonable accommodations”.)

Auxiliary Aids

Auxiliary aids include any service, adaptive equipment, or other educational aid which enables a student with a disability to participate in or benefit from the educational process, such as:

Readers	Electronic Spellers & Dictionaries
Tutors	FM Systems
Large Print Books	Headphones
Audio Books	Tape Recorders
Sign Language Interpreters	Scribes
Note Takers	Alternate Tables & Chairs for Classroom Use
Magnifiers	Temporary Parking Permits for Temporary Disabilities
Calculators	

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

ASSISTIVE COMPUTER TECHNOLOGY

Assistive technology is available on our campus for students with a documented disability. The following are examples of assistive technology:

Dragon Naturally Speaking:

The Dragon Naturally Speaking product line adds speech recognition capabilities to the PC, thus enabling users to work virtually hands free when creating documents, accessing data, or navigating their desktop. It also includes the RealSpeak text-to-speech software, allowing users to hear text read to them in a very natural sounding voice.

JAWS:

The most popular screen reader worldwide, JAWS for Windows works with your PC to provide access to today's software application and the Internet. With its software speech synthesizer and the computer's sound card, information from the screen is read aloud, providing technology to access a wide variety of information, education and job related applications. JAWS also outputs to refreshable Braille displays, providing unmatched Braille support of any screen reader on the market.

Kurzweil 3000:

Kurzweil 3000 for Windows was first introduced in 1996. It has since become the leading reading, writing and learning solution for individuals of all ages with learning difficulties like dyslexia, attention deficit disorder (ADD) and other literacy difficulties. Teachers have demonstrated time and again that Kurzweil 3000 provides students the tools they need to improve their reading speed and comprehension, plus a suite of features that make it possible for them to learn and study independently. In this way, it has helped improve their academic experience, their ability to function effectively in the workplace and the quality of their daily lives. For students who have difficulty physically accessing curriculum materials, Kurzweil 3000 provides a digital means of engaging with text and can support students who use alternative methods for accessing the computer.

Window-Eyes:

Window-Eyes Professional is nothing less than the most stable screen reader available on the market today. Featuring Windows 9X, Me, 2000, XP, and 2003 compatibility, Window-Eyes puts you in the hands of the most powerful screen reading software ever created. Window-Eyes gives total control over what you hear and how you hear it. With its enhanced Braille support, that control is extended to what you feel as well. The power and stability of Window-Eyes means that most applications work right out of the box with no need for endless tinkering in order to get them to function properly.

ZoomText 9.0:

ZoomText Magnifier/ScreenReader echoes typing, reads information pointed to by the mouse, and speaks program events as they occur. Flexible verbosity settings give you complete control over the amount of information spoken by ZoomText. The new AppReader reads documents, web pages and email, from within the parent application. With ZoomText's specialized application support for Microsoft Word, Excel, Outlook, Internet Explorer, Acrobat and Java, the user can read documents and web pages with near 100% accuracy.

UNIVERSAL DESIGN

Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. This method of teaching provides equal access to learning, not simply equal access to information. Universal Design also allows the student to control the method of accessing information while the teacher monitors the learning process and initiate any beneficial methods.

While this design enables the student to be self-sufficient, the teacher is responsible for imparting knowledge and facilitating the learning process. It should be noted that Universal Design does not remove academic challenges; it removes barriers to access.

Principles of Universal Design

(compiled from The Ohio State University Partnership Grant)

- Identify the essential course content.
- Clearly express the essential content and any feedback given to the student.
- Integrate natural supports for learning (i.e. using resources already found in the environment such as a study partner).
- Use a variety of instructional methods when presenting material.
- Allow for multiple methods of demonstrating understanding of essential course content.
- Use technology to increase accessibility.
- Invite students to meet/contact the course instructor with any questions or concerns.

TYPES OF 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 individual with a learning disability may also exhibit problems in organizational skills, time management, and social skills.

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

ADHD & ADD are neurological conditions that affect learning and behavior. Some clinicians believe up to 10% of the population may have ADHD. Symptoms of the disorder may include impulsivity, hyperactivity, mood swings, frustration and intolerance, difficulty with sleep, disorganization, forgetfulness, mental restlessness, procrastination, and concentration problems. Depression, irritability, and negative thinking may also be present. Treatment may include 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.

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.

Seizure Disorder

A student may have a seizure in your classroom. If a seizure occurs:

- Call Health Services (ext 3470 or 3450) or campus police (ext 3595).
- If the person is in a chair or standing, help them to a comfortable position on the floor.
- Give them plenty of room, move furniture/objects away from them.
- Place a pillow or soft item under their head, to prevent them from hitting their head on the floor.
- Do not force anything into their mouth or between their teeth.
- Turn the individual on his/her side.
- When the person comes out of the seizure, allow them to rest until assistance arrives.

Psychologically 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 terms used to describe psychological impairment are: Chronic Fatigue Syndrome, Post Traumatic Stress Syndrome, and Oppositional Defiant Disorder.

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 strength, depending on the age when vision was lost.

Speech Impairments

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

Physically Disabled/Mobility Impairments

Mobility function may be limited by a number of conditions. The most common permanent disorders are muscular dystrophy, multiple sclerosis, 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 are necessary functions that may be impaired by any of the aforementioned conditions.

Medical Disabilities May Include:

- | | |
|--------------------------|-------------------------------|
| Cancer | HIV/AIDS |
| Chemical dependency | Lupus |
| Chronic fatigue syndrome | Multiple chemical sensitivity |
| Diabetes | Renal disease |
| Epilepsy | Severe food allergies |
| Epstein Barr | |
| Fibromyalgia | |

Invisible Disabilities May Include:

- | | |
|----------------------------|-----------------------|
| Reading comprehension | Processing speed |
| Written expression | Visual spatial skills |
| Mathematical comprehension | Oral Expression |
| Auditory processing | Abstract reasoning |
| Visual processing | |

ACCESSIBILITY IN DISTANCE LEARNING

There are many people with disabilities that utilize the internet and as well as take web-based coursework. However, many people with disabilities cannot access the web content because of a design feature that makes the content inaccessible. Faculty are responsible for assuring that all material presented or assigned via the internet is accessible.

What should be considered when developing Web-based courses?

- 1) Provide text equivalent for non-text elements so if there are graphics on a page, there is an alternate text so people who can't see the graphics can still access the content.
- 2) Ensure that the site does not rely on color alone to communicate an idea or concept so that if a student can't perceive color, they can still access information.
- 3) Flash based applications and animated images are not accessible to students with visual impairments and should be avoided.
- 4) When designing online materials, avoid using bold and other font formatting to designate headings. Instead, use headings built into Microsoft word and HTML authoring software so that screen readers can correctly identify text.
- 5) Ensure that any website to which you direct students is accessible.
- 6) Provide captioning for any video presented via the internet.
- 7) Provide a transcript for any audio files or podcasts presented via the internet.

For additional information related to online accessibility, including free tutorials, please visit www.WebAIM.com

Please contact the ODS if you have any questions or concerns regarding the accessibility of your course.

TESTING:

If exams are administered online, then students with approved accommodations will still need to receive those specified approved accommodations, including extended test taking time.

COMMON QUESTIONS

WHAT SHOULD I INCLUDE IN MY SYLLABUS?

At the start of class, include a statement in your syllabus such as: For students with disabilities, it is the student's responsibility to self-identify with the Office of Disability Services in order to receive accommodations and services in accordance with the Americans With Disabilities Act (ADA). Only those students with appropriate documentation will receive services. For further information, contact the Office of Disability Services, at ext 3472 or visit the office, which is located on the ground floor of the Wood Campus Center, room 108.

I HAVE A STUDENT IN MY CLASS THAT I BELIEVE HAS A DISABILITY. HOW DO I APPROACH THE SUBJECT?

Speak privately with the student to discuss your observations. If the student discloses to you that he/she has a disability, suggest that the student visit with the Office of Disability Services.

HOW DOES A STUDENT QUALIFY FOR DISABILITY SERVICES ON THE COLLEGE LEVEL?

A student would have to register with the Office of Disability Services to receive any services/accommodations. He/she can do this online at our website by completing the intake form or come by our office to do this. The student is responsible for providing us with documentation of the disability along with the functional limitations posed by the disability. We can assist the student in requesting this information.

IF A STUDENT WAS CERTIFIED IN K-12 WITH A DISABILITY BUT HAS NOT BEEN IN SCHOOL FOR TEN YEARS, COULD THAT STUDENT NOW BE EVALUATED FOR A LEARNING DISABILITY THROUGH YOUR OFFICE?

Documentation has to be current within the past 3-5 years, however, every situation is looked at individually as far as acceptable documentation and approved accommodations. If the student does not have current documentation, we refer them to an outside agency for testing. Students are responsible for the cost of testing/evaluation.

A STUDENT HAS ASKED FOR EXTRA TIME ON THEIR TESTS. HOW DO I KNOW THE STUDENT HAS BEEN APPROVED FOR THIS ACCOMMODATION?

You should ask the student to provide you with an Accommodations Memo, which will verify which services/accommodations the student is approved to receive.

IF A STUDENT PROVIDES ME WITH AN ACCOMMODATION MEMO APPROVING THE USE OF A TAPE RECORDER AND EXTRA TIME ON EXAMS, DO I HAVE TO COMPLY?

Yes, students with disabilities are protected by the Rehabilitation Act of 1973, Section 504 & the ADA. This law requires that qualified students with disabilities get equal access to an education. If you have a concern about an approved accommodation, please contact the ODS.

A STUDENT IS TAKING MY WEB BASED CLASS. HOW DOES ODS PROCTOR THESE TESTS?

The Office of Disability Services will notify the instructor of the approved accommodation, arrange for extra time online or have that test e-mailed or delivered to our office for proctoring.

I TEACH CLASSES IN WHICH SPEED IS A COURSE OBJECTIVE. CAN DISABILITY STUDENTS HAVE EXTRA TIME ON TIMED TESTS?

For an accommodation to be considered reasonable, it cannot present a "fundamental alteration of course objectives". If reading or typing at a certain speed is a well established, fundamental objective of the course, then allowing extra time on timed reading or typing tests would appear to significantly alter this course objective.

DO I HAVE A RIGHT TO KNOW THE NATURE OF A STUDENT'S DISABILITY?

Information regarding a student's disability should be shared only when there is a compelling reason for disclosure. If you have questions about a student's disability, please contact the Office of Disability Services.

ACCOMMODATION MEMO FORM

Volunteer State Community College
 Disability Services Accommodations Request
 Fall 200___ Spring 200___ Summer 200___

_____ 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 information to assist 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:

- | | |
|---|--|
| <input type="checkbox"/> Modification of Testing
<input type="checkbox"/> Extra Time on Placement Test
<input type="checkbox"/> Time and a Half on Testing
<input type="checkbox"/> Double Time on Testing
<input type="checkbox"/> Non Distractible Environment
<input type="checkbox"/> Oral Tests | <input type="checkbox"/> Flexible Attendance
<input type="checkbox"/> Allow Breaks such as Standing
<input type="checkbox"/> Allow Food & Drink (except in labs)
<input type="checkbox"/> Allow Makeup Work on Assignments
<input type="checkbox"/> Special Chair/Desk Setting |
|---|--|

Approved Auxiliary Aids:

- | | |
|---|---|
| <input type="checkbox"/> Tape Voice Recorder in classroom
<input type="checkbox"/> Notetaker in classroom
<input type="checkbox"/> Instructor's Notes if available
<input type="checkbox"/> Reader
<input type="checkbox"/> Books on CD/MP3
<input type="checkbox"/> Interpreter for Sign language
<input type="checkbox"/> FM Listening Device | <input type="checkbox"/> Vocal Repeater/Voice Aid
<input type="checkbox"/> Braille or Enlarged Print Materials
<input type="checkbox"/> Calculator
<input type="checkbox"/> Adaptive Computer
<input type="checkbox"/> Spell Checker
<input type="checkbox"/> Other: _____ |
|---|---|

Classes:

Instructors Sign Below:



1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Disability Services _____ DATE: _____

**Office of Disability Services
EXAM Proctoring Checklist**

Student's name: _____ Today's Date: __/__/__
Course: _____ Instructor's name: _____
Campus Phone Extension: _____ Alternate phone: _____

DATES of EXAM **ALL** (Complete 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. - 4:30 p.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 permitted |
| <input type="checkbox"/> No dictionary | <input type="checkbox"/> Dictionary permitted |
| <input type="checkbox"/> Type answers by word processor | <input type="checkbox"/> Questions can be read aloud |
| <input type="checkbox"/> Tape record oral responses | <input type="checkbox"/> Spell check permitted |
| <input type="checkbox"/> Scrap paper returned | <input type="checkbox"/> All test materials must be returned |
| <input type="checkbox"/> Use computer | <input type="checkbox"/> May use Library resources |

Please Complete: How much time is the class allotted to take tests? _____
Any Special Instructions _____

METHOD OF RETURN:

Instructor pick up Campus Mail to Office Under Office Door Student return

Office Use Only

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
Final Received by: Time: ____:____ Staff Initials ____ DATE: __/__/__ mail in person

TEST TIME PROCTORED:

Test 1 Started ____:____ Ended ____:____ Staff Initials _____ DATE: __/__/__
Test 2 Started ____:____ Ended ____:____ Staff Initials _____ DATE: __/__/__
Test 3 Started ____:____ Ended ____:____ Staff Initials _____ DATE: __/__/__
Final Started ____:____ Ended ____:____ Staff Initials _____ DATE: __/__/__

EMERGENCY EVACUATION PLAN

The Office of Disability Services maintains a safety evacuation locator list. This list is updated each semester with those students, faculty and staff who are registered in our office and who are unable to independently evacuate a building in case of fire, tornadoes, or other disaster. This list is given to security 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 safety of persons involved.

Every effort should be made to avoid having mobility impaired 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 which students have mobility limiting disabilities. In case of an emergency, instructors are encouraged to enlist volunteers to "monitor" for and assist with the evacuation of a disabled student(s).

PROCEDURES FOR EVACUATING STUDENTS WITH THE FOLLOWING DISABILITIES:

Hearing Impaired

The language interpreter or note taker can sign or write a note of 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 hold of their elbow. Orient the person away from any obstacles.

Mobility Impaired

Every effort should be made to move the wheelchair to the nearest exit or next to the stairway landing until rescue personnel arrives. Do not lift a wheelchair or scooter down the stairs. It is possible that the student has computer equipment, voice box, or respirators attached to their chair; therefore, moving a person who uses a wheelchair 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 a wheelchair and down the stairway, depending on the varying degree of the mobility impairment.

Emergencies

In the event of an emergency involving a disabled individual on campus, please call campus police at ext 3595 (VSCC (615) 452-8600 ext 3595) or 230-3595. For off campus emergencies, dial 911. Complications from medications often can cause adverse reactions such as seizures, insulin reactions, coronary attacks, or other serious episodes.

AGENCIES

- **Association on Higher Education and Disability (AHEAD)**
107 Commerce Center Dr.
Huntersville, SC 28078
Voice/TTY: (704) 947-7779
www.ahead.org
- **Children and Adults with Attention Deficit Disorders (CHADD)**
8181 Professional Plaza, Suite 150
Landover, Maryland 20785
(800) 233-4050
www.chadd.org
- **Coalition for Tennesseans with Disabilities**
ADA Project Office
480 Craighead St., Suite 200
Nashville, TN 37204
(615) 383-9442
TTY: (615) 292-7790
www.tndisability.org
- **Health Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities**
2121 K Street, N.W., Suite 220
Washington, DC 20037
(800) 544-3284
www.heath.gwu.edu
- **League for the Hearing-Impaired**
415 Fourth Avenue South
Nashville, TN 37201
(615) 248-8828
TTY: (615)244-097
- **Technology Access Center of Middle Tennessee**
2222 Metrocenter Boulevard, Suite 126
Nashville, TN 37228
Phone/TTY: (615) 248-6733
(800) 368-4651
[http:\tac.ataccess.org](http://\tac.ataccess.org)
Email: techaccess@mindstate.com

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University of Maryland University College. ADE Accessibility in Distance Education. 1996-2005.

Tennessee Disability Coalition. To Infinity and Beyond: Accessing the World Wide Web. Winter 2006.

For further information contact:

Volunteer State Community College
Office of Disability Services
1480 Nashville Pike
Gallatin, TN 37066
(615) 230-3472
1-888-335-8722
TTY (615) 230-3488
FAX (615) 230-4808

The Office of Disability Services is located on the ground floor of the Wood Campus Center, room 108. Registration forms and additional information are available on our website at www.volstate.edu/Disability/. A listing of staff is also included on our web site.

Volunteer State Community College, a Tennessee Board of Regents Institution, is an equal opportunity institution and ensures equal opportunity for all persons without regard to race, color, religion, sex, national origin, disability status, age, sexual orientation or status as a qualified veteran with a disability or veteran of the Vietnam era.