



**Volunteer State
Community College**

Office of Disability Services

Student 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 obtain 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.

To receive services students need to:

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

The Office of Disability Services promotes institutional integrity and academic standards in working with instructors, students and others.



For further information and to register for services contact or visit:

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

The Office of Disability Services is located the Wood Campus Center, Suite 108. Registration forms and additional information is available at our website @ www.volstate.edu/Disability/.

Volunteer State Community College, a member of the Tennessee Board of Regents system, 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.

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FYI

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...

... 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 would have been fatal in previous wars. 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 in common usage.

Did you know...

...Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, 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*” instead of “*the disabled*” which tends to emphasize the disability instead of the person?

Did you know...

...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.

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 is deaf
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; Able-bodied; non-disabled
Retarded; mentally defective	Person with an Intellectual Disability
Stricken with MD	Person who has Muscular Dystrophy
CP Victim	Person affected by Cerebral Palsy
Afflicted with MS	Person who has Multiple Sclerosis
Handicapped Parking	Accessible Parking

The ADA/AA and Its Impact

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. The ADA was amended in 2008 and is now referred to the Americans with Disabilities Amendment Act or ADA/AA.

The Act 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 addresses issues of technology access.

ADA/AA 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, of the ADA/AA all activities, services, programs, facilities, and employment are covered for state colleges. Private colleges are covered under Title III.

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. Not all individuals with a qualifying disability are entitled to accommodations.

What 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/AA?

The ADA/AA 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 of a hundred 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.

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/Amendments Act (1990, 2008).

General Compliance and Guidelines of the ADA/ADAAA

1. The ADA prohibits discrimination in the area of recruitment, admissions, or preadmission 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 in determining what requirements are “*essential*” lies with the institution.
4. No student may be excluded from any course or any course of study solely on the basis of disability.
5. Prohibitive rules that limit their participation may not be imposed on qualified students with disabilities, 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. 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.

Students with Disabilities

Volunteer State Community College, in an effort to assess its facilities, programs, activities and services, seeks 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/Amendments Act of 1990 and 2010 (ADA/AA) and Section 504 of the Rehabilitation Act of 1973. Consistent application of the policy will ensure the institution's compliance with state and federal laws.

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 disabilities" shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in college programs and activities. The Office of Disability Services has the primary responsibility of implementing services for students with disabilities.

DEFINITIONS

1. **Disability** is defined as 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.
2. A **"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. Qualified students are those who can safely participate in college programs, do not pose a safety risk to others and do not require significant staff supervision to complete the basic requirements of being a college student.
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 – e.g. mental retardation, emotional and mental illness, and learning disabilities
 - F. Persons with one of a hundred or more psychological disorders, including depression and post-traumatic stress syndrome
 - G. Persons with cosmetic disfigurements
 - H. Persons 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. Individuals with a history of substance abuse but who are currently not abusing substances.
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 disability. The reasonable accommodation should reduce or eliminate unnecessary barriers between the individual's abilities and the requirements for performance unless the requirement demonstrated is essential to the program of instruction being pursued by the students to any directly related licensing requirements. **Accommodations that significantly impact or alter the essential course requirements or objectives are not considered reasonable. 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. **Undue Hardship** is defined as an action requiring significant difficulty and expense. Hardship is based upon the institution's budget—not the department budget.

PROCEDURES

It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of the disability to the Office of Disability Services. 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 disability. Medical, educational, psychological and/or other necessary evaluative information can serve as documentation. The Director of the Office of Disability Services will maintain the documentation in a secure and confidential place.

Admissions 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 disabilities who may be admitted to the College.

Preadmission inquiry regarding whether a person requires accommodation may be done only on a confidential basis to take voluntary action to overcome the effects of conditions that may have resulted in past limited participation or discrimination of individuals with disabilities. Post admission inquiries may be made on a voluntary confidential basis as to disabilities that may require special accommodation by the College.

Student Tests and Examinations

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 advanced notice, ODS 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. Testing accommodation requests are initiated by the student and are coordinated by the ODS with advance notice.

Academic Adjustments

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 ODS Director or his/her designee will act as the liaison in this process.

Modifications may include, but are not limited to:

- A. Changes in length of time permitted for completion of course or degree requirements
- B. Substitutions / waivers for specific less essential courses required for degree programs
- C. Adaptation of the manner in which specific courses are conducted
- D. Usage of auxiliary aids, adaptive equipment or other educational aids, which enable full participation in all College programs, physical facilities, activities, and events

While primary consideration for assistance is given to the requests of the student, the institution has the right to offer a suitable alternative accommodation.

Use of Auxiliary Aids

Auxiliary aids include any service or adaptive equipment or other educational aids which enable a student with a disability to participate in or benefit from the educational process. Classroom rules may not apply to the student's use of auxiliary aids. In collaboration with the student, Office of Disability Services personnel will determine what type of auxiliary aid or service is necessary. Primary consideration for assistance will be given to the request of the student. Such accommodations will be employed only when deemed necessary, and as long as the alternative method is non-discriminatory in nature, not unduly limiting to the educational process of the student, and reasonable for the individual circumstances. "Undue hardship" relative to the purchase of auxiliary aids is to be ultimately determined by the President or his/her designee and is to be based on the overall resources of the College rather than the resources of the individual department involved. Current auxiliary aids at VSCC may include but are not limited to:

readers, tutors, large print, voice capability microcomputers, sign language interpreters, laser printers, scribes, notetakers, magnifiers, spellers, tape recorders, calculators, electronic dictionary, FM systems for hearing impaired, headphones, large print typewriter, CD/MP3 players.

Individually prescribed devices, personal care attendants, readers for personal use or other study devices of a personal nature are NOT considered auxiliary aids.

Personal care attendants are welcomed and permitted in all classes and campus activities. Attendants are individuals who perform personal assistance tasks per the instruction of the student. Individuals who perform “coaching” type duties independent of student direction, (i.e. explaining material, keeping students on task, monitoring behavior) are generally not considered attendants.

Special accessibility requests should be made at least two weeks prior to classes for things such as access to a bus with wheelchair lift (field trips), specialized adaptation to computer equipment, or seating arrangements.

Note: The qualified individual has the right to refuse the “reasonable accommodations.”

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). Even when separate programs are permitted, students with disabilities cannot be denied the opportunity to participate in programs that are not separate and different.

Implementation of Accommodations

Accommodations officially begin when the student obtains an Accommodations Memo. Accommodations are not retroactive. Students with disabilities may not be required to accept any accommodation, service, aid, or separate program designed for them, even when the benefit to do so may be obvious. Such services are to be accepted strictly on a voluntary basis.

Communications and Information

The Office of Disabilities Services takes appropriate measures regarding individual needs in providing information to persons with sensory impairments. Such individual needs may be readers, qualified interpreters, enlarged or enhanced written material, notepads, pens, or other special devices. Information concerning the College, such as publications, brochures, and handouts will be made available in alternate format upon request and with advance notice by a person with a qualifying disability.

Physical Facilities

Campus buildings, pathways, parking and other physical facilities at Volunteer State Community College are to be accessible to an extent that no individual with a disability is denied access. Suitable methods to achieve accessibility to classrooms, labs, lectures or other events can be to relocate to an accessible location. The student is responsible for making physical access needs known with reasonable advance notice to allow time for relocation. Requests for physical access, grievances or complaints should be made in writing to the ADA Coordinator.

Office of Disability Services (ODS) Responsibilities

The Office of Disability Services will be responsible for:

1. Registering the self identifying/self-disclosing students and employees desiring ODS accommodations and /or services.
2. Coordinating and providing support services to individuals with disabilities.
3. Reviewing the documentation and verifying information of individuals with disabilities. Maintaining the professional knowledge required to adequately interpret medical and psychological in terms of providing accommodations and services.
4. Developing procedures and arranging for appropriate accommodations.
5. Encouraging and promoting self sufficiency and personal growth in ODS registered students learn to relate to the overall educational experience.
6. Serving as liaison/advocate for the disabled individual in resolving

disputes or complaints involving academic issues, physical facilities and /or ADA issues.

7. Conducting regular assessments of physical facilities throughout the campus and reporting the needed improvements for ADA compliance.
8. Preparing the Safety Evacuation Locator List each semester of individuals (employees and students) registered with ODS who are unable to independently evacuate a building which is maintained in the Office of Public Safety.
9. Assessing and recommending adaptive technology and auxiliary aids to better serve the needs of individuals with disabilities.
10. Providing input to the Facilities staff and relevant committees regarding **facilities projects and renovation.**

Student's 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 provided by a qualified professional. Modifications and/or accommodations required by students may vary depending upon the nature of the student's disability and the individual's specific functional limitations.
- Contact his/her instructors to discuss approved accommodations and show the Accommodations Memo to each instructor. Obtain a new memo at the beginning of every semester.
- Keep all scheduled appointment with the ODS or call to cancel/reschedule.
- Contact the ODS if an instructor denies the use of an approved accommodation.

Testing Accommodations

Special testing can be arranged for exams such as: classroom tests, quizzes, final exams, or placement tests. The most typical accommodations are: extended time, readers, writers, private low stimulus environments, 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 Office of Disability Services 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 at least 24 hours prior to test date. Forty-eight hours notice is necessary when oral testing is an approved accommodation.
- Give instructor the Exam Proctoring Checklist (pink sheet) provided by the ODS.
- Arrive at the appointment on time and be prepared for testing.

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.
- ODS will administer tests according to the instructor's instructions.

Self-Advocacy

Self-Advocacy means that each student should speak with his/her instructor concerning approved accommodations and classroom needs as well as requesting assistance from ODS staff and others on campus.

It is the student's responsibility to identify him/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 is not legally obligated to provide them.**

Each student registered with ODS must take a copy of the **ACCOMMODATIONS 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 is registered with the ODS and as such is entitled to reasonable accommodations as set out by the ADA/ADAAA. The accommodations memo must be obtained by the student each semester.

Talking with Instructors

It is important for the instructors to know that:

- You have been identified as having a disability.
- You have registered with the Office of Disability Services.
- You have received an official Accommodations Memo from the Office of Disability Services.

You would benefit from:

- Utilizing the accommodations listed on your accommodations memo.
- Having direct communication with the instructor, however, **you are not obligated to discuss the nature of your disability or provide specific medical/psychological information.**

Doing The Following Things Will Help Ensure Your Success:

1. Attend all classes and be on time.
2. Sit at the front of the class.
3. Use a computer, spellchecker, thesaurus, and grammar check to complete all written assignments.
4. Meet with each instructor at least once per semester to discuss progress.
5. Take advantage of the services provided on campus including tutoring.

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 student 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).**

Course Substitutions and Waivers

Eligibility for Class Substitution/Waiver

Waivers cannot be considered for any classes that are considered **essential**. Core requirements for a degree are unable to be waived.

- The student must have current, appropriate documentation that he/she has a disability and that he/she cannot complete the course work as a direct result of his/her disability.
- The student has demonstrated that he/she has taken advantage of all academic support services (tutoring, faculty, video classes, and labs) on campus.

Procedures for Substitution/Waiver

1. With the assistance of the Office of Disability Services. Complete the Substitution/Waiver Form with appropriate documentation.
2. Submit the completed form to your advisor, the appropriate department head/academic Dean and the Vice President of Academic Affairs for consideration of approval.
3. Submit to the President of the College for a final appeal decision if indicated.

Grievance Procedures

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

Disability Related Complaint Procedures

If you have registered with the Office of Disability Services and have determined what accommodations you will require, but the instructor **denies** the request, or if you believe a faculty or staff member has discriminated against you due to your disability you should:

- Contact the Office of Disability Services. The ADA Coordinator will schedule an appointment with the student and faculty member to informally resolve the issue.
- If the problem is not resolved the ADA Coordinator will initiate a formal investigation in accordance with TBR *Guideline P-080, Discrimination & Harassment - Complaint & Investigation Procedure* The student should submit the complaint in writing and provide any supporting documentation.
- If the complaint is filed against the Director, Office of Disability Services/ ADA Coordinator, the Vice President for Student Services will investigate the complaint.

Students who have complaints unrelated to disability should follow procedures listed in VSCC Policy III:05:09, located in the college student handbook.

Physical/Facility Accessibility Complaint/Request Procedures

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

Emergencies

In the event of an emergency involving a disabled individual on Campus, please call CAMPUS POLICE AT EXTENSION 3911 or 3595 (VSCC (615) 452-8600 ext. 3911 or 3595) 230-3911 or 230-3595.

Types of Disabilities

Suggested Learning Strategies

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

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

- Register for classes early and purchase books prior to the start of classes.
- Set realistic goals and priorities for class work.
- Use a calendar to plan scheduled assignments for the entire term.
- Apply **early** for a tutor.
- Estimate the lengths of class assignments to allot adequate study time.
- Allow three 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 your 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 good time management and the use of flashcards, reading tips, writing tips, and test-taking strategies.
- Have someone proofread papers for spelling and sentence structure.
- Use a computer to write papers.
- Explore realistic majors and career options.
- Develop an awareness of support services that are available on campus.
- Seek academic advisement and meet with your advisor regularly.

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a neurological condition that affects 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 also accompany ADHD.

Coping Skills for ADHD

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 ADHD:

- Take advantage of campus services such as tutoring, math lab, language center, 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, to ask questions, or to check comprehension.
- Use cognitive or self-regulatory skill aids as reminders of time schedules and work.
- Use earplugs to block out noise.
- Use daily planning calendars.

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

- A front row seat in order to clearly view the instructor and interpreter.
- Ask the instructor to repeat remarks of other people in their room.
- Ask for critical information in writing.
- Ask for assistance in identifying a note taker and classroom partner.
- Ask for copies of class outlines, lecture notes, lists of new technical terms, and printed transcripts of audio and audio-visual materials.

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.

Psychological Disabilities

- Extended time for reading assignments and tests if poor concentration is a symptom.
- Tests to be given in a stimulus-free 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 strength depending on the age when vision was lost.

The following are possible strategies to consider:

- Advance availability of reading lists or syllabi to allow time for arrangements to be made for taping or brailing of material.
- Ask for assistance in finding readers, note takers, or tutors as necessary.
- Use of the front seat (for low-vision students).
- Ask for availability of class materials in large print.
- Ask for copies of lecture notes to be enlarged or put in Braille, when appropriate.

Speech Impairments

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

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

Physically Disabilities/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 are necessary functions that may be impaired by any of the aforementioned conditions.

Some possible strategies to consider include:

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

Totally and Permanently Disabled (TPD) Fee Waiver

This policy provides clarification of and appropriate waiver of tuition and maintenance fees in accordance to TCA 49-7-113 which pertains to individuals who are totally and permanently disabled. (TPD) 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. For the purpose of the TPD fee waiver, an individual is considered totally and permanently disabled if he/she is totally incapacitated from working at an occupation which brings him/her an income. Documentation of the disabling condition and its permanency as to preventing employment will be required.

For audit courses, no fee is required for persons with a permanent, total disability. For credit, a fee equal to 50% of the per hour rate with a maximum \$70.00 per semester is required. This fee includes maintenance fees, student activity fees, technology access fees, and registration fees; it does not preclude an application fee, late fee, change-of-course fee, parking fee, etc. **Students are required to pay the additional technology fees associated with RODP**

courses. The ability for students to receive a TPD fee waiver may be limited or denied by the college on an individual classroom basis according to space availability. Students applying for the TPD fee waiver are not permitted to register for classes more than four (4) weeks prior to the first day of classes.

If a student is eligible for and receiving services through an agency whose mission is to assist individuals obtain employment, such as the Department of Human Services, Division of Rehabilitation Services (Vocational Rehabilitation) he/she does not meet the criteria for the TPD fee waiver.

For students requesting the TPD waiver, the following procedures are established:

1. A student confidentially discloses a disability to the Office of Disability Services and requests the TPD fee waiver.
2. The student provides the necessary documentation from a physician or an agency charged with declaring and/or compensating the TPD status. The physician letter or affidavit must state that the disability has a significant impact, is permanent in nature, and totally incapacitating. Agency documentation can include an agency award letter, copy of an agency check or other notification of the disability status.
3. The Office of Disability Services receives all documentation, notifies the Admissions, Business and the Financial Aid Offices. These offices will make the necessary changes on the computer database and code for payment for the TPD fee waiver.

Agencies

The Division of Rehabilitation Services (Vocational Rehabilitation) is a federal and state funded agency which provides services to retrain or re-educate people with disabilities. The agency provides diagnostic tests which determine the extent and nature of the disability, as well as job placement, counseling, and guidance services. The next few pages contain other federal, state, and community agencies that are helpful for more information concerning disabilities.

Vocation Rehabilitation Offices

Sumner County

1019 Union School Road
Gallatin, TN 37066
(615) 451-5826

Macon County

607 Highway 52 Bypass E.
Lafayette, TN 37083
(615) 666-2179

Davidson County

88 Hermitage Ave,
Nashville, TN 37210
(615) 741-1606

Wilson County

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

Cookeville

1605 Brown Ave
Cookeville, TN 38501
(931) 526-4721

Murfreesboro (Rutherford County)

1132 Haley Rd
Murfreesboro, TN 37129
(615) 898-8088
(615) 898-8084

Robertson County

5326 Hwy 76 East
Springfield, TN 37172
(615) 384-1389

- **American Disabled for Attendant Programs Today (ADAPT)**
201 South Cherokee
Denver, CO 80223
Voice/TTY: (303) 733-9324
www.adapt.org

- **Association on Higher Education and Disability (AHEAD)**
P.O. Box 540666
Waltham, Mass. 02454
Voice/TTY: 781-788-0003
www.ahead.org

- **Autism Society of Middle Tennessee**
408 Craighead Street, Suite 200
Nashville, TN 37204
(615) 385-2077

- **Center for Independent Living of Middle Tennessee**
480 Craighead St., Suite 200
Nashville, TN 37204
(615) 292-5803
TTY: (615) 292-7790

- **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.health.gwu.edu

- **League for the Hearing-Impaired**
 415 Fourth Avenue South
 Nashville, TN 37201
 (615) 248-8828
 TTY: 244-0979

- **National Dissemination Center for Children with Disabilities**
 P.O. BOX 1492
 Washington, DC 20013-1492
 (202) 884-8200
 Voice/TTY (800) 695-0285
 Email: nichy@aed.org

- **Office of Americans with Disabilities Act/Civil Rights Division/U.S. Department of Justice**
 P.O. BOX 66118
 Washington, DC 20035-6118
 (202) 514-0301
 TDD (202) 514-0318
 www.ada.gov

- **President's Committee on Employment of People with Disabilities: Job Accommodation Network**
 (800) 526-7234
 www.jan.wvu.edu

- **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
 Email: techaccess@mindstate.com

- **Tennessee Library for the Blind**
 403 Seventh Avenue North
 Nashville, TN 37243
 (615) 741-3915
 1-800-342-3308
 www.tennessee.gov/tsla/lbph

- **Tennessee Mental Health Consumer's Association**
480 Craighead Street, Suite 200
Nashville, TN 37204
(615) 250-1176
TTY: 292-7790
www.tmhca-tn.org
- **STEP (Support Training for Exceptional Parents/Services for Parents of Children with Disabilities)**
480 Craighead Street, Suite 200
Nashville, TN 37204
(615) 463-2310
www.tnstep.org
- **Tennessee Council on Developmental Disabilities**
Andrew Jackson Building, 13th Floor, Suite 1310
Nashville, TN 37243-0228
(615) 532-6615
TTY: (800) 741-4562

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

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