Enterprise State Community College
ADA Services

Information, Policies, & Procedures for Students

ADA Services Staff

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Preface

As an institution of higher education and in the spirit of its policies of equal employment opportunity, Enterprise State Community College hereby declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to an applicant's race, color, religion, sex, national origin, or disability unrelated to program performance. Complaints or grievances of any student who has reason to think he or she has been affected by discrimination will be considered through established procedures.

Americans with Disabilities (ADA) Services, located in Boll Weevil Central/library on the Enterprise Campus, serves as the central campus resource for students with disabilities. At the Ozark Campus, ADA Services is located in Stegall Hall. Working in partnership with students, faculty, and staff, the goal of ADA Services is to provide a physically and educationally accessible college environment that ensures an individual is viewed on the basis of ability, not disability. ADA Services staff members work individually with students to determine appropriate accommodations that will enable all students to have access to the same programs and services, and to have students' academic performance evaluated, to the extent possible, without the limiting effects of a disability.

* For brevity, the Enterprise Campus address is utilized throughout this manual; however, each location has ADA Services available to its students and potential students. For disability questions, contact any of the locations identified in the preceding section of this manual (ADA Services Staff).

Any information described in the ADA Services Policies & Procedures Handbook is subject to change. ADA Services will inform students of policy and procedure changes via student email as they relate to accommodation requests. Please keep your current address or email updated to avoid missing pertinent information from ADA Services.

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Section 1 Information for Prospective Students

The staff of ADA Services welcomes you to Enterprise State Community College. The purpose of ADA Services is to facilitate reasonable and appropriate academic accommodations to college students with disabilities. The information in chapter one is designed to help you get started with ADA Services should you wish to request academic accommodations as a student at Enterprise State Community College.

Registration with ADA Services

Registration with ADA Services is a separate process from applying for admission to Enterprise State Community College. Interested students should contact ADA Services at 334-347-2623, extension 2293 (voice), 800-548-2546 (TDD) or by mail at P.O. Box 1300, Enterprise AL 36331.

E-mail requests for ADA Services registration questions: ADA Coordinator-adaservices@escc.edu

For Web access go to: www.escc.edu

Admission

The Admissions Office handles all applications for admission to Enterprise State Community College. Admission standards are described in the College Catalog/Student Handbook and must be met by all students, regardless of disability. Applications for admission are available from the Admissions Office at any college location or online at www.escc.edu.

E-mail requests for admissions information are welcome at: admissions@escc.edu

For web access go to: www.escc.edu

Orientation

New student orientation is conducted by the Enterprise State Community College's Director of Recruitment, 334-347-2623, ext. 2263. Students who anticipate a need for accommodations during the orientation process may contact ADA Services at 334-347-2623, extension 2293. Students with disabilities are encouraged to visit ADA Services during orientation.

For web access go to: www.escc.edu

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Financial Aid

Enterprise State Community College's financial aid packages (federal aid, work study, grants, and scholarships) enable students from all economic backgrounds to attend Enterprise State Community College.

Financial aid is awarded annually, and students who wish to receive aid must **reapply each year**.

For applications and complete details on eligibility requirements, award amounts, terms and deadline dates, contact the Student Financial Aid Office at 334-347-2623 extension 2214.

Section 2

Services for Students with Disabilities

Enterprise State Community College is committed to serving college students with disabilities. All departments across the campus are available to provide a broad range of services designed to meet the needs of college students with disabilities.

Reminders

- Registration with ADA Services is separate from gaining admission to Enterprise State Community College.
- If you are applying to Enterprise State Community College and you have a disability, ADA Services requires that you submit disability documentation to the ADA Campus Coordinator . Admissions decisions are made without regard to disability status. Should you have any questions, please contact ADA Services.

ADA Services

ADA Services (ADA Services) is the central contact point for students with disabilities. Services for students with disabilities focus upon providing individualized accommodations while promoting student responsibility and self-advocacy. ADA Services views the provision of reasonable accommodations for students with disabilities as a collaborative effort, with the cooperation of faculty, staff, and students.

Students who choose not to self-identify when they enter Enterprise State Community College do not forfeit their right to identify themselves and to receive accommodations at a later date. However, in order to provide and expedite accommodations or services for students with disabilities, Enterprise State Community College requires students to register with ADA Services and make known their need for accommodations each semester.

ADA Services is located in Boll Weevil Central/Library. The phone number is 334-347-2623, extension 2293 (voice), and 800-548-2546 (TDD/Voice). The fax number is 334-347-5569. E-mail address: [ADA Campus Coordinator at adaservices@escc.edu](mailto:adaservices@escc.edu). ADA Services are available during the normal operating hours of the institution.

Mobility Orientation

ADA Services provides mobility orientation to the Enterprise State Community College campus for students that need and request mobility orientation. Students should contact ADA Services as early as possible to make arrangements for mobility orientation to campus.

Parking

Accessible parking areas are available to students who are certified for disability parking by their home state.

Guide dogs/Service Animals

In accordance with the American with Disabilities Act (ADA), service animals are permitted on the college campus and in its facilities. Technically speaking, ADA defines a "service animal" as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."

 Therefore, dogs whose primary function is to provide comfort or emotional support do not qualify as service animals under ADA.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls while on the college campus.

Miniature Horses

In addition to the provision about service dogs, miniature horses that have been individually trained to do work or perform tasks for people with disabilities are permitted as a service animal where reasonable. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) Four assessment factors must be reviewed to determine whether a miniature horse can be used as a service animal accommodation: 1) the miniature horse must be housebroken; 2) the miniature horse must be

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under the owner's control; 3) the facility can accommodate the miniature horse's type, size, and weight; and 4) the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Library Resources Centers System Access & Assistance

<u>Snuggs Hall and other Library Facilities</u>

Library staff may be contacted during business hours to ensure access to library collections and services. Special services include research assistance, telephone reference, retrieval of materials, photocopying assistance, library orientation, special check-out arrangements, and extended loan periods for reserved materials.

To contact the Library: 334-347-2623, extension 2271

Student Support Services

Student Support Services (SSS) is a federally funded program that provides academic assistance to eligible students who qualify, including students with disabilities. Academic counseling, tutoring, career/transfer advising, and assistance with financial aid applications are provided for eligible students. Students may inquire about SSS at 334-347-2623, extension. 3626.
For Web access go to: www.escc.edu

Alabama Department of Rehabilitation Services (ADRS)

ADRS exists to enable individuals with disabilities to reach their potential. ADRS provides necessary diagnostic medical, educational, technology, Independent Living, vocational counseling, and employment services to eligible individuals with disabilities to assist them in entering into employment. They do not provide comprehensive psychological services. For more information contact ADRS at the following:

Toll-free: 800-275-0132
Phone: 334-792-0022 (Dothan)
TTY: 800-499-1816.

Note
Students with disabilities are encouraged to become actively involved with campus organizations. One of our goals at ADA Services is to assist students with developing self-advocacy skills and becoming an active member on campus. Information on campus organizations is available both in your catalog and from your campus' ADA Services staff.

Section

3   **Verification of Disabilities**

Students with disabilities who are seeking services from Enterprise State Community College are required to submit documentation to ADA Services to verify their eligibility for services under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act. The documentation must specify a major life activity (such as walking, eating, writing or learning) that has been substantially limited by a disability. The following guidelines ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations. These guidelines correspond with federal guidelines and Enterprise State Community College policies, and/or the Association on Higher Education and Disability (AHEAD) and/or Educational Testing Service (ETS) guidelines on documentation of disabilities.

Enterprise State Community College has an obligation and a responsibility to maintain confidentiality of evaluation information and does not release disability documentation unless mandated in a court of law.

DISABILITY VERIFICATION OF LEARNING DISABILITIES

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the area of specialization, employment, and state in which the individual practices must be clearly stated in the report. The following professionals are generally considered qualified to diagnose learning disabilities: clinical psychologists, school psychologists, neuropsychologists, learning disability specialists, diagnosticians and psychiatrists who have expertise in evaluating the impact of learning disabilities on an individual's *educational* performance. All reports should be on letterhead, dated, and signed.

Disability Documentation

Generally, an evaluation should be no more than three years old. Documentation should substantiate the need for services based on the student's current level of functioning in order to serve the student best. *However,* if a student is not able to provide documentation that was prepared within the three-year period, accommodations can be made using the most recent documentation provided by the student. A school plan such as an IEP or a 504 Accommodation Plan may be insufficient documentation, but may be included as part of a more comprehensive report. The ADA Campus Coordinator will discuss the need for additional documentation with the student, if necessary.

Identification of Learning Disabilities
Evaluation should include a clinical interview, assessment of aptitude AND academic achievement, and a diagnosis of LD.

<u>Clinical Interview</u>—Relevant information regarding the student's academic history and learning abilities should be included. Also, medical, developmental, and social histories should be investigated and reported, along with any family history of educational, medical, or psychosocial difficulties. Medical, social, and psychological problems should be ruled out as causes of learning disabilities.

<u>Assessment of Aptitude</u>—A complete intellectual assessment, with standard scores reported, is required. The following tests are recommended for assessment of aptitude, however, other appropriate measures may be used at the examiner's discretion.
- Wechsler Adult Intelligence Scale (4th Edition) (WAIS-IV)
- Stanford-Binet Intelligence Scale (5ᵗʰ Edition)
- Woodcock-Johnson Cognitive Processing Battery (WJ-IV) to substantiate any processing problems

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are screening devices, thus are not appropriate for the diagnosis of learning disabilities.

<u>Assessment of Academic Achievement</u>—Norm-referenced academic achievement tests, with all subtests and standard scores reported, are essential. The assessment should include evaluation of reading, math, and written language. Also, it may be useful to include other evaluations, such as informal inventories or classroom observations. The following standardized tests are recommended for assessment of academic achievement: other appropriate measures may be used at the examiner's discretion.

- Woodcock-Johnson Psychoeducational Battery (IV)—Revised: Tests of Achievement (to substantiate any processing problems)
- Wechsler Individual Achievement Test (WIAT-4th Edition) (if student within age norms)
- Kaufman Test of Educational Achievement (KTEA-4th Edition) (if student in age norms)
- KeyMath Diagnostic Arithmetic Test- (3rd Edition DA)(student within age norms)
- Test of Written Language-3 (TEWL-3/3rd Edition) (if student falls within age norms)
- Grey Oral Reading Test 3 (GORT 5/5th Edition)(if student falls within age norms)\

The Wide Range Achievement Test (5th Edition) (WRAT5) is a screening device, thus is not appropriate for the diagnosis of learning disabilities.

<u>Diagnosis of Learning Disabilities</u>—The evaluator should use direct language in the diagnosis of a learning disability based on DSM-V-TR criteria: a **SPECIFIC statement that a *learning disability* exists is required for services and accommodations**. Also, the evaluator **must describe the substantial limitations to academic learning** that are presented by the learning disability. If the data indicate that a learning disability is not present, the evaluator should state that finding in the report. The report must outline any alternative explanations and diagnoses.

Recommendations for Accommodations

The report should include specific recommendations for academic accommodations, and the rationale for such accommodations. If accommodations are not identified specifically in the diagnostic report, ADA Services may provide provisional or temporary services until more documentation can be provided. The final determination of appropriate and reasonable accommodation rests with ADA Services and respective ESCC faculty.

The diagnostic report must include specific recommendations for accommodations and a detailed explanation of why each accommodation is recommended.

DISABILITY VERIFICATION OF ATTENTION DEFICIT/ HYPERACTIVITY DISORDERS (ADHD)

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate ADD/ADHD: physician, psychiatrist, clinical psychiatrist, neurologist, or neuropsychologist who have expertise in evaluating the impact of ADD/ADHD on an individual's *educational* performance. A diagnosis of ADD/ADHD by someone whose training is not in these fields is not acceptable. All reports should be on letterhead, dated, and signed.

Disability Documentation

Generally, an evaluation should be no more than three years old. Documentation should substantiate the need for services based on the student's current level of functioning in order to serve the student best. *However,* if a student is not able to provide documentation that was prepared within the three-year period, accommodations can be made using the most recent documentation provided by the student. A school plan such as an IEP or a 504 Accommodation Plan may be insufficient documentation, but may be included as part of a more comprehensive report. The ADA Compliance Officer will discuss the need for additional documentation with the student, if necessary.

Identification of ADHD

A comprehensive evaluation should include a clinical interview, assessment of attention difficulties, and a diagnosis of ADD or ADHD using DSM-V-TR criteria.

Clinical Interview—Because ADHD is, by definition, first exhibited in childhood and manifests itself in more than one setting, relevant historical information is essential. The student's academic history should be included. Medical, developmental, and social histories should be investigated and reported, along with any family history of educational, medical, or psychosocial difficulties. A description of the individual's presenting attention symptoms should be provided,

as well as any history of such symptoms. A family history of ADHD and the student's medication history are also important.

Assessment of Attention Difficulties—The evaluator should include any assessment data that supports or refutes a diagnosis of ADHD. Assessments such as checklists and rating scales are very important, but checklists, surveys, or subtest scores should not be used as the SOLE criterion for a diagnosis of ADHD.

The evaluator should investigate the possibility of dual diagnoses and/or co-existing medical and/or psychological disorders that result in behaviors that mimic ADHD. Medical, social, and psychiatric problems should be ruled out as causes of ADHD.

Diagnosis of ADD/ADHD Using DSM-V-TR Criteria—Individuals who exhibit general problems with organization, test, anxiety, memory, and concentration do not fit the diagnostic criteria for ADHD. Likewise, a positive response to medication by itself does not confirm a diagnosis of ADHD. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests", "is indicative of", or "attention problems". A SPECIFIC statement that the student is diagnosed with ADHD and the accompanying DSM-V-TR criteria are required for services and accommodations. Also, the evaluator must describe the substantial limitation(s) to academic learning presented by the attention disorder. If the data indicate that ADHD is not present, the evaluator should state that finding in the report. Additionally, any alternative explanations or diagnoses must be ruled out.

Diagnosis must be clearly supported (with data provided) using relevant test data with standard scores to support conclusions, including at least:
- WAIS-R
- Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language
- Behavioral Assessment Instruments for ADD/ADHD, normed on adults

Recommendations for Accommodations

The diagnostic report should include specific recommendations for academic accommodations, and the rationale for such recommendations. If accommodations are not identified specifically in the diagnostic report, ADA Services must request this information before services can be provided. The final determination of appropriate and reasonable accommodation rests with ADA Services and ESCC faculty.

A summary of diagnostic findings is a component of the report. The summary might include an indication of how patterns of inattentiveness and/or hyperactivity validate the presence of ADHD, and the elimination of alternative explanations for academic problems (such as poor study habits, lack of motivation, psychosocial or medical problems).

DISABILITY VERIFICATION FOR STUDENTS
WITH MOBILITY, SENSORY, AND SYSTEMIC DISORDERS

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate mobility, sensory and systemic disorders: treating physician, orthopedic specialist, audiologist, speech pathologist or ophthalmologist who has expertise in evaluating such disorders. All reports should be on letterhead, dated, and signed.

Current Documentation

Evaluation should be no more than one year old. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current functioning. *However,* if a student is not able to provide documentation that was prepared within the one-year period, accommodations can be made using the most recent documentation provided by the student. The ADA Compliance Officer will discuss the need for additional documentation with the student, if necessary.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physicians report must include the following information:

1. a. Clinical Diagnosis based on International Classification of Disease, 10th Revision, Clinical Modification (ICD-10-CM) or most recent edition.
    b. Date of diagnosis.
    c. Last contact with individual.
    d. Defined levels of functioning and any limitations.
    e. Current treatment and medication.

2. Describe symptoms of this diagnosis, with approximate date of onset.

3. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.

4. Is the student currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, please relate the impact of that medication on the student's ability to participate in an academic environment.

5. Please suggest accommodations/modifications to equalize this student's educational opportunities at the post-secondary level.

6. Please attach any other information relevant to the student's individual needs

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DISABILITY VERIFICATION FOR STUDENTS WITH PSYCHIATRIC/PSYCHOLOGICAL DISORDERS

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate psychological disorders: clinical psychologists, neuropsychologists, psychiatrists and licensed professional counselors who have expertise in evaluating the impact of psychiatric disorders on an individual's *educational* performance. All reports should be on letterhead, dated, and signed.

Disability Documentation

Evaluation should be no more than one year old. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current functioning. *However,* if a student is not able to provide documentation that was prepared within the one-year period, accommodations can be made using the most recent documentation provided by the student. The ADA Compliance Officer will discuss the need for additional documentation with the student, if necessary.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physicians report must include the following information:

1. Diagnostic criteria:
   a. Diagnosis by a mental health professional (psychologist, neuropsychologist, psychiatrist, licensed professional counselor) that is an impartial individual not related to the student.
   b. DSM-V-TR designation.
   c. Date of diagnosis that is no older than three years.
   d. Last contact with the student.
   e. Defined levels of functioning and any limitations.
   f. Current treatment and medication.

2. Describe symptoms that meet the criteria for this diagnosis.

3. Summarize present symptoms and prognosis.

4. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.

5. Is the student currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, please relate the impact of that medication on the student's ability to participate in an academic environment.

6. Please suggest recommendations for academic accommodations and your rationale for suggesting such accommodations.

7. Please attach any other information relevant to the individual's needs.

DISABILITY VERIFICATION OF TRAUMATIC BRAIN INJURY (TBI)

Qualification of Evaluator

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate Traumatic Brain Injury (TBI): rehabilitation counselor, speech-language pathologist, orthopedic specialist, neuropsychologist and/or other specialist as appropriate who have expertise in evaluating the impact of TBI on an individual's *educational* performance. All reports (post-rehabilitation and within one year) should be on letterhead, dated, and signed.

To determine eligibility for support services, the College needs specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity. Toward that end, the physicians report must include the following information:

1.
   a. Clinical diagnosis based on International Classification of Disease, 10th Revision, Clinical Modification (ICD-10-CM), or most current edition.
   b. Date of diagnosis.
   c. Last contact with individual.
   d. Current treatment and medications.

2. Assessment of cognitive abilities, including processing speed and memory (post-rehabilitation and within one year).

3. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities: post-rehabilitation and within one year).

4. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.).

5. Identify the major life activities affected by this disorder such as walking, learning, seeing, hearing, sleeping, etc.

6.   Is the student currently taking any medication related to the condition for which the student is asking for reasonable accommodations? If so, please relate the impact of that medication on the student's ability to participate in an academic environment.

7.   Please suggest recommendations for academic accommodations and your rationale for suggesting such accommodations.

8.   Please attach any other information relevant to the individual's needs.

Temporary Injuries and/or Illness

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

Service Animal Policy for Students

The following policy is designed to provide guidance regarding the use of service animals by enrolled students with disabilities on the campus of Enterprise State Community College (ESCC), and the Alabama Aviation College (AAC).

Students are not required to register their service animal with the ADA Office, but it is highly encouraged for the safety of students and the service animal.

ADA regulations require that service animals be individually trained to do work or perform tasks for a person with a disability. The work or task must be directly related to the handler's disability. ESCC employees will not ask about the nature of a person's disability, require medical documentation, or require a special identification card or training documentation, but may make two inquiries to determine whether an animal qualifies as a service animal. Staff may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The ADA regulations define a service animal to be a canine or a miniature horse. Guard dogs or emotional support animals are not included as part of the ADA's definition of a service animal. Pets that do not provide a service to a person with a disability are not permitted.

Responsibilities of Students Using Service Animals

ESCC and AAC permits service animals, which are individually trained to provide assistance to an individual with a disability, on campus and in its public facilities, subject to the following conditions:

1. The service animal has the appropriate and current vaccinations. For example, dogs would require proof of current rabies vaccination and/or rabies tags.

2. Students/handlers will ensure the good conduct, health, care, and protection of their service animal. For example, cleanliness of the service dog is essential with adequate preventative measures taken.

3. The service animal should be house-broken (i.e. trained so that absent illness or accident, the animal controls its waste elimination).

4. The service animal should be kept under control at all times and on a leash, tether, or harness in public areas (except where these devices interfere with the service animal's task or the individual's disability prevents using these devices, the service animal must still be under control through voice control, signals, or other effective means).

5. Student/handler is responsible for any damage done by the animal and for the upkeep and cleanliness of any area traversed or occupied by the animal.

6. The student/handler is responsible for the immediate removal and proper disposal of all fecal matter and other waste of the service animal.

7.It is the student handler's responsibility to update all service animal documentation records on an annual basis, for example rabies vaccination records and/or other appropriate and current vaccinations. The College has the authority to remove a service animal when the student/handler or service animal fails to meet the conditions of this document. A service animal may be excluded from the campus if the animal is disruptive or poses a direct threat to the health and/or safety of others. The College and its employees shall be held harmless in the event that the animal damages property or causes harm to anyone on campus.

Service animals may be required to wear protective gear or be denied access to sterile surgical rooms, areas with hazardous machinery, research laboratories containing chemicals or biological substances that could potentially harm a service animal, on a case-by-case basis.

It is the student/handler's responsibility to inform others that the animal is a service animal and should not be petted, bothered, harassed, or fed. The use of a collar or harness that identifies the animal as a service animal is strongly recommended to communicate the animal's status.

Requirements for Faculty, Staff and Students

Members of the ESCC/AAC community are responsible for the following:

1. Allowing service animals to accompany the person with the disability in all areas of campus where the public is normally allowed, including attendance at a campus sponsored event or activity.

2. Allowing service animals in public areas even if state or local health codes prohibit animals on the premises.

3. Not separating or attempting to separate a student/handler from his/her service animal.

4. Not distracting the service animal in any way. For example, do not feed, pet, startle, or interact with the service animal without the student's/handler's permission.

5. Clarifying an animal's status as a service animal should be directed to the ADA Campus Coordinator , at 334-247-2623 ext. 2293 or emailing adaservices@escc.edu when it is not readily apparent what service an animal provides.

Resolution for Competing Disabilities

 If another person on campus has a covered disability under the ADA and that person is impacted by the presence of a service animal, a request for assistance should be made to the ADA Campus Coordinator. All facts surrounding the contact will be reviewed and an effort to resolve the disability related needs/accommodations of all persons involved will be made. If others complain about the service animal and there has been no violation or incident, the student/handler should explain that the service animal is necessary, and that federal law protects the right of the person to be accompanied by the trained service animal in public places under most circumstances.

The College follows all applicable laws and regulations to protect the health and safety of the campus community and those animals which it permits on campus. Any individual who believes that he/she is being denied access to buildings, transportation, or programs should immediately inform the ADA Campus Coordinator at 334-3472623 ext. 2293 or email adaservices@escc.edu.

Anyone in violation of this policy may be subject to disciplinary action.

Registering a Service Animal with ADA Services

The service animal handler/student is not required to register the service animal with the ADA Office and ADA Coordinator but can by submitting the following forms:

   1.   Student Service Animal Registration Form

2.   Documentation of current vaccinations as required by law

Submit all completed forms by email to adaservices@escc.edu, or mail to 600 Plaza Drive Enterprise, Alabama.

Confidentiality of Disability Verification Documents

ADA Services is the only party that will review disability verification documents. ADA Services will not release disability documentation to any party, including the student. Students may request a copy of their documentation from the document's author. Strict confidentiality is maintained in all verbal communications with Enterprise State Community College faculty and staff unless a student grants written permission or ADA Services is required to do so by law or court order.

Section 4

How reasonable accommodations are determined

Determining an academic accommodation is a systematic way to best fit the needs of each student. The task is to determine the necessary adjustments that will enable students with disabilities to have access to the same programs and services available to students without disabilities and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of College courses and programs.

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

Services of a Personal Nature

Services of a personal nature are not considered accommodations in postsecondary education. Examples of personal services include but are not limited to tutoring, attendant care, transportation, and mobility.

Accommodations and Services

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

Priority Registration—ADA students may be eligible for priority registration. The student is responsible for regular advisement through individual College advisors. After consultation with an academic advisor, students must present their registration form to ADA Services.

Alternate Formats for Assignments—In many cases, assignments may be submitted in formats other than those stated in course requirements.

Tape Recording and/or Notetakers—Students may be permitted to tape record class lectures and/or may request peer notetakers. ADA Services will provide NCR (No Carbon Required) paper for notetakers, and/or arranging for peer notetakers.

Academic Classroom Aids—In many cases, students may be permitted to use calculators, dictionaries, word processors, spell checkers, and/or grammar checkers for in-class and out-of-class work.

Adaptive Computer Technology—The College offers assistance with document readers and other adaptive computer technology.

Academic Assistance—Academic assistance may be provided through notetakers, scribes, readers, and/or sign language interpreters.

The Accommodation Process

It is the student's responsibility to request accommodations each term. To request academic accommodations, students are required to complete a series of steps, preferably at the beginning of each term. Registered students may request accommodations at any point during the term. However, students that do not give sufficient notice of accommodation requests are not guaranteed optimal accommodations will be implemented. Students have an obligation to inform Enterprise State Community College in a timely manner of accommodation requests.

Student obligations with accommodation requests are as follows:

1. Meet with an ADA Campus Coordinator to discuss accommodation requests.

2. Provide documentation to ADA Services to verify eligibility for services.

3. ADA Campus Coordinator will prepare an Accommodation Letter to the instructor and student for each course. The student is responsible for setting an appointment with each instructor to meet and discuss accommodations. After an agreement to the accommodations, each party will sign. If an agreement cannot be determined, ADA will need to be contacted to help arrange an agreement.

4. After agreements are signed, the student will need to deliver letters back to the ADA Campus Coordinator for filing. Upon delivery, we ask that the student discuss any questions if the student needs clarification on ADA arrangements. ADA Campus Coordinator is to determine the necessary accommodations for the student and faculty member and is here to help with this process.

5. Remind the instructor of exam accommodations at least one week before scheduled exams.

Students are required to deliver and discuss Accommodation Letters with faculty before accommodations will be implemented. Instructors are not obligated to provide accommodations until such time they are notified by official letter to do so. Also, accommodations are not retroactive. In other words, faculty are not obligated to accommodate prior exams, assignments, or any course related activity before an Accommodation Letter is delivered and discussed.

Students are entitled to appeal accommodation decisions of ADA Services, faculty or other Enterprise State Community College entities. Please refer to the 504-ADA Grievance Process for Students below.

504/ADA Grievance Process for Students

Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to ADA Services. If ADA Services staff members cannot provide information or suggestions that resolve issues involving disability rights issues, a meeting with the student, the faculty member (if applicable), ADA Services staff members and the Dean of Student Services is the second step in resolving disagreements.

If an agreement concerning disability rights is not reached at this point, the final step in the grievance process involves the dissenting party filing a formal grievance. During the grievance process, the student is entitled to receive accommodations recommended by ADA Services.

The process for filing an official grievance can be found in the current college catalog.

Steps in the Grievance Process

Any student making an ADA complaint should meet with the party with whom he/she is in disagreement and attempt to discuss and clarify the problem. If the problem cannot be resolved, the student should follow the steps below.
1. Consult with appropriate ADA Services staff member(s).
2. If the situation cannot be resolved in step one, you are encouraged to meet with the Dean of Student Services to discuss your concerns. If necessary and applicable, the Dean of Students may include the ADA Campus Coordinator and instructor in the meeting.
3. If a result is not achieved in step two, it is recommended you submit a formal, written grievance to the President of the College.
4. The Alabama Community College System (ACCS) Board of Trustees and Chancellor provide oversight of the State's public two-year community and technical colleges, Marion Military Institute (MMI) and the Alabama Technology Network (ATN). While most complaints should be handled at the local college level, or with the applicable entity, the ACCS System Office, through the Legal Division, also renders assistance to resolve complaints after all local avenues of resolution have been fully exhausted. If the local avenue of resolution included appeal rights to the ACCS Chancellor, then the

Chancellor's decision is deemed final and a complainant may not file a complaint using this process. Each college, MMI and the ATN are charged with providing effective and efficient avenues for employees, community members, and other interested parties to address complaints. The ACCS Formal Complaint Process is not intended to supersede or replace existing processes in place at the local college level.

5. Complainants may submit a formal complaint using this process if there is dissatisfaction with the results at the local level. Formal complaints must be submitted on the required ACCS Formal Complaint Form. Complaints may be mailed to:

    Alabama Community College System
    Legal Division-Confidential Formal Complaint
    Post Office Box 302130
    Montgomery, AL 36130-2130

6. Should you disagree with the outcome of the Grievance Process, you may file a formal complaint with the Office for Civil Rights: Regional Office for Civil Rights, Office for Civil Rights, Region IV, U.S. Department of Education, Atlanta GA 30301-3104

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

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

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

COMPARISON OF RESPONSIBILITIES IN HIGH SCHOOL UNDER P.L. 94-142/IDEA/504 AND IN COLLEGE UNDER SECTION 504 AND ADA		
Issue	**Responsibility at Secondary Level**	**Responsibility at Postsecondary Level**
Identification of disability	School	Student
Assessment of disability	School	Student
Programming	School/Parent	Student/Institution
Advocacy	School/Parent	Student
Decision Making	Placement Team	Institution/Student
Transition Planning	School/Student	N/A
Placement Team	Student	N/A

Brinckerhoff, L.C. Shaw, S.F. and J.M. McGuire, J.M. (1992), "Promoting Access, Accommodations, And Independence For College Students With Learning Disabilities" Journal of Learning Disabilities, 25(7), 417-429. Copyright 1992 by PRO-ED, Inc. Reprinted by permission.

LEGAL	
HIGH SCHOOL	**COLLEGE**
● Services provided under IDEA or Section 504	● Services provided under Section 504 of the Rehabilitation Act and The Americans with Disabilities Act
● School district responsible for identifying and evaluating disability at no cost to student or family	● Student must self identify and provide documentation of disability ● Student must pay cost of evaluation ● College responsible for costs involved in providing accommodations and/or essential auxiliary aids student needs based on documentation of disability

ACADEMIC ENVIRONMENT	
HIGH SCHOOL	**COLLEGE**
- Special education teacher liaison and buffer between students, other teachers, administrators, and parents - The decision to receive accommodations is made by educators and parents. Students have little or no choice	- Student responsible for self-advocacy - Student can choose not to seek services and accommodations and can choose to function independently - Student must self identify disability and request services from college - Student required to provide recent documentation (less than three years old, if possible) of disability - Documentation must clearly support requested accommodations
Help readily available	- Student must independently seek help using effective communication skills - Services must be requested well in advance (i.e. you cannot wait until day of test to ask for accommodations)
- Student "labeled" as special education student - Student possibly served separately from other students	- Student not "labeled" or served separately from other students - Other students and faculty will not know about student's disability - Faculty only notified of required accommodations
Personnel talk freely with parent about student progress and planning	Personnel cannot discuss student without student's written permission

Adapted from: *Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. XNo. 21;Sept.30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas, Austin, Texas 78712. *F. Shaw, L.C. Brinckerhoff, J.Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21-26. *The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989. *Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities. *Vogel, S.A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

Dual Enrollment Students & Transfer Students

Dual Enrollment Students or transfer students should contact the Admissions Office to inquire about admission status. To secure services from ADA Services, dual enrollment students and transfer students with disabilities must follow ADA Services registration outlined in this manual. The following steps are recommended to dual enrollment students and transfer students for ensuring timely service:

 I. **Requesting Disability Documentation**

1. Request your disability verification be forwarded to ADA Services from the professional that diagnosed or assessed your disability. Typically you will have to sign a release of information before any documents are forwarded to ADA Services. Or;
2. Request your disability verification be forwarded to ADA Services from the high school or institution that provided you with academic accommodations. Typically you will have to sign a release of information before any documents are forwarded to ADA Services. Some colleges and universities will not forward disability verification to outside parties (such as Enterprise State Community College). Although the academic accommodations from former schools are welcome to help support reasonable accommodations, the ESCC ADA Campus Coordinator will independently determine what is reasonable at the current institution and will primarily use documentation documented from the medical professional and not the former institution.

II. **Requesting Verification of Academic Accommodations**

1. Request the high school or institution that provided you with academic accommodations to verify in writing the types of accommodations granted. Typically you will have to sign a release of information before verification is forwarded to ADA Services.
2. Discuss with an appropriate ADA Services staff member the types of accommodations and services you used at a prior institution. ADA Campus Coordinator will determine what are reasonable accommodations at this institution and may be different from the former institution.

III. **Common Points of Confusion**

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

Section
5   **ADA Service Policies**

The following policies apply to ADA Services operations. Registered students should be familiar with those policies that apply to their particular requests. ADA Services may change, alter, or modify policy. Students will be notified by mail of policy changes. It is imperative students keep their address updated with the registrar, because ADA Services secures student address information from the registrar.

Accommodation Letter

The following is the official notice of accommodation needs that students request from ADA Services at the beginning of each term and present to professors:

The student whose name appears below is eligible and is registered for services with ADA Services (ADA Services). The following is a request for accommodations, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have any questions, please feel free to contact ADA Services at 334-347-2623, extension 2293.

Accommodation letters are provided to students,instructors, and ADA Campus Coordinator in a paper format for signing but can be provided via email if a student is a distance learner. Students are responsible for initiating a meeting with their instructors to build a working relationship. ADA Campus Coordinator will provide the guidelines to instructor and student as to what accommodations are appropriate for each class. The ADA Campus Coordinator is also provided accommodation letters to sign off that the signatures are finalized.

ENTERPRISE STATE COMMUNITY COLLEGE
Notice to Instructor

Student Name:
Course:
Instructor Name:
Date:

ATTENTION INSTRUCTOR: Please see accommodations listed below to determine the needs of the student above that is enrolled in your class. The student has been instructed on their ADA Student Agreement to set an appointment with you to discuss the accommodations needed. Please list any vital notes from the discussion between you and the student below.

Required Student Accommodations:
__Allow extended time for testing
__Allow additional time/extended due dates for assignments upon request
__Provide copy of instructor's notes or handout/slides
__Preferred seating at front of classroom
__Private room testing in ADA Testing area
__Allow recording of lectures
__Allow the use of a calculator
__Allow use of graph paper for proper spacing.
__Additional time for tutoring from BWC or SSS Tutoring
__Allow a paraprofessional aide in classroom
__Allow use of assistive technology for visual/audio needs in class
__Allow digital textbook in class on computer
__Allow service animal in class
__Allow extra space for note sheets on test (if needed/allowed)
__Allow speeches in small group setting
__Allow extended bathroom breaks in class
__Allow water in class
__Allow use of CART Services in class
__Additional Services:

Instructor Notice 2

This document shows the above required ADA accommodations for the student deemed necessary by law and by the ADA Coordinator. Please contact the ADA Coordinator, with questions regarding the accommodations above.

ADA Coordinator
adaservices@escc.edu

Instructor/Student Meeting Notes

I agree with the following ADA accommodations listed on the Student Agreement and the meeting notes above.

Student Signature: **Date:**

Instructor Signature: **Date:**

Student Name:

Required Student Accommodations:
__Allow extended time for testing
__Allow additional time/extended due dates for assignments upon request
__Provide copy of instructor's notes or handout/slides
__Preferred seating at front of classroom
__Private room testing in ADA Testing area
__Allow recording of lectures
__Allow the use of a calculator
__Allow use of graph paper for proper spacing.
__Additional time for tutoring from BWC or SSS Tutoring
__Allow a paraprofessional aide in classroom
__Allow use of assistive technology for visual/audio needs in class
__Allow digital textbook in class on computer
__Allow service animal in class
__Allow extra space for note sheets on test (if needed/allowed)
__Allow speeches in small group setting
__Allow extended bathroom breaks in class
__Allow water in class
__Allow use of CART Services in class
__Additional Services:

This document shows the above required ADA accommodations for the student deemed necessary by law and by the ADA Coordinator. Please contact Dava Leverette, ADA Coordinator, with questions regarding the accommodations above.

Dava Leverette
ADA Coordinator
dleverette@escc.edu

Audiotape Recording Policy

Students that are eligible to audiotape class lectures must agree to the following terms in order for ADA Services to request this accommodation.

I agree to abide by the policy of audiotape recording lectures as established by ADA Services. I will not copy or share audiotape recordings from any of my classes with other students. I will not copy or share audiotapes with non-students. I will not divulge the contents of audiotape recordings from any of my classes with agencies, representatives of organizations, the media or any entity other than myself.

I understand that failure to abide by the audiotape recording of lectures policy may result in a charge of academic misconduct.

Following the term, I will erase audiotape recordings from all my classes or donate tape recordings to the ADA Services audiotape recording library.

Excused Absence Policy

Students should sign and keep a copy of this statement for reference following a disability-related absence. Students that are eligible for excused absences should keep in mind that disability related absences only apply when reasonable. Students that are absent frequently or for long periods may not be eligible to receive excused absences. ADA Campus Coordinator will work with faculty members, students, and administration to determine the reasonable accommodation for excused absences and appropriate routes to completing the course work.

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

1. At your earliest convenience, inform your instructor that you are absent due to disability related symptoms. ADA Services recommends you e-mail your professor and save the message you sent for records. If you do not have access to e-mail, you should call your professor via telephone. It is imperative that your professor is aware of your absence as soon as possible.
2. If you visit a physician, please obtain a signed excuse from that person to give to your professor.
3. You are responsible for any work or exams you miss due to an absence. Make arrangements to complete missed assignments and/or exams with your professor in a timely manner.

Sign Language Interpreter Policy

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

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

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

Requesting an Interpreter
It is critical that D/HH students notify ADA Services of their communication needs and preferences as early as possible to ensure appropriate accommodations. Requests for interpreter services should be submitted as soon as possible to ensure success in the student's classes. ADA Services will require a copy of the student's schedule in order for the ADA Campus Coordinator to set up interpreter services. Forms are available at ADA Services or via email.

Students should inform ADA Services when any changes are made in the class schedule (Adding or dropping a class, room change, day/time change). This will allow ADA Services to coordinate interpreters appropriately.

Students that experience problems with interpreting services should attempt to address their concerns with the Interpreter and/or professor. If no resolution can be reached, the student should contact the ADA Services office as soon as possible.

Notetaker Announcement

Notetakers are provided to students that have documentation that substantiates a need for notetaker services.

INSTRUCTOR:

Please read the following announcement in class. (You can announce this either before or after class). *Be sure to keep the student's name confidential*:

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

1. If more than one student is interested in taking notes, please narrow the choice down to one student. (Preferably a student with a 3.0 GPA or higher)
2. Give this handout to the notetaker and instruct him/her to come to ADA Services, in Boll Weevil Central/Library , to complete appropriate paperwork.

If you have any questions about this process, please do not hesitate to call ADA Services at 334-347-2623, extension 2293.

Reader Services Policy

Readers are offered to students that are eligible for reader services. Two weeks prior notice is required for reader services. Typically readers are secured for texts that are unavailable through RFB&D or too difficult to scan. Reader services for exams are seldom required because students are able to access exam materials via assistive technology.

Eligible students should notify ADA Services <u>at least 2 weeks in advance</u> if reader services are needed. Students should not acquire reader services on their own without prior approval from ADA Services. ADA Services is not responsible for compensating unapproved readers.

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

Exam Proctoring Policy

<u>Role of Exam Proctoring at ADA Services</u>
- ADA Services provides a testing center and proctor for private room testing for the purpose of providing ADA accommodations. The purpose of ADA Services is to ensure reasonable academic accommodations as requested for registered students with disabilities.
- Student Services personnel will proctor exams for students that need to use assistive technology to access and respond to test content.
- Students that do not need assistive technology should arrange exam accommodation requests with their ADA Campus Coordinator.

<u>Testing Accommodations</u>—Testing accommodations may include extended time, reduced-distraction testing situations, taped or orally administered tests, alternate test formats, readers, and/or scribes. Testing accommodations are provided within the ADA Services Testing area. Students approved for testing accommodations should discuss the accommodations with their instructors at the beginning of the semester when they meet to sign their instructor/student agreement. The ADA Campus Coordinator will coordinate with students to make testing

arrangements in ADA testing areas and will be responsible for retrieving and returnings tests to instructors.

Policy for Review of Personal Records by Students

1. According to federal law as outlined by the Family Education and Privacy Act (FERPA), students have a right to review academic records.
2. Students that wish to see their file should make a request to ADA Services.
3. A request to review a file will be honored within 45 days, the period specified by FERPA. Typically, ADA Services Staff will be able to schedule a review session within 10 days.
4. An appropriate ADA Services Staff member will be present when a student reviews his/her file. Any questions regarding disability documentation will be answered to the best of the staff member's ability. Students are encouraged to contact the author of their disability documentation to discuss questions, comments, or concerns.
5. Students are not allowed to photo-copy the contents of their file, however, students are allowed to make notations.

Release of Information

ADA Services will release no written information about a registered student. Verbal communication regarding a student's disability is not given without expressed written consent of a student. You are not required to sign a release of information to access reasonable accommodation requests. Please consider carefully the following options for release of information.

I give permission for ADA Services to share the following disability related information with faculty, staff, and other Enterprise State Community College officials involved in my overall education process. Please initial those aspects you give ADA Services permission to release.

_____ My diagnostic results as provided by my physician, psychologist or other appropriate licensed professional (verbal discussion only, no document exchange)

_____ Symptoms of my disability

_____ History of my disability

_____ Factors that may exacerbate symptoms of my disability

_____ Instructional methods that may assist instructors with my educational achievement

_____ Suggested readings and/or documents to increase knowledge about my disability

_____ Offer options for implementation of accommodations

NOTE: ADA Services will not release disability documentation for a student to any entity. Requests for duplication should be directed to the document's author.

ADA Services will, however, verify accommodations granted at Enterprise State Community College for students that request such information.

Priority Registration Policy

Priority registration may be available to students who have registered and remain on active status with ADA Services. Priority registration dates are published each term in the class schedule.

Steps:

1. Consult with your academic advisor for course scheduling.
2. Bring your registration form to ADA Services to receive priority registration.