

# JEFFERSON STATE COMMUNITY COLLEGE

## AMERICANS WITH DISABILITIES ACCOMMODATIONS OFFICE

### STUDENT HANDBOOK



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**Welcome** to Jefferson State Community College (JSCC) and the Americans with Disabilities Accommodations Office (ADA Office). The ADA Office staff looks forward to working with you and providing the assistance that will help make your academic career at JSCC more successful and satisfying.

Jefferson State Community College is committed to making its academic programs and services accessible to qualified students who have disabilities. It is a goal of Jefferson State Community College to provide students who have disabilities equal opportunities to develop and demonstrate their academic skills, while maintaining the academic integrity of the College programs. Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Jefferson State Community College that no qualified person with a disability shall be subjected to discrimination because of that disability under any program or activity conducted or sponsored by the College.

**Enrollment Services handles all applications for admission.** Admission standards are described in the Jefferson State catalog and must be met by all students, regardless of disability. Enrollment Services offers a series of orientation sessions for entering students. Students with disabilities are encouraged to contact the ADA Office before or during orientation. Students who need accommodations during orientation should contact the Enrollment Services Office upon receiving registration materials. The Enrollment Services Office can be reached at 856-7704/7705.

**Colleges are not required to alter essential academic requirements.** Requirements, which can be demonstrated as essential to a course or program of study or to any directly related licensing requirement, are not regarded as discriminatory. Specifically, the law says that a college “shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student...Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.” 34 CFR Section 1-04.44 (a).

**When to self-identify as a student with a disability is a decision for the student.** However, prospective students are encouraged to contact the ADA Office for information regarding services and facilities and to discuss questions pertinent to admission. If accommodations are needed for **placement testing**, all documentation must be on file in the ADA Accommodation Office

**The ADA Accommodations Office** serves as the central contact point for students with disabilities. The goal of the ADA Office is to provide a physically and educationally accessible College environment that ensures an individual is viewed on the basis of ability, not disability. The ADA Office works individually with students to determine appropriate and reasonable academic accommodations, and to have students’ academic performance evaluated without the limiting effects of a disability.

## **A Disability as Defined by the ADA**

An individual who:

- a) has a physical or mental impairment which substantially limits one or more major life activity (caring for one's self, performing manual tasks, talking, seeing, hearing, and learning).
- b) has a record of such an impairment; or
- c) is regarded as having such an impairment.

## ***ESTABLISHING SERVICES WITH THE ADA OFFICE***

**Your first step in requesting services will be to arrange an appointment with the Director of the ADA Office.** It is advisable to make an initial appointment before the semester begins. The ADA Office telephone number is (205) 856-7731. If accommodations are needed to take the placement test, the student must schedule the appointment at least one week prior to the date of the placement test. Documentation should be brought to this interview if it has not already been received.

### **What to Bring to Your First Intake Appointment**



**Students who are seeking accommodations and services on the basis of a disability are required to submit documentation to verify their eligibility for services.** Typically, a licensed psychologist, physician, or other appropriate professional provides the evaluation, diagnosis, and recommended accommodations in a detailed report. The ADA Office is responsible for determining the acceptability of documentation and reserves the right to require additional information to determine the nature of an individual's disability. The ADA Office maintains the right to reject documentation that does not verify a student's disability or delineate reasonable accommodations. See Appendix for documentation guidelines.

Documentation accepted by the ADA Office is valid as long as a student is continuously enrolled at the College. However, if there is a break in the student's enrollment, he/she may need to present updated documentation to receive services. Disability-related information received to support requests for accommodations are treated as confidential and shared only on a need-to-know-basis. The information may not be released to an outside third party without the written consent of the individual.

## ***Accommodations Process***

Adherence to the following procedures insures the best possible service the institution can provide. The Director of the ADA Office meets individually with a student to discuss accommodations. The student completes Forms 1, 2, and 3. The Director determines reasonable academic accommodations for a

student, taking into consideration recommendations from the physician, psychologist or other professional who diagnosed the student's disability. Accommodations previously used in educational settings with the student will be taken into consideration. Although some students may have similar diagnoses, each student is treated as an individual because accommodations must be tailored to individual needs.

The ADA Office recommends reasonable accommodations by preparing a letter (Form 4) addressed to the instructor of each class for which the student requests accommodations. Sample of an accommodation letter is in the Appendix.

An instructor is not obliged to provide accommodations to a student with a disability until he/she receives the ADA Office accommodation letter from the student. In addition, it is the student's responsibility to discuss scheduling and details of the requested accommodations with his/her instructor(s). If a student delivers an accommodation letter to an instructor within a few days of an assignment or exam, the instructor may not be able to provide the optimal accommodation requested.

## **Responsibility of the Student**

Basically, receiving academic accommodations at Jefferson State is a **4-step procedure**:

- (1) Students obtain accommodations letters from the ADA Office at the beginning of each semester.
- (2) Students hand-deliver accommodation letters to each instructor.
- (3) Students contact each instructor several days before accommodations such as extended test time and reduced distraction testing are needed.
- (4) Students report any concerns about accommodations to the ADA Office as soon as possible.

**Students with disabilities must maintain the same responsibility for their education as students who do not have disabilities.** This includes maintaining the same academic levels, maintaining appropriate behavior and giving timely notification of any special needs. As a student with a disability, learn not to be ashamed or embarrassed about having a disability. Asking for assistance is not a sign of weakness or dependence, and use accommodations available to you.



## ***CONFLICT RESOLUTION***

Questions and concerns regarding accommodations and services for students who have a disability should be directed initially to the ADA Office.

At the beginning of each semester, students should give a copy of Form 4 to the instructor of each class where accommodations need to be made. Students and instructors will discuss the requested accommodations, and sign Form 4. The student will then return this form to the ADA Office. If an agreement cannot be reached, the student should consult with the Department Chair or Program Coordinator. If an agreement is still not obtained, the students should contact the ADA Office to begin the steps in the conflict resolution.

### **Steps in Conflict Resolution**

1. The ADA Director meets with the Department Chair or the Program Coordinator. If an agreement is not reached with the student, he or she may submit an appeal, in writing, to the Associate Dean/Dean within three (3) working days of the decision of the Department Chair or Program Coordinator.
2. The Associate Dean/Dean will review the student's information, may conduct further investigation as needed, and will issue a decision to the student within five (5) working days of receipt of the appeal. If the student disagrees with the decision, the student may submit an appeal, in writing, to the Dean of Instruction.
3. The Dean of Instruction will review the student's information, may conduct further investigation as needed, and will issue a written decision to the student within five (5) working days of receipt of the appeal. If the student disagrees with the decision, the student may submit an appeal, in writing to the Vice President.
4. The Vice President of the College will review the student's information, may conduct further investigation as needed, and will issue a written decision to the student within five (5) working days of receipt of the appeal. If the student disagrees with the decision, the student may submit an appeal, in writing to the President.

The College will make every reasonable effort to address a student's concerns promptly to minimize the effect on course participation.

During the conflict resolution process, the student is entitled to receive all accommodations recommended by the ADA Accommodations Office. It is important that concerns are addressed promptly so that the student's participation in courses is not affected.

# **EXAMPLES OF ACCOMMODATIONS AND SERVICES**

Some of the appropriate accommodations and services the ADA Office may recommend are:

**Early Registration** -A student with a disability may register during early registration. The student is responsible for regular advisement with the individual college advisors and then may register through the ADA Office.

**Testing Accommodations** - Testing accommodations may include extended time, reduced-distraction testing environment, taped or orally administered tests, and/or scribes. Testing accommodations are provided within each department if possible. Students should discuss testing accommodations with their instructors at the beginning of each semester.

**Alternate Formats for Assignments** - In many cases, assignments may be submitted in formats other than those stated in course requirements (i.e., cassette taped rather than written or typed, and typed rather than hand written).

**Tape Recording and/or Note taker./Interpreters:** Students may be permitted to tape record class lectures or be assigned a peer note taker. If the student is assigned a note taker, the ADA Office furnishes the instructor a supply of the NCR (No Carbon Required) paper. The instructor asks the class for a volunteer to take notes. The note taker gives the notes to the instructor at the end of each class. The student given the accommodation of a peer note taker receives the notes from the instructor. The ADA Office will provide interpreters/readers/scribes when needed.

**Academic Classroom Aids** - In many cases, students may be permitted to use calculators (restrictions apply) electronic dictionaries, word processors, spell checkers for in-class work.

## **Adaptive Equipment Available on Campus**

For students who qualify the following equipment is available:

### ADA Office - Jefferson and Shelby Campus

Cassette Recorders with four track variable-speed playback and headphones which can be used with Library of Congress and the Recording for the Blind and Dyslexic cassettes

Victor Readers with headphones to be used with Library of Congress and The Recording for the Blind and Dyslexic CD's.

Calculators

Books on tape (restrictions apply)

Stationary CCTV (screen print enlarger)

Portable CCTV for classroom use

Screen Reader

Scanner

Large print single copies of syllabi, test, brief readings and handouts

Carbonless note taker paper

Readers/Scribes/Note Takers

Text can be put on cassette tape for students who qualify.  
Assistance with note taking and written exams can be made for students who qualify.

Computer Software

JAWS  
Kurzweil 3000  
Zoomtext Version 5  
Dragon Naturally Speaking Version 7  
Scientific Notebook Version 5

Computer Adaptive Devices - Jefferson Campus

Learning Success Center  
2 Stand Alone Units  
Learning Resource Center-  
CCTV

Computer Adaptive Devices – Shelby Campus

Learning Resource Center  
CCTV

TTY/TDD

ADA Office at Jefferson Campus - FSC 300  
ADA Office at Shelby Campus – LRC  
An individual who is deaf or hearing impaired can communicate by telephone if the other party also has a TTY or TDD.

The College is not required to provide services of a personal nature, including assistance with eating, toileting, or mobility.

# ***Myths, Assumptions, and Unreasonable Requests***



I don't need to ask for updated testing in high school since the college will test me for free.

Because of my disability, admission and/or graduation requirements will not apply.

I qualified for Social Security; therefore, I will get disability services in college

The college has to pay tuition and fees for students with disabilities and help with the cost of books.

The college will help me with my transportation needs from home to the campus.

The college will provide the course modifications that are authorized on the last high school IEP.

The college will look after me and guarantee that I will pass my classes.

Once I enroll in college, all of my accommodations will be automatically given.

Whatever accommodations I say I need, will be provided.

Any absences will automatically be excused if I am sick or if it is disability related.

If I have a problem then later notify the instructor/ADA Office that I need accommodations, I can redo and retake assignments and tests so the results can be adjusted.

The college will be violating the law if it does not give me one-on-one tutoring.

If I want the instructor's notes, outlines, study guides and a practice exam, the instructor will give them to me.

As long as I attend class and do the homework, I will pass the class.

The doctor's diagnosis written on a prescription pad is all the documentation I need to receive accommodations.

I can take only half of the normal test. The tests will have to be shorter for me and all I need to do is ask the disability office for that modification.

I can have the ASL interpreter I want.

# ***THE ALABAMA COLLEGE SYSTEM***

## ***Criteria for Disability Documentation***

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the technical and academic standards at Alabama College System institutions are entitled to reasonable accommodations. Under these laws a disability is defined as any physical or mental impairment which substantially limits a major life activity, a history of such impairment, or the perception of such impairment. Alabama College System institutions do NOT provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the college office responsible for handling the request and to request accommodations. Appropriate documentation is defined as that which meets the following criteria.

### **Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist ( as appropriate), including:

1. Clearly stated diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication
4. Current letter/report (within 1 year) dated and signed

### **Psychological Disorder**

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor) including:

1. Clearly stated diagnosis (DSM-IV criteria)
2. Defined levels of functioning and any limitations
3. Supporting documentation ( I e. test data, history, observation, etc.)
4. Current treatment and medication
5. Current letter/report(within 1 year), dated and signed

### **Traumatic Brain Injury (TBI)**

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialist as appropriate), including:

1. Assessment of cognitive abilities, including processing speed and memory
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within 1 year), dated and signed

## **Learning Disability (LD)**

A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, including:

1. Clear statement of presenting problem; diagnostic interview
2. Educational history documenting the impact of the learning disability
3. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores are provided to support conclusion, including at least:
  - (a) WAIS-R (b) Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language; (c) Woodcock-Johnson cognitive Processing Battery to substantiate any processing problems
5. Clearly stated diagnosis of a learning disability based upon DSM-IV criteria
6. Defined levels of functioning and any limitations, supported by evaluation data
7. Current report (within 3 years of enrollment date), dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional will not be sufficient to document a learning disability.

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

A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:

1. Clear statement of presenting problem; diagnostic interview
2. Evidence of early and current impairment in at least two different environments (comprehensive history)
3. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores are provided to support conclusions, including at least:
  - (a) WAIS-R; (b) Woodcock-Johnson Psychoeducational battery-Revised, including Written Language; (c) Behavioral Assessment Instruments for ADD/ADHD normed on adults
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV criteria
6. Defined levels of functioning and any limitations, supported by evaluation data
7. Current report (within 3 years of enrollment date), dated and signed

**Note:** High School IEP, 504 Plan, and/or letter from a physician or other professional will not be sufficient to document ADD or ADHD. Medication cannot be used to imply a diagnosis.

**JEFFERSON STATE COMMUNITY COLLEGE  
ADA OFFICE  
2601 CARSON ROAD  
BIRMINGHAM, AL 35215  
(205) 856-7731**

**Differences Between High School and College Disability Services**

**HIGH SCHOOL**

**COLLEGE/UNIVERSITY**

**Applicable Laws**

I.D.E.A  
(Individuals with Disabilities Education Act)  
Section 504, Rehabilitation Act of 1973

ADA. (Americans with Disabilities Act of  
1990, Title 11)  
Section 504, Rehabilitation Act of 1973

**Required Documentation**

I.E.P. (Individual Education Plan) 504 Plan

Varies depending on the disability; high school I.E.P. and 504 are not sufficient; must include the testing on which the accommodations are based

School provides evaluation at no cost to student

Student must get evaluation at own expense

School conducts evaluations at prescribed intervals

Student must provide approved documentation, no more than three (3) years old

**Identification of Disability**

Student is identified by the school and is supported by parents and teachers

Student **must self-identify** to the office responsible for Disability Services

Primary responsibility for arranging accommodations belongs to the school

Primary responsibility for self advocacy and arranging accommodations belongs to the student

**Parental Role**

Parent has access to student records and can participate in the accommodation process

Parent does not have access to student records without student's written consent; student must initiate and complete accommodation process

Parent advocates for student

Student advocates for self and must have frequent contact with their counselor

## **Instruction**

Teachers may modify curriculum and/or alter pace of assignments

Frequent use of multi-sensory tools

Weekly testing, mid-term, final, and graded assignments

Attendance taken and reported

Professors are not required to modify curriculum design

Tends to be lecture style; may or may not use multi-sensory approach; labs required for some courses

Testing and assignment frequency varies

Attendance is taken and absences are limited to a specific number of hours; if you exceed this number of hours, you may receive a lower grade

## **Grades and Tests**

Grades may be modified based on curriculum

Grades reflect the quality of work submitted; student must request testing accommodations at the beginning of the semester

## **Transportation**

School provides transportation at no cost

Student must arrange transportation; Special transportation service is available through the City of Birmingham.

## **Conduct**

Disruptive conduct may be accepted

Disruptive behavior and inability to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed

## **Most Important Differences in Summary**

I.D.E.A is about *Success*

ADA. is about *Access*

High School is mandatory and free

Postsecondary is voluntary and the student is responsible for the cost

