

Wallace State Community College



**Office of Accessibility
and Disability Services**
Student Handbook

Hanceville * Oneonta

Office of Accessibility and Disability Services

Student Handbook

Wallace State Community College is committed to making its academic programs and services accessible to qualified students who have disabilities. It is a goal of Wallace State 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, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008, it is the policy of Wallace State Community College that no qualified person with a disability shall be subjected to discrimination because of a disability under any program or activity conducted or sponsored by the College.

The purpose of this handbook is to inform students with disabilities about the support services and resources available at Wallace State Community College and the procedures and policies to follow in order to utilize those services.

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It is the policy of Wallace State Community College, a postsecondary institution under the control of the Alabama Community College System Board of Trustees, that no person shall, on the grounds of race, color, sex, religion, national origin, disability, age, or other classification protected by law be excluded from participation in, be denied benefit of, or be subjected to discrimination under any program, activity or employment. The College will not retaliate against any person because they have engaged in a protected activity opposing the College or because they have made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing alleging discrimination on a basis specified above.

Section 1 - Information for Prospective Students

Hello, future Lions! The Office of Accessibility and Disability Services warmly welcomes you to Wallace State Community College (WSCC). Our main goal is to ensure that college students with disabilities receive the reasonable accommodations they need to thrive. This section provides essential information to help you get started with us if you're looking to request accommodations. We're dedicated to supporting you and can't wait to meet with you to explore how we can enhance your college experience.

Registration with the Office of Accessibility and Disability Services

Registration with the Office of Accessibility and Disability Services is a separate process from applying for admission at WSCC. Interested students should contact the Office of Accessibility and Disability Services regarding any questions. Receiving accommodations at WSCC is a 5-step process. Please note that accommodations will not be issued until the student has completed the ADA application, provided the appropriate documentation, and met to discuss his or her requests for the initial intake appointment.

The Office of Accessibility and Disability Services serves both the Hanceville and Oneonta campuses. Appointments for the initial intake can be scheduled for either campus.

Wallace State Community College and the Alabama Community College System do not provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the Office of Accessibility and Disability Services. Wallace State Community College's documentation guidelines are adapted from guidance provided by the Association of Higher Education and Disability (AHEAD).

Admission to the College

The Admissions Office handles all applications for admission. Admission standards are described in the College catalog and must be met by all students, regardless of disability.

Lions' Pride and Wallace Way

Lions' Pride (new student orientation) and Wallace Way are conducted by the Center for Student Success. Students with disabilities who need accommodations during these events should contact the Office of Accessibility and Disability Services in advance at 256.352.8052 or adaoffice@wallacestate.edu.

Transfer and Transient Students

Transfer and transient students with disabilities must follow the registration process outlined in this *Handbook*. Students have two options:

- Request your disability documentation be forwarded from the office responsible for accommodations at your previous postsecondary institution.
- Request your disability documentation be sent by the qualifying professional that originally provided you with documentation for the accommodation process.

Transfer and transient students with disabilities who have received accommodations at another postsecondary institution may not necessarily be eligible for the same services at WSCC.

Dual Enrollment Students

To receive services from the Office of Accessibility and Disability Services, dual enrollment students with disabilities must follow the same 5-step process outlined in this *Handbook*. This extends to students taking college classes at a high school campus or another off-campus teaching site. Please note: Dual enrollment students with disabilities who have received accommodations at high school under an IEP or 504 Plan may not necessarily be eligible for the same services at WSCC.

Per the Office of Civil Rights, school plans such as an Individual Education Program (IEP), a Summary of Performance (SOP), or a Section 504 Plan are generally not sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery and should be on clearly distinguishable district forms. Please see “Documentation Guidelines” in Section 4.

Section 2 – Services for Students with Disabilities

Wallace State Community College (WSCC) is committed to serving college students with documented disabilities.

Accessibility and Disability Services

The Office of Accessibility and Disability Services serves as the central contact point for students with disabilities. The Director of the Accessibility and Disability Office works individually with students to determine appropriate and reasonable academic accommodations and to have students' academic performances evaluated without the limiting effects of a disability.

It is the student's decision when to identify as a student with a disability. 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. Accommodations are tools and procedures that provide equal access to content, assigned tasks, and assessments.

It is the student's responsibility to request accommodations and to provide appropriate documentation to the Office of Accessibility and Disability Services; however, students who choose not to self-identify when they enter WSCC do not forfeit their right to receive accommodations at a later date. Additionally, WSCC is not obligated to provide accommodations or services for students with documented disabilities until they are registered with the Office of Accessibility and Disability Services. Student must complete an "Accommodation Request Form" each semester they wish to utilize their accommodations.

Accommodations start per the date on the faculty notification letter and extend to the end of the semester. Accommodations are not retroactive. Students will not be allowed to go back and apply accommodations to previous assignments and/or examinations completed prior to the issuing of an accommodation letter.

Parking

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

Tutoring Services

- WSCC Student Resource Center Tutorial Lab is located in the Bailey Center on the 8th floor. The lab can assist students in a variety of subjects such as math, English, biology,

chemistry, accounting, history, psychology, and more. For more information, call 256.352.7821 or email tutor@wallacestate.edu

- Upswing Online 24/7/365 is provided through the Tutorial Lab. It is a free service offered to any student enrolled at WSCC. Directions to receive tutoring services through Upswing can be provided by the Tutorial Lab or on the College website.

Alabama Department of Rehabilitation Services (ADRS)

The goal of Vocational Rehabilitation Services (VRS) is to enable individuals with disabilities to increase self-sufficiency through employment. For Alabamians with disabilities, VRS strives to enhance employment opportunities and empowers individuals with disabilities to achieve their maximum potential. VRS provides transition services in collaboration with local high schools, technical colleges, and community colleges and universities statewide to assist students with disabilities in receiving appropriate educational opportunities. For more information about services in your area, visit <https://www.rehab.alabama.gov/office-locations>

Temporary Injuries and/or Illnesses

Students with temporary injuries and/or illnesses may not be eligible for services under 504/ADA/ADAAA. Some examples include ankle sprains, colds, broken hand, the flu, etc. Students with temporary injuries should speak with their instructor.

Section 3 – How Reasonable Accommodations are Determined

The goal of the Office of Accessibility and Disability Services is to provide a physically and educationally accessible college environment that ensures an individual is viewed on the basis of ability, not disability. The Director of the Office of Accessibility and Disability Services works individually with students to determine appropriate and reasonable academic accommodations and to have students' academic performances evaluated without the limiting effects of a 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. Therefore, 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).

Establishing Services

1. All students must provide proper documentation to the Office of Accessibility and Disability Services. Documentation must be from an appropriate professional. School plans such as Individual Educational Program (IEP), a Summary of Performance (SOP), or a Section 504 Plan are generally not sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery and should be on clearly distinguishable district forms.
2. Students need to complete an ADA application. Students will be able to upload their documentation after completing the ADA application.
 - Go to <http://kea.accessiblelearning.com/WallaceState/>
 - Click on "New Student" to begin the application.
3. Students must make an appointment to discuss requested accommodations and sign the paperwork needed to complete the initial process.
4. Students must complete an "Accommodation Request Form" that gives the Director permission to send accommodation letters. Students must complete the form each semester.
5. Students must communicate with their instructors about using their accommodations.

This is a two-way conversation about what specific accommodations you would like to utilize in class. Students may contact the instructor in person or via email, but students are required to make the first step at the postsecondary education level.

Students who are seeking accommodations and services on the basis of a disability are required to submit documentation to verify their eligibility for services. All students must provide proper documentation to the Office of Accessibility and Disability Services. It cannot be just an IEP, 504 Plan, or SOP from high school. Typically, a licensed psychologist, physician, or other appropriate professional provides the evaluation, diagnosis, and recommended accommodations in a detailed report. The Director is responsible for reviewing all documentation and determining reasonable accommodations for the student without compromising academic integrity or altering essential academic requirements. WSCC maintains the right to reject documentation that does not verify a student's disability or delineate reasonable accommodations.

Documentation accepted by the Office of Accessibility and Disability Services 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 is 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.

Accommodation Process Information

The Director of the Office of Accessibility and Disability Services determines reasonable accommodations for students by considering the following: 1) information provided by the student on his/her ADA application, 2) observations and discussion during the initial intake meeting, and 3) recommendations from the physician, psychologist, or other professional who diagnosed the student's disability. The Office of Accessibility and Disability Services will take into consideration accommodations that have been utilized in the educational setting previously. Please remember, while some students may have similar disabilities, each request for accommodations is considered on an individual basis.

The Director recommends reasonable accommodations by preparing a letter addressed to the instructor of each class for which the student requests accommodations.

An instructor is not obliged to provide accommodations to a student with a disability until he/she receives the Director's accommodation letter concerning a 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 requests an accommodation letter to be sent within a few days of an assignment or exam, the instructor may not be able to provide the optimal accommodation requested. It is highly suggested that students have accommodation letters sent by the first day of class each semester.

Responsibility of the Student Each Semester

Once students have completed the process to establish accommodations, they will need to complete the following each semester:

1. Students must complete an “Accommodation Request Form” from the Office of Accessibility and Disability Services each semester. Students may come by the office to complete the form or email the completed request form to adaoffice@wallacestate.edu
2. Letters will be emailed to each instructor the student has listed on the “Accommodation Request Form.” Letters include only accommodations that were approved by the student and the Director in the initial meeting.
3. Students notify their instructors that they will need to use their accommodations. You may contact the instructor in person or via email, but students are required to make the first step at the at the postsecondary education level. Any accommodations needed for testing need to be decided at that point. Students who wish to take exams in the Office of Accessibility and Disability Services need to read the “Guidelines for Proctored Test in the Office of Accessibility and Disability Services.” A testing form must be completed so the student can be placed on the testing calendar.
4. Students should report any concerns about an accommodation to the Director 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.

504/ADA Conflict Resolution

Questions and concerns regarding accommodations and services for students who have a disability should be directed initially to the Director of the Office of Accessibility and Disability Services.

At the beginning of each semester, students should have an accommodation letter sent to the instructor of each class in which accommodations will be needed. Students and instructors will discuss the requested accommodations. This can be in-person or via email. If an agreement cannot be reached, the student should consult with the Division Chair. If an agreement is still not obtained, the student should contact the Office of Accessibility and Disability Services to begin the steps in the conflict resolution process.

1. The Director meets with the Department Chair. If an agreement is not reached with the student, he or she may submit an appeal, in writing, to the Vice President for Students within three (3) working days of the decision of the Department Chair.
2. The Vice President for Students 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 Office of Accessibility and Disability Services.

Accommodations and Services

The Director may recommend the following academic accommodations, based upon appropriate documentation and individual class requirements.

Priority Registration- All students registered with the Office of Accessibility and Disability Services are eligible for priority registration. Students are registered before open registration begins for the College.

Testing Accommodations- Testing accommodations may include extended time, reduced-distraction testing situation, oral testing, and/or alternate test formats. Tests are administered in each department, if possible. Students should discuss testing accommodations with their instructors at the beginning of each semester.

Recording, Note Taking Assistance, Readers, and Scribes- Students may record class lectures and/or request peer note takers. Students with supporting documentation may be provided a scribe for the classroom.

Sign Language Interpreting- Deaf and hearing-impaired students may be provided with state licensed/permitted interpreters or captioning.

Academic Classroom Aids- Students may use calculators, computers, dictionaries, word processors with spell check and/or grammar check for in-class assignments and homework assignments.

Alternative Format Tools and Software- Students may be provided alternative formats or software to provide access to print information. Services may include, but are not limited to, accessible PDFs, large print, Braille, etc.

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 assistance, and mobility.

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 (K-12) and postsecondary (college) institutions. A student's responsibilities dramatically increase as he/she moves from secondary to postsecondary education. Appendix A illustrates differences between secondary and postsecondary obligations of students with accommodation requests.

Section 4 – Disability Documentation Guidelines

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act of 1990 (ADA) 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 an impairment, or the perception of such an impairment. Alabama Community 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.

Per the Office of Civil Rights, school plans such as an Individual Education Program (IEP), a Summary of Performance (SOP), or a Section 504 Plan are generally not sufficient documentation to establish the rationale for accommodations. Such plans may be included as part of a more comprehensive assessment battery and should be on clearly distinguishable district forms.

A postsecondary institution has the discretion to require additional documentation if it is determined that the submitted documentation is incomplete or inadequate to ascertain the existence of a disability or the need for accommodations. Any cost incurred in obtaining documentation is borne by the student.

Appropriate documentation is defined as that which meets the following criteria, including recommendations for limitations:

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 including DSM-5 or ICD-9 diagnostic code
2. Defined levels of functioning and any limitations
 - This should include a description of how the disability currently impacts the student in social, academic, or occupational settings and a description of how the disability will limit the student in the classroom.
3. Current treatment and medication
 - This may include how the medication impacts the student's ability to perform in an academic environment.
4. Current letter/report (within 1 year) dated and signed
5. Suggest accommodations and the rationale to equalize this student's educational opportunities at the postsecondary level.

Psychological Disorder

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

1. Clearly stated diagnosis including DSM-5 diagnosis
 - Medication cannot be used to imply a diagnosis.
2. Defined levels of functioning and any limitations
 - This should include a description of how the disability currently impacts the student in social, academic, or occupational settings and a description of how the disability will limit the student in the classroom.
3. Supporting documentation (test data, history, observations, etc.)
 - This must include how the health professional arrived at the student's diagnosis.
4. Current treatment and medication
 - This may include how the medication impacts the student's ability to perform in an academic environment.
5. Current letter/report (within 1 year), dated and signed
6. Suggest recommendations for academic accommodations and the rationale for such accommodations.

Traumatic Brain Injury (TBI)

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or another 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
 - This should include a description of how the disability currently impacts the student in social, academic, or occupational settings and a description of how the disability will limit the student in the classroom.
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within 1 year), dated and signed
6. Suggest recommendations for academic accommodations and the rationale for such accommodations.

Learning Disabilities

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

1. Clearly stated diagnosis of a learning disability based upon DSM-5 criteria
 - High School IEP, 504 Plan, and/or letter from physician or other professional **will not be sufficient to document a learning disability.**
2. Clear statement of presenting problem; diagnostic interview
3. Educational history documenting the impact of the learning disability
4. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores and interpretations are provided to support conclusion, including at least:
 - a. WAIS-IV(b), WIAT-III
 - b. Woodcock-Johnson Psychoeducational Battery-III including Written Language
 - c. Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems
5. Defined levels of functioning and any limitations, supported by evaluation data
6. Current report (**within 3 years of enrollment date**), dated and signed
7. The report must include specific recommendations for academic accommodations and the rationale for those recommendations.

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

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

1. Clearly stated diagnosis of ADD or ADHD based upon DSM-5 criteria
 - High School IEP, 504 Plan, and/or letter from physician or other professional **will not be sufficient to document ADD or ADHD.**
 - Medication cannot be used to imply a diagnosis.
2. Clear statement of presenting problem, diagnostic interview
3. Evidence of early and current impairment in at least two different environments (comprehensive history)
4. Alternative explanations and diagnoses are ruled out
5. Relevant test data with standard scores are provided to support conclusions, including at least:
 - a. WAIS-IV (b), WIAT-III
 - b. Woodcock-Johnson Psychoeducational battery- III, including Written Language
 - c. Behavioral Assessment Instruments for ADD/ADHD normed on adults
6. Defined levels of functioning and any limitations, supported by evaluation data
7. Current report (**within 3 years of enrollment date**), dated and signed
8. The report must include specific recommendations for academic accommodations and the rationale for those recommendation.

Section 5 – Accommodation Policies

The following policies apply to ADA services. Registered students with the Office of Accessibility and Disability Services should be familiar with those policies that apply to their particular requests. WSCC may periodically change, alter, or modify policy, and will be sure to communicate those changes to students who have applied for or are receiving those services.

Animals on Campus

Service Animals

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted on the College campus and in its facilities. It is strongly recommended students register their animals with the Office of Accessibility and Disability Services. A service animal means any guide dog, signal dog, or other animal 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. Such work or tasks may include, but are not limited to: guiding individuals with impaired vision, alerting individuals with hearing loss, providing minimal rescue or protection work, pulling a wheelchair, or fetching dropped items. To be permitted on campus, a service animal must be specifically trained to perform a service task. Finally, students will need to be prepared to address 1) whether the service animal is required because of a disability and 2) what work or task the service animal has been trained to perform when registering their animal with the Office of Accessibility and Disability Services.

Emotional Support Animals

Emotional or comfort support animals (ESA) are not covered under the Americans with Disabilities Act (ADA), and as such, are not permitted on the College campus and in its facilities. ESAs may be allowed in housing only per guidelines.

Audio Recording Policy

Students who are eligible to audio record class lectures must agree to the following terms for the Office of Accessibility and Disability Services to approve this accommodation:

1. Do not copy or share audio recordings from any of classes with other students.
2. Do not copy or share audio recordings with non-students.
3. Do not divulge the contents of audio recordings from any classes with agencies, representatives of organizations, the media, or any entity other than yourself.
4. Upon completion of the academic term, erase audio recordings from all classes that were recorded.

Failure to abide by the audio recordings policy may result in a charge of academic conduct.

Exam Proctoring Policy

Proctored exams are a service for students and faculty. A proctored exam is only recommended when 1) the student needs to have a reader, scribe, or special equipment; and/or 2) the instructor cannot proctor the exam.

It is always preferable for the instructor to provide exam accommodations so the student with a disability has the same opportunity to clarify information as others in the class. Proctored exams may or may not coincide with class exams, depending on the availability of proctors.

1. Student must complete an “Request for Individualized Testing” form and submit to the Office of Accessibility and Disability Services. A form must be completed for each test the student intends to take in the Office of Accessibility and Disability Services. The Director will contact the student if there is a conflict on the calendar.
2. On the testing day, the student must arrive on time and be prepared to begin the test on time. If the student is excessively late, he/she may forfeit the testing room based upon availability or realize the window for the password to be active may close. Additionally, if a student is absent or a no-show, he/she must contact the instructor of the class regarding taking a make-up test.
3. After the test is completed, the student signs to verify that he/she received testing accommodations to his/her satisfaction. Paper test are sent back to the instructor in a timely fashion.

Excused Absences when Related to Disability Policy

Regarding a student whose disability is likely to result in absences from class or absences from examinations:

Students that are eligible for excused absences should keep in mind that disability-related absences only apply when reasonable. The student should initiate with the instructor a discussion of attendance and make-up policies and procedures. The instructor should make his or her attendance policies clear so that the student can make informed choices about whether he or she will be able to meet the requirements of the course. The discussion should include:

- How many classes can be missed before the integrity of the course is impacted?
- When and how should the student inform you about missing class due to a disability?
- How should homework/assignments/projects due on the day of an absence be submitted?

Peer Note Taker Policy

This is an accommodation where a fellow student in the class provides his/her notes to the student with a disability. This accommodation is not to be used as a substitute for attending class or taking one's own notes. A peer note taker is usually utilized when copies of instructor notes are not available. Students with disabilities are not allowed to make copies of notes for disbursement. The student with a disability has the right to remain anonymous.

Reader Services Policy

Readers are offered to students who are eligible for reader services. One week's prior notice is required for reader services, especially for exams. The role of the reader is to provide access to print materials. Readers are not available to offer interpretations or explanations for documents read.

Sign Language Interpreter Policy

The goal of the Office of Accessibility and Disability Services in the area of interpreting services is to facilitate the process of providing high-quality interpreting services to deaf, hard-of-hearing, and hearing individuals. The Office of Accessibility and Disability Services will serve in mediator capacity to ensure that appropriate accommodations are provided to deaf and hard-of-hearing (D/HH) students mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Role of the Interpreter

Sign language interpreters at WSCC are professionals that facilitate communication between hearing individuals and D/HH 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 students. Interpreters will use their voice to communicate sign language to hearing individuals. 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 the Office of Accessibility and Disability Services of their communication needs as early as possible to ensure appropriate accommodations. As such, to ensure the highest quality of interpreting services, it is recommended, when possible, that requests for interpreter services be submitted 6 weeks prior to the beginning of the term. The

Office of Accessibility and Disability Services will work diligently to ensure students are accommodated in the classroom, either through in-person interpreters, virtual interpreters and/or CART services.

Students should inform the Office of Accessibility and Disability Services when any changes are made in the class schedule (e.g., adding or dropping a class, room change, day/time change). This will allow the office the opportunity to coordinate interpreters appropriately.

Students who experience problems with interpreting services should contact the Office of Accessibility and Disability Services as soon as possible so a resolution can be reached.

Appendix A
Differences between High School and College

High School	College
Legal Differences	
Individuals with Disabilities Education Act (IDEA) ensures free and appropriate public education for children in the K-12 educational system. The ADA and Section 504 of the 1973 Rehabilitation Act also apply.	Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act protect college students with disabilities from discrimination by providing equal access to programs and services.
IDEA is about facilitating <i>SUCCESS</i> .	ADA is about facilitating <i>ACCESS</i> .
The school district is responsible for evaluating and identifying student with a disability. School develops the individualized education program (IEP).	Student is responsible for providing disability documentation to receive accommodations. Student's IEP or Summary of Performance (SOP) may not be considered sufficient documentation.
School staff will discuss academic progress with parents or legal guardians.	The student is considered an adult with privacy and confidentiality protections. Staff cannot talk with parents or legal guardians about the student's academic progress.
Accommodations	
Services include individually designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations may be made to provide equal access and participation.
Modifications that change course outcomes may be offered based on the IEP.	The college is not required to alter essential academic requirements. Requirements, which can be demonstrated as essential to a course, program of study, or to any directly related licensing requirement, are not regarded as discriminatory.
School is responsible for arranging accommodations.	While the college must provide accommodations, the student is responsible for completing accommodation process and arranging and ensuring accommodations are provided.
Parental Role	
Parents can see student records and are notified and must sign permission for any changes or decisions for the student.	Student must provide written consent for parent to access student records due to FERPA.
Parent(s) attend IEP or Section 504 meetings. Student does not have to attend meetings.	Student must complete application process and attend initial intake appointment.
Teachers can approach parents without consent from student to discuss student's progress.	Parents do not communicate with instructors or have access to grades and student information.
Instructional Differences	
Teachers may modify curriculum or	Instructors are not required to make

assignments in courses.	modifications to curriculum nor the assignments (including deadlines).
Course grades are often derived from weekly testing, mid-term, final, and graded assignments and homework.	Testing and assignments varies. Some courses only offer mid-term and final.
Teachers remind students of assignments due dates.	Student is responsible for keeping track of their projects, assignments, and tests dates.
Specialized instruction, classes, and resource room services for students with disabilities.	Special education classes do not exist at the collegiate level, but support services may exist.
Student Responsibilities	
Tutoring and academic support may be a part of a student's IEP or 504 Plan.	Tutoring and academic support are not part of the office responsible for assisting students with accommodations; students have to use the tutoring/academic support services offered to all students.
The student's time is structured by others (i.e., in school 8 hours a day).	The student manages his/her own time to complete coursework.
The student may be able to get studying done in a study hall or spend minimal time outside of class studying.	The student may have significant reading and independent work demands which may require an additional 2-3 hours a day outside of class.
A student's disruptive behavior may be accepted or excused.	All students, regardless of disability, must abide by the institution's code of conduct. Students who cannot comply with the code of conduct are deemed "not qualified" and can be dismissed.

Appendix B

WALLACE STATE COMMUNITY COLLEGE
STUDENT ACCOMMODATIONS REQUEST

STUDENT'S NAME:	STUDENT #:
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SEMESTER:

COURSE AND CRN#	INSTRUCTOR'S NAME:	DAY/TIME OF COURSE:

SIGNATURE: _____ DATE: _____

FOR OFFICE USE ONLY:
Letters completed _____

Appendix C

WALLACE STATE

HANCEVILLE • ONEONTA

To Whom It May Concern:

I, _____, give permission for Lisa J. Smith, Director - Office of Accessibility and Disability Services, at Wallace State Community College to discuss my academic progress (including grades, advising, class assignments, etc.), financial aid, and ADA accommodations with the following:

Signature of Student

Date

*** In accordance with Family Educational Rights and Privacy Act (FERPA)
(20 U.S.C. § 1232g; 34 CFR Part 99)*

Appendix D
Testing Accommodation Form
Office of Accessibility and Disability Services

Before completing a Testing Accommodation Form, you must have completed an Accommodation Request Form so an accommodation letter can be sent to your instructor. You may submit your testing form via email@ lisa.smith@wallacestate.edu or in person to Bailey Center, 8th floor. You should submit your form at least 2 weeks before the exam. Late requests are not guaranteed and may require the instructor provide the accommodations or require an alternate time.

Student Name: _____ Student #: _____

Course: _____ Instructor: _____

Test Title/Info: _____

Exam Date: _____ Time: _____

Accommodations Requested:

- | | |
|--|--|
| <input type="checkbox"/> Extended Time | <input type="checkbox"/> Distraction Reduced Environment |
| <input type="checkbox"/> Test to be read | <input type="checkbox"/> No Scantron |
| <input type="checkbox"/> Other _____ | |

You instructor must approve for you to take your test in the ADA area.