

WALLACE COMMUNITY COLLEGE DISABILITY AND ACCESSIBILITY HANDBOOK

2025-2026



Disability Support Services Coordinators

Dothan Campus

Ryan Spry, Director of Student and Campus Services
1141 Wallace Drive
Dothan, Alabama 36303
Physical Location:
Cunningham Hall, Room 400
Phone: 334-556-2587 or 1-800-543-2462, Ext. 2587
Fax: 334-556-2575
TDD: 1-800-548-2546
E-Mail: rspry@wallace.edu

Sparks Campus

Terri Ricks, Coordinator of Student Services
Post Office Drawer 580
Eufaula, Alabama 36072-0580
Physical Location: Building A, Room 11
Phone: 334-687-3543, Ext. 4270
Fax: 334-556-2537
E-Mail: tricks@wallace.edu

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Disability Support Services (DSS), located in room 400 of Cunningham Hall on the Dothan Campus and Room 11 of the A Building on the Sparks Campus, serves as the central campus resource for students with disabilities.

Working in partnership with students, faculty, and staff, the goal of DSS is to provide a physically and educationally accessible College environment that ensures that an individual is viewed on the basis of ability, not disability.

Disability Support Services staff members work collaboratively with students to determine reasonable accommodations that will enable individuals to have access to the College programs and services and to evaluate students' academic performance, to the extent possible, without the limiting effects of a disability.

For brevity, the Dothan Campus address is used throughout this manual; however, each College location has Disability Support Services Coordinators available to its students and prospective students. For disability-related questions, contact either of the locations identified in the preceding section of this manual (Disability Support Services Coordinators).

Important Note

Information described in the *Wallace Community College Disability and Accessibility Handbook* is subject to change. Current copies of Disability Support Services policies and procedures are available from any DSS office and on the Student Services page of the Wallace Community College Web site at www.wallace.edu.

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Section

1

Information for Prospective Students

The Disability Support Services staff welcomes you to Wallace Community College! The purpose of DSS is to facilitate reasonable accommodations to college students with disabilities. The information in this section is designed to help you get started with the DSS office should you desire to request accommodations as a student at Wallace Community College. We are here to serve and look forward to meeting with you to discuss how we may enhance your college experience!

Registration with Disability Support Services

Registration with (that is, requesting accommodations from) the DSS office is a separate process from applying for admission to Wallace Community College. Interested students should contact the DSS office at 334-556-2587 (voice), by email at rspry@wallace.edu, or by mail at 1141 Wallace Drive, Dothan, Alabama 36303 to learn more about the steps to receive accommodations at the College. Please note that accommodations will not be issued until the student has applied for and provided the appropriate documentation to the office of Disability Support Services and met with the campus DSS Coordinator to discuss his or her requests.

Admission to the College

The Admissions Office handles all applications for admission to the College. Admission standards are described in the *College Catalog and Student Handbook* and must be met by all students.

Financial Aid

Wallace Community College's financial aid packages (e.g., federal aid, work-study, grants, and scholarships) enable students from all socioeconomic backgrounds to attend the College. Financial aid is awarded annually, based on need and merit, and students who desire to receive aid must reapply each year.

Student Life

One of the goals of the DSS office is to assist students with developing self-advocacy skills by becoming an active member on campus. Accordingly, students with disabilities are encouraged to become actively involved with campus organizations. Information on campus organizations is available both in the *College Catalog and Student Handbook* and from DSS staff.

Transfer Students

To receive services from the DSS office, transfer students with disabilities must follow DSS registration procedures outlined in this *Handbook*. The following steps are recommended to transfer students for ensuring efficient service:

Requesting Disability Documentation

- Request that your disability verification be forwarded to the DSS office from the professional who diagnosed or assessed your disability. Typically, you will have to sign a release of information before any documents are forwarded to the DSS office; **OR**
- Request that your disability verification be forwarded to the DSS office from the postsecondary institution that initially provided you with accommodations. Typically, you will have to sign a release of information before any documents are forwarded to the DSS office.

Requesting Verification of Accommodations

- Request that the postsecondary institution which initially provided you with accommodations verify in writing the types of accommodations granted. Typically, you will have to sign a release of information before verification is forwarded to the DSS office.
- At your intake meeting with a DSS staff member, discuss the types of accommodations and services that were beneficial to you at a prior postsecondary institution.

Transfer students with disabilities who have received accommodations at another postsecondary institution may not necessarily be eligible for the same services at Wallace Community College.

Dual Enrollment Students

To receive services from the DSS office, dual enrollment students with disabilities must follow DSS registration procedures outlined in this *Handbook*. This extends to students taking college classes at a high school campus or other 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 Wallace Community College.

Services for Students with Disabilities

Wallace Community College is committed to serving college students with documented disabilities. All departments across campus are available to provide a broad array of services designed to meet the needs of our students.

Disability Support Services

Disability Support Services is the central contact point for students with disabilities. Services for students with disabilities focus on providing individualized accommodations, while promoting student responsibility and self-advocacy.

Students who choose not to self-identify when they enter Wallace Community College do not forfeit their right to receive accommodations at a later date. However, the College may not provide accommodations or services for students with disabilities until students apply for accommodations through the DSS office and have made known their need for accommodations **each academic term**.

To that latter point, after the student's initial term of receiving accommodations from the DSS office, he or she will be asked to approve his or her list of accommodations via email prior to accommodation plans being sent to faculty. This requirement will ensure students' accommodations are still appropriate for and relevant to their current course schedule.

Please keep in mind that accommodations are not retroactive. In other words, students who submit a request for accommodations after the semester begins are not eligible to have accommodations retroactively applied to assignments and/or examinations issued prior to the request for and issuing of accommodations from the DSS office.

Mobility Orientation

The DSS office provides mobility orientation to Wallace Community College for students who request this particular service. Students should contact the DSS office as early as possible to make arrangements for mobility orientation to their specific campus.

Parking

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

Learning Resources Center Access and Assistance

Phillip J. Hamm and other Learning Resources Center Facilities

Learning Resources Center (LRC) staff members may be contacted during business hours to ensure access to LRC collections and services. To contact the LRC, call 334-556-2217 (Dothan Campus) or 334-687-3543, Ext. 4203 (Sparks Campus).

Tutoring Services

Although the DSS office does not offer tutoring services for students with disabilities, the staff strongly recommends taking advantage of one of the many academic assistance resources available through the College:

- The Math Lab and Writing Center are available on both campuses to assist with developmental math and English assignments. For more information, please visit the College's Web site.
- *Homework Alabama* connects Alabama students to free online homework assistance for some introductory level college courses (Math, English, sciences). Technical requirements and other information about this free service are available at the Alabama Public Library Service (APLS) Web site.
- TRiO is a federally funded program that provides academic assistance to eligible students who qualify. Reading and study skills classes, academic counseling, tutoring, and assistance with financial aid applications are provided for eligible students. Students may inquire about TRiO at 334-556-2368 (Dothan Campus) or 334-687-3543, Ext. 4271 (Sparks Campus).

Alabama Department of Rehabilitation Services (ADRS)

Alabama Department of Rehabilitation Services (ADRS) exists to enable individuals with disabilities to reach their potential. The ADRS aims for the goal of independent living. The ADRS provides necessary vocational counseling and diagnostic, medical, educational, technological, and employment services to eligible individuals with disabilities to assist them with entering into employment. The ADRS does not provide comprehensive psychological services. For more information, contact the ADRS at

1-800-275-0132, Ext. 220; 1-800-441-7607; or 334-699-8600 (in Dothan). The Web address is <http://www.rehab.alabama.gov>.

Temporary Injuries and/or Illnesses

Students with temporary injuries and/or illnesses may not be eligible for services under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA) of 1990.

Examples include, but are not limited to, ankle sprains, colds, and the flu. Students with circumstances falling into this category should contact their campus DSS office for further guidance.

How Reasonable Accommodations Are Determined

The goal of the accommodation process is determining 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. Therefore, based on the Americans with Disabilities Act, no accommodations may be issued that are deemed to fundamentally alter the nature of the course/program/exam/ assignment. (A fundamental alteration means any change to a course curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline of the course.)

Disability Support Services Coordinators determine reasonable accommodations for students, taking into consideration 1) information provided by the student on his/her application for disability support services, 2) observations made during the intake meeting between the DSS Coordinator and student, and 3) recommendations from the physician, psychologist, or other medical professional who diagnosed the student's disability. DSS Coordinators also ascertain accommodations that previously have been used in educational settings with the student, and consider student preferences for accommodations. DSS Coordinators meet individually with students to discuss accommodations. Although some individuals 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 reasonable accommodations in postsecondary education. Examples of personal services include, but are not limited to, tutoring, attendant care, transportation, and mobility assistance.

Accommodations and Services

DSS Coordinators recommend specific accommodations based on 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 or out of the classroom setting.

Testing Accommodations—Testing accommodations may include extended time, reduced-distraction testing situations, audio-recorded or orally-administered tests, alternate test formats (e.g., paper exam in lieu of computer-based), readers, and/or scribes. Testing accommodations are to be provided by faculty within each department, if possible. Students should discuss testing accommodations with their instructors as soon as accommodation plans are disseminated by the DSS office. The Testing Center staff proctors examinations for students who need to use assistive technology or whose instructor is unable to provide test proctoring. Students are obligated to comply with the Testing Center proctoring guidelines to ensure smooth delivery of services and to maintain the integrity of examinations. Those guidelines are outlined within *Appendix D* of this *Handbook*.

Alternate Formats for Assignments—In some cases, assignments may be submitted in formats other than those stated in course requirements (e.g., electronic submission instead of written essay).

Audio Recording and/or Notetakers—Students may be permitted to audio record class lectures and/or may request peer notetakers. DSS offices will assist in providing NCR (No Carbon Required) paper for notetakers and/or arranging for peer note takers. Audio recorders may also be provided by the DSS office. All loaned equipment must be returned at the end of each term.

Academic Classroom Aids—In some cases, students may be permitted to use calculators, word processors, spelling and grammar checkers, and adaptive equipment to complete in-class and out-of-class work and activities.

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

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

The Accommodation Process

To initially request academic accommodations, students are required to complete a series of steps (outlined below), preferably prior to the beginning of each term to ensure the best possible services be afforded to the student. Students who have received services from the DSS office before may request accommodations at any point during the term; however, students should keep in mind that accommodations are not retroactive. In other words, faculty members are not obligated to accommodate prior exams, assignments, or any course-related activity that occurred prior to being sent an accommodation letter from the DSS office.

Student obligations regarding the initial accommodation process are as follows:

1. Complete an Application for Disability Support Services (*Appendix A*) and return with proper documentation, as outlined in Section 4 of this manual.
2. Meet with the campus DSS Coordinator to discuss accommodation requests.

Once the campus DSS Coordinator 1) reviews the application and supporting documentation OR 2) each subsequent semester, receives an email confirmation from the student for the continuation of accommodations:

1. The DSS office will email an accommodation plan to the student's faculty members at the beginning of each term (if the accommodation request occurs before the start of the term) or upon receipt of the request for accommodations (if the accommodation request comes after the start of the term).
2. Students should notify their faculty that they are to receive accommodations and to check their email for specific details.
3. Students should discuss with the instructor of the course how accommodations will be implemented. The DSS Coordinator will be available to offer suggestions to the student and faculty member if needed.
4. If receiving testing accommodations, students should remind the instructor of the exam accommodation at least one week before scheduled exams. (Faculty are responsible for making reservations in the Testing Center for the student at least 48 hours in advance of the test date/time.)
5. Students should immediately report any problems with accommodation implementation to the DSS Coordinator.
6. **Students are responsible for requesting accommodations each term.** To that end, after the student's initial term of receiving accommodations from the DSS office, he or she will be asked to approve his or her list of accommodations via email prior to accommodation plans being sent to faculty. This requirement will ensure students' accommodations are still appropriate for and relevant to their current course schedule.

504/ADA Grievance Process for Students

Students are entitled to appeal accommodation decisions of DSS Coordinators or other Wallace Community College entities. Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to the DSS Coordinator. If the DSS Coordinator cannot provide information or suggestions that resolve issues involving disability rights issues, a meeting with the student, the faculty member (if applicable), DSS Coordinator and the Dean, Student Affairs 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 the DSS office.

The process for filing an official grievance is located in the *Wallace Community College Catalog and Student Handbook*.

Should students disagree with the outcome of the grievance process, a formal complaint with the Office for Civil Rights may be filed at the following address:

Regional Office for Civil Rights
Office for Civil Rights, Region IV
U.S. Department of Education
Atlanta, Georgia 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 postsecondary institutions. A student's responsibilities dramatically increase as he/she moves from secondary to postsecondary education. *Appendix B* illustrates differences between secondary and postsecondary obligations of students with accommodation requests.

Section

4

Verification of Disabilities

Students with disabilities who are seeking services from Wallace Community College must submit documentation to the Disability Support Services office in order to verify their eligibility for services under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act of 1990. 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 for documentation correspond with federal guidelines and Wallace Community College policies and have been extracted from the Association on Higher Education and Disability's (AHEAD) website.

These guidelines are designed to ensure that documentation of disabilities verifies eligibility and to support requests for accommodations.

Comprehensive Documentation

In sum, comprehensive documentation must verify the nature and extent of the disability and clearly address the need for the student's specific accommodation requests. Students requesting accommodations for the manifestations of multiple disabilities should provide evidence of all such conditions. All reports should be on the medical professional's letterhead, typed, dated, signed, and legible.

Specific accommodations are required when *necessary* to enable the student to access his or her education. (*Cf. PGA Tour v. Martin*, 532 U.S. 661 (2001)). It is not uncommon for evaluators to recommend a range of accommodations and services for a particular student. The postsecondary provider will need to sort through these recommendations with the student to determine what accommodations are indeed necessary and permitted at the postsecondary level, to avoid issuing accommodations that could substantially alter a program's standards.

Per the Office of Civil Rights, school plans such as an Individualized 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.

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 Community 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 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.

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 (but may not be limited to):

- Clearly stated diagnosis
- Defined levels of functioning and any limitations
- Current treatment and medication
- Current letter/report dated and signed

Psychological Disorder

A letter or report from a mental health professional (psychologist, neuropsychologist, psychiatrist, licensed professional counselor) including (but may not be limited to):

- Clearly stated diagnosis (DSM-V criteria)
- Defined levels of functioning and any limitations
- Supporting documentation (i.e. test data, history, observation, etc.)
- Current treatment and medication
- Current letter/report 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 (but may not be limited to):

- Assessment of cognitive abilities, including processing speed and memory
- Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
- Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)

- Current treatment and medication
- Current letter/report (post-rehabilitation and preferably within 1 year), dated and signed

Learning Disability (LD)

A comprehensive psychological evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician that should include (but may not be limited to):

- Clear statement of presenting problem; diagnostic interview
- Educational history documenting the impact of the learning disability
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusion, preferably including at least:
 - WAIS- IV (b) WIAT-III or the Woodcock-Johnson Psycho-Educational Battery- III, including Written Language; and (c) Woodcock-Johnson Cognitive Processing Battery normed on adults to substantiate any processing problems
- Clearly stated diagnosis of a learning disability based upon DSM-V criteria
- Defined levels of functioning and any limitations, supported by evaluation data
- Current report (preferably within 5 years of enrollment date), dated and signed

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

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

A comprehensive psychological evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist that should include (but may not be limited to):

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

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

Rationale for Recommended Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) should describe the impact, if any, of the diagnosed impairment on a specific major life activity. The diagnostic report should include specific recommendations for accommodations that are reasonable, with the understanding that the postsecondary institution is vested with the sole authority for determining what is reasonable. When possible, a detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation (recommended to be within past 5 years) should validate the need for services based on the individual's present level of functioning in the educational setting.

The documentation should include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether these previous accommodations improved access to the targeted activity.

Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with the Disability Support Services Coordinator working in collaboration with the student with the disability. If accommodations are not clearly identified in the provided documentation, DSS Coordinators may seek clarification and, if necessary, additional information.

It is the responsibility of a student who wishes to receive academic accommodations at the College to provide comprehensive and current documentation that meets the guidelines noted above.

Confidentiality of Disability Verification Documents

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of educational records containing personally identifiable information pertaining to students, including students with disabilities. The U.S. Department of Education has ruled that evaluative information pertaining to a student, including medical and psychological reports authored by third parties, constitute “educational records” governed by FERPA. (*University of North Alabama*, 104 LRP 58746 (FPCO 2004)). In general, information contained in such records may not be released absent consent of the student. However, there are a number of important exceptions that permit disclosure without such consent, including when a health and safety emergency exists or when disclosure to a “school official” is justified for educational reasons. See 34 C.F.R. §§99.31(a)(1) and (10).

Disability Support Services staff members are committed to ensuring that disability-related information is carefully safeguarded. Even when information contained in an educational record may be released, providers limit disclosure to information that is essential to meet the inquiry. For example, DSS staff members do not share actual copies of evaluations with faculty unless they may be serving on some committee where such documentation is necessary in carrying out the committee’s function (e.g., readmission committee).

Additionally, the DSS office will not release any written or verbal information about a student who has applied for disability support services without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization form (*Appendix C*), which must be completed and returned to the DSS office on either campus.

Disability Support Services Policies

The following policies apply to Disability Support Services operations. Students receiving services through the DSS office should be familiar with those policies that apply to their particular requests. The DSS office may periodically change, alter, or modify policy, and will be sure to communicate those changes to students who have applied for or are receiving disability support services.

Audio Recording Policy

Students who are eligible to audio record class lectures must agree to the following terms for Disability Support Services to implement this accommodation:

- Students will not copy or share recordings from any of their classes with other students.
- Students will not copy or share these recordings with non-students.
- Students will not divulge the contents of recordings from any of their classes with agencies, representatives of organizations, the media, or any entity other than themselves.

Failure to abide by the audio recording policy may result in a charge of academic misconduct.

Following the term, if a student has been loaned a recorder from the DSS office, students will erase recordings from all of their classes and return recorders to the DSS office.

Class Absences of Students with Disabilities

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

At the time that the DSS office sends the instructor an accommodation letter, 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.

An instructor should announce attendance/makeup policies on the first day of class and include this same information on the course syllabus. If an instructor intends to disallow or restrict absences, the instructor might choose to use wording similar to this: “Your presence is fundamental

to meeting the objectives of this course. Consequently, you will be allowed (0, 1, 2....) excused absences and will be allowed to make up (0, 1, 2...) missed quizzes/exams.”

Should absences occur, the student has an obligation to maintain open lines of communication with his or her faculty, discussing the student’s situation, the student’s current level of success in meeting course requirements, and how the student can meet those requirements (if possible) during the remainder of the semester.

While the student and the instructor will likely be able to resolve any issues through their own discussions, DSS Coordinators will be available to both the student and the instructor for addressing any questions or concerns.

Please note that the DSS Attendance Policy does not exempt the student from completing all requirements of the course within the specified timeframe; rather, it serves to make the faculty aware of potential absences that may be incurred by the student.

Sign Language Interpreter Policy

The Goal of Disability Support Services in Interpreting Services

The goal of Disability Support 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 students. The DSS office will serve in a mediator capacity to ensure that 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 Americans with Disabilities Act (ADA).

Role of the Interpreter

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 students. Interpreters will use their voice to communicate sign language to hearing students. 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 DSS office of their communication needs and preferences as early as possible to ensure appropriate accommodations. As such, to ensure the highest quality of interpreting services, it is recommended that requests for interpreter services be submitted 6 weeks prior to the beginning of the term. We also recommend this request be accompanied by a copy of the student's class schedule. The DSS office will work diligently to ensure students are accommodated with an in-person interpreter in the classroom, but virtual interpreters and/or CART services may also be provided to students, if necessary.

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

Students who experience problems with interpreting services should contact the DSS office as soon as possible to a resolution can be reached.

Notetaker Announcement

Notetakers are provided to students who have documentation that substantiates a need for notetaker services. Instructors will announce the need for a notetaker and try to identify someone who is suitable. If no student volunteers to serve in this capacity, the campus DSS Coordinator will reach out to the class and solicit assistance. Upon identifying a notetaker, the instructor should work with the student volunteer to make copies of his/her notes, then send separately to the accommodated student. At no time should the accommodated student and notetaker be introduced to each other in a manner that will violate the confidentiality of the accommodation process. The DSS office is also available to facilitate this process if faculty feel uncomfortable soliciting a notetaker in front of the class.

Reader Services Policy

Readers are offered to students who are eligible for reader services. Typically, readers are secured for texts that are unavailable through the College's eBook vendor or are too difficult to scan. The Disability Support Services office is not responsible for compensating unapproved readers.

Role of a Reader

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 instructor for clarifications.

Exam Proctoring Policy

Role of Exam Proctoring at Disability Support Services

- Testing Center staff proctor exams for students who need to use assistive technology to access and respond to test content. Testing Center staff will also proctor exams for instructors who do not have the ability to conduct proctoring with testing accommodations in place.
- Students who do not need assistive technology should attempt working out exam accommodation requests with their instructor. If an agreement is not achieved, Testing Center staff will be happy to proctor the exam.

Rules of Exam Proctoring for Students

- The DSS office is NOT responsible for ensuring that student exams are delivered to the Testing Center; this falls upon the faculty member to handle. It is recommended that students remind faculty of their need for testing accommodations at least 48 hours prior to an exam, unless the instructor has already informed the student of the time/day the exam will be administered.
- The DSS office cannot grant extensions for exam completion beyond requested accommodations. Students should consult with their instructor regarding extensions.
- Instructors have a right to establish exam parameters, such as the day and time students are to take exams. The DSS office will only ask for adjustments when a scheduled exam interferes with DSS or Testing Center operations.
- Students will not be allowed to leave the testing area for any reason once an exam has begun, unless such student is eligible for an accommodation that allows for movement or restroom breaks.
- Students are not allowed to take books, book bags, notes, or any class-related material into a testing area unless the student has expressed written permission from the instructor as indicated on the Test Proctoring Reservation notice or the DSS office as articulated on the student's accommodation form.
- Students are not allowed to consult with tutors or office personnel about exam questions. To do so constitutes academic misconduct, unless a student has expressed written permission from the instructor as indicated on the Test Proctoring Reservation notice.
- Students who are eligible for a reduced-distraction test environment will be given an opportunity to test in a private room in the Testing Center if space is available. In some situations, students may be tested in an open computer lab with a greatly-reduced number of students on hand. Please remember that a reduced- distraction test environment is not defined as "private test room" or "distraction-free environment." Reduced distraction means fewer disruptions. No environment is 100% free of distractions.

- Specific Testing Center policies are outlined within *Appendix D* of this handbook. These policies must be read, signed, and returned to the Testing Center staff before testing accommodations will be implemented.

Animals on Campus

Service Animals

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted on the College campuses and in its facilities. It is strongly recommended students register their animals with the DSS office. 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 function. 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 DSS office.

A service animal may be banned from campus if the animal continues to pose a direct threat to the health or safety of others, is deemed out of control and the student fails to take appropriate action to remedy the situation, is not housebroken, or otherwise causes substantial property damage to the property of the institution or others. Additionally, students are financially responsible for any damages caused by their service animal.

Comfort /Emotional Support Animals

Comfort/emotional support animals are not covered under the Americans with Disabilities Act (ADA), and as such, are not permitted on the College campus and in its facilities.

Review of Personal Records Policy

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 who desire to see their file should make a request to the Disability Support Services office.
3. A request to review a file will be honored within 45 days, the period specified by FERPA. Typically, DSS Coordinators will be able to schedule a review session within 10 business days.
4. An appropriate DSS staff member will be present when a student reviews his or 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 photocopy the contents of their file; however, students are allowed to make notations.

Calculator Policy

The use of a calculator may be considered a reasonable accommodation when basic calculations (i.e., addition, subtraction, multiplication, and/or division) are not being tested. This is to include, but is not limited to, calculations involving integers and decimals. Furthermore, only a basic, 4-function calculator may be utilized as part of the accommodation process through the DSS office.

Memory Aid Policy

A memory aid aims to cue a student's memory of complex multi-step terms, formulas, prerequisite knowledge or concepts that are not a part of common knowledge and would be difficult to recall in a timed setting. A memory aid *should not fundamentally alter course or exam requirements*, but rather support a student to demonstrate their knowledge of course material without taxing already compromised memory function. **The eligibility for memory aids as an accommodation is made by Disability Support Services personnel. The structure of the memory aid and whether individual components of it compromise the intent or integrity of the exam is made by the instructor.**

Memory aids provide help to students with documented deficits in rote memory, sequencing memory, working memory, and/or long-term memory to recall information that would otherwise be inaccessible to them in a testing situation.

A memory aid is typically an index card used during an exam—that is **preapproved by the instructor**—and may contain:

- Diagrams, mind maps, general formulas, acronyms, pictures, etc.
- May be organized chronologically, or by module or chapter

The memory aid should only make sense to the person who created it and should include only the information the student cannot remember.

A proper memory aid will not be useful to the student unless the student knows and understands how to use the information it refers to. If the student doesn't understand the course material, a proper memory aid will not help.

A memory aid is not meant to record all the facts, concepts or processes being tested. **A memory aid shall not:**

- Include specific examples of how formulas are used
- Include complete terms and definitions

- Be full course notes, answer sheets, open textbooks, PowerPoint slides, or a substitute for studying

Student's Responsibilities

- Student provides appropriate documentation of a disability to Disability Support Services.
- Student discusses impact of their disability with a DSS compliance officer.
 - If deemed appropriate, use of memory aids is added to the student's accommodation plan.
- Student schedules a time to meet with the instructor to discuss use of a memory aid prior to each exam they would like to use the accommodation, and discusses possible permissible information the memory prompt may include for that particular exam. **This meeting should occur at least 72 hours prior to the exam date/time.**
- Student drafts their memory prompt and **submits to their instructor for approval at least 48 hours** prior to the exam.
- Student will reformulate memory prompt if instructor does not approve, or if approved, student will follow procedures for use of memory aid when testing in the WCC Testing Center or through online proctors (such as ProctorU).

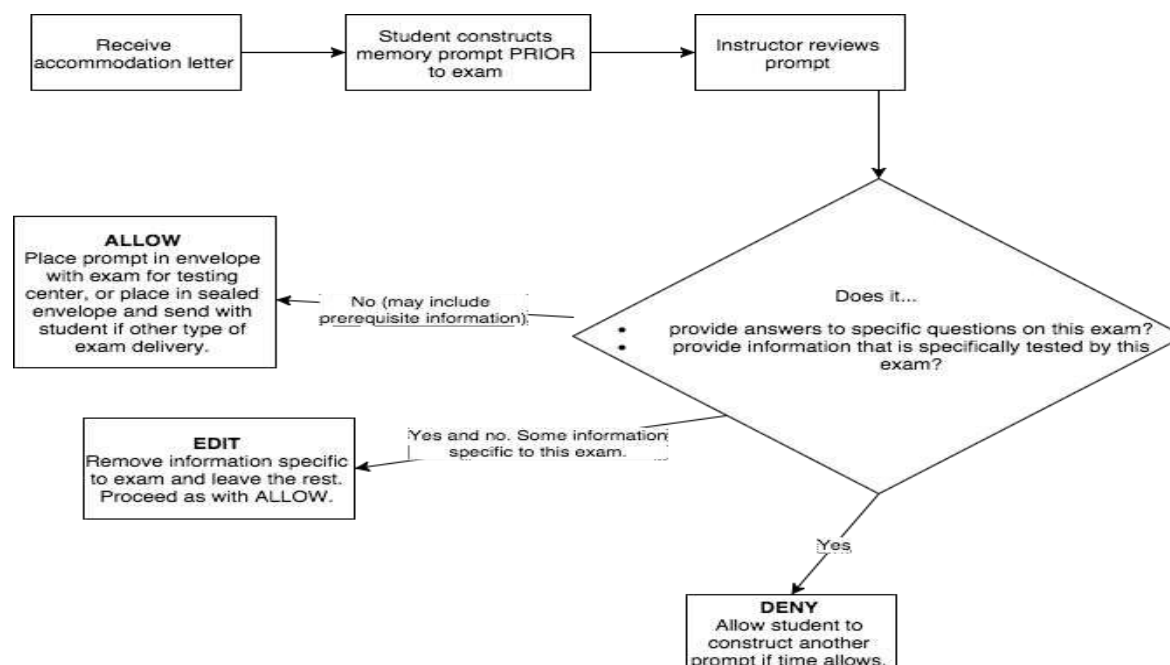
Instructor's Responsibilities

- Instructor meets with student during scheduled appointment to discuss appropriateness of a memory prompt for a particular exam; **a memory prompt may not be appropriate depending on the nature of the exam.** If memory prompt is appropriate for the situation, determine possible permissible information and a deadline for submitting the memory prompt for approval.
- Instructor will review the submitted memory prompt prior to the student taking the exam and provide feedback for correction until they feel they can approve use of the memory prompt.
- Once memory prompt is approved, the instructor will follow the flow chart (next page) guidelines for providing memory prompt to the DSS office if student is taking the exam in the Testing Center.
 - If the student is taking an exam with an online proctor, the instructor will provide instructions to the students on how to show approved memory aids to online proctor.
- Instructor will maintain the essential standards and learning outcomes of course exams and quizzes.
- Instructor will contact DSS immediately with any questions or concerns.

Disability Support Services Responsibilities

- DSS discusses accommodation needs with the student and reviews student's documentation.
- DSS sends student accommodation plan to faculty.
- DSS will consult on appropriateness of memory aids for a specific exam as needed.
- DSS will address student/faculty questions and concerns regarding accommodations.

Flow Chart for Memory Aid approval



Release of Information Policy

The DSS office will not release any written or verbal information about a student receiving disability support services without expressed written consent of the student. This consent will come in the form of the Student Information Release Authorization form (*Appendix C*), which must be completed and returned to the appropriate DSS office.

Please note that students are not required to sign a release of information form to receive reasonable accommodations from the DSS office.

APPENDIX A
Application for Disability Support Services

DATE SUBMITTED TO DSS OFFICE: _____

Name: _____ Student ID #: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Primary Phone: (____) _____ Alternate Phone: (____) _____

Student email address*: _____

Program of Study: _____

Explain your disability and how it impacts your level of functioning in the academic classroom:

What accommodations are you requesting**? _____

DSS Staff will communicate with you predominately through your student e-mail, so please be in the practice of checking it often.

** A history of accommodations in itself does not warrant the provision of similar accommodations at Wallace Community College.**

*****Please review pages 12-14 of the *DSS Handbook* for disability documentation from your medical professional that must be submitted with this application.**

****Once you make application for services and provide the appropriate documentation, the DSS Coordinator will review your paperwork with you and inform you of the accommodations you may receive.****

APPENDIX B

Differences between High School and Postsecondary Accommodation Processes		
Area	High School	College
Applicable Laws	I.D.E.A (Individuals with Disabilities Education Act) Section 504, Rehabilitation Act of 1973 Section 504, Rehabilitation Act of 1973, ADA (Americans with Disabilities Act of 1990, Title 11) ADAAA (American with Disabilities Act Amendment Act of 2008)	Section 504, Rehabilitation Act of 1973, ADA (Americans with Disabilities Act of 1990, Title 11) ADAAA (American with Disabilities Act Amendment Act of 2008)
Required Documentation	I.E.P. (Individual Education Plan); 504 Plan; School provides evaluation at no cost to student. School conducts evaluations at prescribed intervals	Varies depending on the disability; <u>high school I.E.P. and 504 are generally not sufficient</u>; must include the testing on which the accommodations are based. Student must get evaluation at own expense and student must provide approved documentation, preferably no more than three (3) years old. See Section 4 for detailed information.
Identification of Disability	Student is identified by the school and is supported by parents and teachers. Primary responsibility for arranging accommodations belongs to the school.	Student must self-identify to the office responsible for Disability Services. Primary responsibility for self-advocacy and arranging accommodations belongs to the student, and student must request accommodations each semester.
Parental Role	Parent has access to student records and can participate in the accommodation process. Parent advocates for the student.	Parent does not have access to student records without student's written consent; student must initiate and complete. 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 and homework. 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.
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 Difference	I.D.E.A. is about Success. High School is mandatory and free.	A.D.A. is about Equal Access. Postsecondary is voluntary and the student is responsible for the cost.

* = required field

Some content may be updated based on selection



Wallace Community College

Student Disclosure - FERPA Authorization & Directory Information

First Name:

Last Name:

School Email Address:

Student ID:

The **Family Educational Rights and Privacy Act of 1974 (FERPA)** affords eligible students (who are 18 years of age or older or who attend a postsecondary institution) certain rights with respect to their education records. Students may choose to complete and submit this form allowing the release of their education records to specified third parties. Please note that while this form authorizes Wallace Community College to release education records to third parties, it does not obligate Wallace Community College to do so. Wallace Community College reserves the right to review and respond to requests for release of education records on a case-by-case basis.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure.

Wallace Community College considers a student's name, address, telephone listing, date of birth, participation in officially recognized activities and sports, major field of study, weight and height of a member of an athletic team, dates of attendance, most recent educational institution attended, photographs, enrollment status, and e-mail address as **directory information** and available for disclosure without a student's written consent. Additional information defined as **directory information** may also be released in accordance with state and federal requirements without a student's written consent.

Normal operational procedure is that directory information can be released at the discretion of Wallace Community College, while non-directory information (such as schedule, grades, and GPA) can only be released if students provide signed permission.

Every student has the right to request non-disclosure of directory information. By withholding directory information, you are requesting non-disclosure status for all of your academic records, directory and non-directory. Carefully consider the consequences of any decision to withhold all information. A non-disclosure request by you will result in denial of all information by non-institutional persons and organizations. Students who choose to restrict directory information should realize their names will not appear in the college publications (such as the commencement program, dean's and president's lists) unless they provide signed permission. Staff and faculty cannot even acknowledge the fact that you are or were a student at Wallace Community College for any inquiry unless mandated by law according to FERPA guidelines. An example of a mandate would be a subpoena by a court having jurisdiction.

Select an option or options below.

☒ FERPA Release

☐ Withhold or Release Directory Information

FERPA Authorization Information

I authorize Wallace Community College to release information within my education records for review to the third-party/parties listed below.

First Name: *

Relationship: *

Last Name: *

Address: *

City: *

State: *

Zip: *

Do you want to add another party? ☐ Yes

☐ No

Acknowledgment

I understand that I have the right not to consent to the release of my education records and that I have the right to revoke this consent at any time by delivering a written revocation to the Office of Admissions and Records at Wallace Community College.

*

Signature: _____

Date: _____

APPENDIX D
Testing Center Policies

- 1) The Testing Center is not to be used for studying.
 - a) The Computer Lab inside the Advising Center has computers and tables that may be utilized for this purpose.
- 2) The Testing Center printer is not available for printing classroom materials.
 - a) The Computer Lab inside the Advising Center has computers and a printer that may be utilized for this purpose.
- 3) If a student is unable to take his/her exam, the student must immediately depart the Testing Center and log into a computer in the Advising Center Computer Lab, then email the instructor to arrange for a make-up exam date/time.
- 4) Once a student receives his/her test, he/she may not leave the Testing Center without completing the test (unless pre-approved accommodations have been issued giving the student permission to leave the room as needed).
 - a) If a student goes to the restroom during his/her test, he/she must return the test to the authorized proctor on site before leaving the Testing Center.
 - b) Students are not allowed to take their cell phone or any personal items out of the Testing Center until they have completed their test.
- 5) All exam sessions are monitored and may be recorded.
- 6) Testing Center staff is authorized to dismiss a student from an exam session for violation of any Testing Center policies, for misconduct, or for any perceived forms of academic dishonesty/cheating.

By signing this form, I agree to comply with the Testing Center Policies, as expressed above.

Name

Student ID number

Date