



**CENTRAL
TEXAS
COLLEGE®**

DISABILITIES SUPPORT SERVICES

STUDENT PROCEDURES
MANUAL

09/2024

This manual supersedes any other publications and manuals.

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Central Texas College
Disability Support Services
Student Procedures Manual

TITLE PAGE

GENERAL INFORMATION

Central Texas College
Disability Support Services: Building 215, Room 111
PO Box 1800
6200 West Central Texas Expressway Killeen, Texas
76540-1800

800-792-3348 ext. 1195 or (254) 526-1195

Fax# (254) 526-1700

Email: DSS@ctcd.edu

Website: www.ctcd.edu/disability-support

The Disability Support Services (DSS) Office is a part of the Student Success and Persistence Department at Central Texas College. While we strive to include the most up-to-date information in this publication, please know that this may not always be possible as Federal and State legislation changes, court decisions are rendered, and as internal Central Texas College (CTC) policies, rules and procedures are modified. Please contact the Disability Support Services Office if you have any questions at 800-792-3348 ext. 1195 or (254) 526-1195.

Central Texas College
Disability Support Services
Student Procedures
Manual

CENTRAL TEXAS COLLEGE DISTRICT

CENTRAL TEXAS COLLEGE STATEMENT OF PURPOSE

INTRODUCTION

The Central Texas College Statement of Purpose defines the mission, values, strategic planning, and goals and objectives of (CTC). This document serves as the guide for institutional programs, services, and processes; provides direction for the institution and the framework for expected educational results; and specifies the criteria upon which the planning and evaluation processes demonstrate that CTC fulfills its mission, vision and values. Further, the effectiveness of the institution is demonstrated through accomplishment of the goals and objectives described in this Statement of Purpose, which is intended as the basis for CTC's budgeting process.

This Statement of Purpose has been revised based upon extensive internal and external analyses conducted during the strategic planning process; incorporates all requirements of the accrediting bodies, the Texas Education Code; and the Legislative Appropriations Request; and forms the basis for all institutional programs, services, and processes.

INSTITUTIONAL PURPOSE

Central Texas College is a two-year, open admissions institution which provides educational opportunities to students locally, nationally and internationally. The primary purpose of CTC, as set forth in Section 130.003 of the Texas Education Code, is to provide:

- technical programs up to two years in length leading to associate degrees and/or certificates;
- vocational programs leading directly to employment and/or advancement in semi-skilled and skilled operations;
- courses in the core curriculum or a field of study curriculum;
- continuing adult education programs for occupational or cultural upgrading;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;

- workforce development programs designed to meet local and statewide needs;
- adult literacy and other basic skills programs for adults;
- such other purposes as may be prescribed by the coordinating board or local governing boards in the best interest of post-secondary education in this state

A. Strategic Planning:

Central Texas College has established a standing Research Committee that has the responsibilities to revise a strategic plan and periodically review the institution's mission and purpose statements. The committee has developed a vision statement and has established broad goals that center on instruction, research, public service and institutional support and ancillary operations. Specific objectives that are measurable have been developed for all institutional goals. The committee has been assigned the responsibility to annually assess the institution's progress on meeting the goals and objectives. Results of the assessment are used to develop strategies to be implemented by the departments and units. During the annual budget process, resources are identified and committed in order to implement the strategies. Copies of the current Strategic Planning documents are available in the Office of Institutional Effectiveness (IE), on the IE web page, and in the Oveta Culp Hobby Memorial Library on the Central Campus.

B. Our Mission:

Central Texas College provides accessible, equitable and quality educational opportunities that promote student success, completion and employability.

C. Vision:

Central Texas College's vision is to be a leader in providing innovative academic, technical, continuing, and adult education to our diverse worldwide community to meet student and workforce needs.

D. Values:

Central Texas College, in meeting the educational goals and needs of students, is committed to:

- Belief in the worth and dignity of the individual
- Inclusive learning and work environments
- Excellence in all aspects of operations
- Highest standards of ethical professional practice
- Accountability and responsibility in the stewardship of public trust and resources

DISABILITY SUPPORT SERVICES
STATEMENT OF PURPOSE

Many of the students at CTC have an identified disability. Students with disabilities seek educational programs at this institution as a result of our commitment to:

- Provide all students with a first rate education
- Provide quality services
- Make all Programs and Activities reasonably accessible to all students
- Help break down potential barriers to the educational experience.

At Central Texas College, the goal of DSS is to provide reasonable accommodations and services to students with disabilities, while maintaining compliance with current requirements in with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amended Act (ADA)* in order to ensure that no student who is a qualified individual with a disability is:

- a) Unreasonably excluded from participation in or denied the benefits of services, programs, or activities at this institution
- b) Subjected to discrimination by the college or its personnel.

We are a place where students with disabilities can register and receive reasonable accommodations based on ADA and Section 504.

To accomplish our mission, the DSS at CTC will always strive to:

1. Provide high quality and professional services for qualified individuals in an ethical and professional manner and in the least restrictive environment possible.
2. Advocate for the student, and strive for the removal of attitudinal and physical barriers to assure full campus-wide accessibility.
3. Coordinate DSS services with faculty and staff, as well as the institution at large.

*All references to the Americans with Disabilities Act or the ADA include the Americans with Disabilities Act and all its amendments.

Public Notice of Federal Regulations

In accordance with federal and state laws relating to Affirmative Action/Equal Opportunity, Anti-Harassment and Discrimination, American with Disabilities Act and Title IX regulations, CTC is committed to the following policies and procedures:

- Central Texas College is an equal opportunity, affirmative action institution. We are unequivocally committed to a policy of equal access and equal opportunity practices, admissions, educational programs and all other college activities.

Accordingly, it is the policy of CTC to maintain an academic environment free of discrimination and harassment in accordance with all applicable federal, state and local statutes and regulations.

CTC is committed to providing an education climate that is conducive to the personal and professional development of each individual.

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides equal access to all programs and services. **If you have a documented disability, please contact the Disability Support Services Office at (254) 526-1195, in Building 215, Room 111.**

Therefore, students should be aware of the following:

CTC does not discriminate on the basis of race, color, religion, national origin, age, disability or the basis of sex, or veteran status of individuals or any other protected class.

CTC also strives to protect the rights and privileges and to enhance the self-esteem of all its members.

If you believe you have experienced harassment or discrimination, contact the appropriate office. Students should contact the Director of Student Life at (254) 526-1258 or Director of Disability Support Services at (254) 526-1291 on the main campus.

The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973 and American Disabilities Act Amended is the Director of Disability Support Services at (254) 526-1291 on main campus. The designated coordinator for campus facilities (buildings/parking, etc) is Director of Facilities Management at (254) 526-1365.

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs, including career/technical programs, early college high school, dual credit, STEM programs, college affiliated clubs/organizations, and college sponsored activities.

There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Rehabilitation Act:

Title V of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity by an entity or institution receiving federal funds. Section 504 (as amended) states:

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity by any institution receiving federal financial assistance.

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or provision of services for students with disabilities. Students with documented disabilities may request reasonable accommodations and/or auxiliary aids from CTC's Disability Support Services Office, to assist them to participate in and benefit from post-secondary educational programs and activities. Post-secondary institutions must make reasonable and necessary changes to ensure that academic and other programs are accessible to students with disabilities. (Section 504: The Law and its Impact on Post-Secondary Education.)

The American with Disability Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. The Act defines a disability as “student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks”.

ADA extends civil rights protection for people with disabilities to services and activities in the private sector. It also upholds, clarifies, and extends the standards for compliance set forth in Section 504 in areas of a) employment and promotion practices, b) transportation, c) public accommodations, d) services provided by state and local government, and e) telecommunications. The ADA affects post-secondary education by refocusing attention on disability access to the institution's facilities and programs.

The goal of the ADA is to remove the barriers that deny individuals with disabilities an equal opportunity to share in and contribute in American life. Don't feel shy about asking for compliance by contacting CTC's DSS department if you have experienced or are concerned you may experience challenges to reasonable access to any program or activity because of your disability.

Equal Access

All students with disabilities have the right to equal access of information that is presented to them. Equal access also includes the students' right to not pay attention in class, forget assignments, forget test dates, fail courses and to miss class. Students with disabilities should not expect to be granted advantages that other students do not have.

Likewise, the ADA does not require that students with disabilities must take an accommodation. The ADA states in part that "Nothing in this part shall be construed to require an individual with a disability to accept an accommodation, aid, service, opportunity, or benefit provided under the ADA or this part which such individual chooses not to accept."

Instructor's Notification of Disability

In order to receive any accommodation as a student at CTC, the student is required to self-identify to DSS and request an accommodation in advance of the need for the accommodation. Accommodations are not given retroactively. Accommodations are only authorized by CTC's DSS Department and are not given by instructors or other administrative personnel. You may contact CTC DSS Department at (254) 526-1195 for further information or to set up an appointment.

Students are responsible for supplying the appropriate disability documentation to the DSS Coordinator PRIOR to the implementation of any accommodations. Students are responsible for discussing all accommodation related questions with a DSS Coordinator. The student is to submit his/her accommodation request by completing the required Accommodations Request Form found in eRetrieve. Accommodation Forms/Letters will be emailed to the student's CTC email address and a copy will also be emailed to the instructors. The Accommodation Form will list all approved accommodations to be given by the instructor(s) to the student. It is the responsibility of the student to ensure the instructor(s) has received a copy of his/her Accommodation Form from the DSS Coordinator and it is also the student's responsibility to communicate to instructors how approved accommodations will be utilized/implemented.

We encourage students and faculty to be informed about their rights and responsibilities. For updates and/or changes to this handbook, visit the Disability Support Services (DSS) website at www.ctcd.edu/disability-support. Students with a disability are also encouraged to visit the Disability Support Services office for more information. Office is located in Building 215, Room 111.

The federal Office of Civil Rights has concluded that “it stands to reason that if the student objects to, refuses offers of accommodations, or denies the need for accommodations, the institution is not obligated to act on parent’s assertions of student’s needs (Northwestern Michigan College No. 15-02-2047 OCR 02/10/2003). OCR has ruled that students are to initiate the process, be active participants in the accommodation process and have direct interaction/contact with the DSS Coordinator.

It is the student’s right and responsibility to disclose a disability to the college's DSS office if accommodations are needed. Instructors or other CTC personnel may recommend that the student explore accommodations provided by DSS, however it is solely the student’s responsibility to contact DSS and follow through with the request for accommodations. Students are encouraged to discuss the disability with a coordinator in the DSS office if they wish to request accommodations. DSS adheres to all privacy and confidentiality laws pertaining to a student's disability.

IMPORTANT NOTE (Academic Adjustments):

In accordance with federal disability laws/guidelines, in providing an academic adjustment, postsecondary schools are **NOT** required to lower or substantially modify essential requirements. For example, although CTC may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Approved accommodations/academic adjustments for CTC classes and programs are dependent upon the student's documented disability. Common accommodations/academic adjustments may include any of the following: extra time on tests and/or assignments, reduced distraction testing area, test reader, test scribe, alternative format for textbooks, enlarged print, braille, note takers, sign language interpreters, scanner pens, modification to testing format, captioning services, course substitution, etc.

INFORMATION TO PARENTS AND THRID PARTIES AND FERPA RELEASES

Students that are in the process of transitioning to college from high school and currently enrolling into CTC are welcome to have parents accompany them to the DSS office meetings with the coordinator for general information and registration with the DSS office only.

Parents may only request basic office information about the policies and procedures regarding the process of how students may request accommodations for their college courses. **Parents may NOT request accommodations and/or services on behalf of their son and/or daughter. The student must submit the appropriate documentation of disability and request accommodations.** (Brown Mackie College, and Texas Southern University No. 06-02-2078 OCR 12/06/2002).

Once the student has started college coursework (first day of class), parents may not attend any meetings between the student and coordinator unless a valid Power of Attorney (POA) for educational purposes or court appointed/ approved guardianship documentation has been provided to the DSS office. The basis for this policy is the existing FERPA (Family and Education Rights Privacy Act) regulations and Office of Civil Rights (OCR) decisions involving colleges across the country.

The legal documentation will be copied and forwarded to the college's legal counsel for review and proper legal guidance to the DSS coordinator for release of student information in regards to the federal FERPA. The review process will take at least 5 to 7 business days. Once the POA has been approved by legal counsel, the parents will be welcome to attend meetings with the student.

FERPA regulations (34 CFR 99.3) define disclosure as meaning “to permit access or release, transfer, or other communication of personally identifiable information contained in the education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record”.

Before a college may disclose any information it must first have written consent by the student authorizing types of disclosure. (34 CFR 99.30(b)).

Under FERPA regulations, a written consent only permits a college to provide some information, it does not require action on the part of the DSS office or college (Brown Mackie College, OCR ruling). These written consents do not entitle parents to actively participate in the DSS office process on behalf of their son and/or daughter.

Central Texas College is **NOT** obligated to write accommodations when the student has not requested accommodations from the DSS office.

OCR (Office of Civil Rights) has concluded that “it stands to reason that if the student objects to, refuses offers of accommodations, or denies the need for accommodations, the institution is not obligated to act on parent’s assertions of students needs (Northwestern Michigan College No. 15-02-2047 OCR 02/10/2003).

***OCR has ruled that students should initiate the process, be active participants in the accommodation process and have direct interaction/contact with the DSS Coordinator.**

COMPARISON OF IDEA, SECTION 504, AND ADA

| | IDEA * | SECTION 504 | ADAAA |
|----------------------------------|--|--|--|
| Law Requirement | Provides a free, appropriate, public education in the least restrictive environment. Grades K-12 only | Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities accessibility to the programs to the greatest extent possible | Extends coverage of Section 504 to employment, public and private educational institutions, transportation providers, and telecommunications |
| Definitions | Specific disability categories are defined in the law; covers students with educational needs and require specialized trained teachers | Defines persons with disabilities who: have a physical or mental impairment which limits one or more major life activity; has a record of such an impairment or are regarded as having an impairment | Definition of disability is same as 504 and extends coverage to people who have certain medical conditions |
| Who is covered | Students with educational disabilities ages 3-21 or until graduation that require special education (grade 12) | All persons with a disability from discrimination in educational setting BASED solely on disability | All persons with a disability from discrimination in educational setting BASED solely on disability |
| Services Provided | Services that are remedial in addition to services available to all students | Eliminates barriers that would prevent student from full participation in any program/service offered | Eliminates barriers that would prevent student from full participation in any program/service offered |
| Funding | Schools receive federal funding to provide remedial services | Requires schools do not discriminate based on disability and provide reasonable accommodations, BUT schools receive no financial support | Requires schools do not discriminate based on disability and provide reasonable accommodations BUT schools receive no financial support |
| Evaluation/ Documentation | School district is responsible for identifying and evaluating students with disabilities | Same for elementary and secondary schools. College level it is the student's | Students must self-identify as having a disability by providing documentation as |

| | | | |
|--------------------------------|--|--|--|
| | <p>Evaluations are responsibility of school at no expense to the parent or student.</p> <p>Parents must consent to evaluations and placement decisions</p> | <p>responsibility to disclose disability. Same for elementary and secondary schools. College level it is the student's responsibility</p> <p>Same for elementary and secondary schools. College level it is the student's responsibility</p> | <p>outlined by the college.</p> <p>Evaluations of a disability are the responsibility of the student (any expenses related to testing is the responsibility of the student)</p> <p>Student has the responsibility for advocacy and requesting accommodations</p> |
| IEP/ Accommodation | <p>Individual Education Plan developed with teachers, parents and other specialists involved with student</p> | <p>504 plan developed with parents, teachers, school personnel involved (Only for elementary/secondary students)</p> <p>Accommodation memorandum is developed with student and the Office of Disabilities on campus if disability is established. (Colleges)</p> | <p>Accommodation memorandum is developed for the student by the DSS Coordinator</p> <p>AFTER the student has registered for classes and AFTER the student has completed the required</p> <p>Online Accommodation Request Form located on the DSS Website</p> |
| Classroom Placement | <p>Must be in the least restrictive environment, possible special classrooms, resource or regular classrooms. (pk – 12 grades)</p> | <p>Regular classroom with support services to eliminate barriers. (elementary, secondary, and college)</p> | <p>Courses are regular classroom environment with accommodations provided to students who qualify under ADA</p> |

* **IDEA** law is the legislation that governs students in elementary, middle and secondary schools. This law ends special education services when a student graduates from high school or the student turns the age of 22.

STUDENT, DSS OFFICE AND COLLEGE RESPONSIBILITIES

| Student Responsibilities | DSS Responsibilities | CTC Responsibilities |
|---|--|--|
| <p>Self-identify their disability to the DSS</p> <p>Obtain required documentation and provide it to DSS</p> <p>Request accommodations each semester they are needed by submitting the Online Accommodation Request Form to DSS</p> <p>Ensure instructors have received copies of accommodation forms sent by DSS for each class and discuss how accommodations will be utilized with each instructor. Schedule testing with DSS. Notify DSS if services are no longer needed or services need to be re-evaluated</p> <p>Review and comply with all CTC rules for student code of conduct and DSS policies/federal disability laws</p> <p>Communicate to DSS in a timely manner any question or problems associated with their disability or approved accommodations (responsible for monitoring own academic progress/grades)</p> | <p>Assist students regarding educational and disability accommodative issues applicable under federal and state laws</p> <p>Evaluate required documentation provided by the student to determine eligibility for classroom accommodations</p> <p>Advise students on reasonable classroom accommodations and email Accommodation Forms to instructors and students after student has submitted online request form for accommodations.</p> <p>Coordinate with instructors for testing at DSS office after students schedule tests in advance at the DSS Office.</p> <p>Assist students in accessing technology available to address their identified accommodation needs</p> <p>Provide published information about student rights and responsibilities (located on CTC's Disability Website)</p> | <p>Provide accessible facilities and related equipment</p> <p>Protect a student's right to privacy and confidentiality</p> <p>Provide access to programs and services</p> <p>Inform students of DSS Office locations</p> <p>Make reasonable accommodations for students who meet the qualifying criteria</p> <p>Provide reasonable access to program and service choices equal to those available to the general public</p> <p>Suggest reasonable adjustments in teaching methods which do not change any essential element of the curriculum or program when possible</p> <p>Work with off-campus and off-shore program facilities to also comply with Section 504 (Subpart E) and ADA</p> <p>Provide published information of students rights and responsibilities in a Student Handbook</p> |

DOCUMENTATION OF DISABILITIES

Student must have a qualifying disability under ADA to qualify for accommodations. Documentation requirements are reviewed on an individual basis. As each student has unique and personal circumstances, the documentation being requested from the student also is unique and specific to their needs and disability. The following are basic guidelines for students and professionals. It is the student's responsibility to provide appropriate documentation to DSS. The DSS Office will not make documentation requests on behalf of students. It is the student's responsibility to disclose information pertaining to their disability.

Accommodations will **NOT** be provided until the student has submitted the required documentation to the DSS Office, completed all required DSS Student Intake e-Forms, and submitted the Request for Accommodations e-Form after class registration. Students must complete and submit required e-forms in eTrieve. E-Form instructions can also be found on the DSS web-page: www.ctcd.edu/disability-support. Contact the DSS Office at 254-526-1195 if assistance is needed with the DSS e-Forms.

Requirements of Documentation

I. Qualifications of the Evaluator:

Professionals conducting assessments, rendering diagnoses of a disability, and making recommendations for appropriate accommodations must be qualified and licensed to do so (evaluator should not be related to the student).

Comprehensive training and direct experience in the area of diagnosis and treatment with the adolescent and adult population as it pertains to the presenting disability is essential.

The name, title, license number, and professional credentials of the evaluator will be clearly stated in the documentation and must be on an official letterhead.

II. Documentation:

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, documentation should be no more than three years old (documentation that is less than 5 years old will be reviewed on a case by case basis). It is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. All reports must be on an official letterhead, typed, dated, signed and otherwise legible with the provider's license number.

Annual documentation may be required of students depending on the diagnosis and accommodations being given.

III. Substantiation of the Disability:

Documentation should validate the need for services based on the individual's current level of functioning in an educational setting and how the disability is impacting the student's educational functioning.

An elementary or high school (grades K-12) plan, such as an individualized education program (IEP), ARD or a 504 plan is considered insufficient documentation at the post-secondary educational level, but may be used as supporting documentation. Full evaluations done at the high school level will be reviewed on a case by case bases to determine if it is sufficient as primary documentation. VA Rating Forms and treatment progress notes are also considered insufficient documentation.

A clear statement of the disability, including a complete DSM-5 diagnosis, or if applicable: acuity of vision, current audiogram, or statement of systemic illness; a summary of present symptoms, and history of medication (and medication compliance if medication needed) must be provided.

A summary of assessment procedures and evaluation instruments (psychological evaluation) used to make the diagnosis, (including evaluation results and standardized scores) treatment history, history of hospitalizations, enrollment and termination dates, and last date of contact with the provider must also be included in the documentation. The documentation must include any history or suicidal/homicidal ideation and impulse control issues, along with information of any prescribed medication, dosages, frequency, side effects, and compliance including the impact of medication on the student's ability to meet the demands of the postsecondary environment.

A description of present symptoms and list of recommended accommodations, as well as rationale for the recommended accommodations, must be included in order to determine the appropriate and reasonable accommodations for college courses.

A statement of how the disability significantly impacts a major life activity or "functional limitations" as described by the American with Disabilities Act Amended Act of 2008 is required.

The evaluator/medical professional will use clear and direct language in the diagnosis and documentation.

When a learning disability does not exist, the evaluator must state that conclusion in the report. Individual "learning styles", "learning differences", "academic problems" and "test difficulty or anxiety", in and of themselves do not constitute a learning disability.

The summary will indicate how the patterns of the student's cognitive ability, achievement and information processing reflect the presence of a learning disability.

Students who qualify for the State of Texas tuition waiver for the Deaf and/or Blind may use the State Certified Waiver as documentation of his/her disability - no further documentation is required.

Central Texas College does reserve the right to request more documentation from the student if deemed necessary for accommodations.

IV. Recommendations for Accommodations

Approved accommodations will only be provided for the registered courses that the students requests; however, DSS strongly encourages students to request approved accommodations for all their registered courses. In accordance with ADA, academic adjustments that would fundamentally alter or waive essential academic requirements of a program or activity are **NOT** required to be provided to students with disabilities. The final determination for providing appropriate and reasonable accommodations will rest with the DSS office/DSS Coordinators.

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. A prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for classroom accommodations as well as an explanation of why each accommodation is recommended and how this will address the student's needs/disability.

Documentation will be held in pending for one year if the student has enrolled with the college, non-enrolled students documentation will be destroyed after one semester. It is the responsibility of the student to follow up with the DSS office after submitting medical documentation and to complete the DSS intake process/intake forms.

TSI ASSESSMENT/STANDARDIZED TESTS

All students are required to meet the State of Texas TSI Assessment Standards as set forth by the Texas Higher Education Coordinating Board. Students presenting with documented disabilities are required to meet these same standards.

To request TSI testing accommodations or accommodations for the HESI, or other standardized tests offered at CTC, the student must submit required medical documentation at least 4 weeks prior to the test date to DSS. Student must also submit the appropriate Request for Testing Accommodations Form at least 4 weeks prior to test date to DSS. Accommodation Request Form can be found on the DSS website or student may contact DSS for the required form.

Testing accommodations are dependent upon the type of standardized test and the student's disability. Common testing accommodations may include the following: extra time, reduced distraction testing area, test reader, sign language interpreter, calculator, etc.

DUAL ENROLLMENT / EARLY COLLEGE/STEM STUDENTS

Any student from the local high schools that has met the eligibility criteria to take a dual enrollment and/or concurrent enrollment course needing accommodations for college level courses (i.e. early college high school, STEM) must adhere to the documentation guidelines required by Central Texas College and must complete the DSS Student Intake e-Form in order to receive accommodations from DSS. Please refer to the disability documentation section for the guideline policy. The disability coordinator will review the documentation for the appropriate accommodations based upon the ADA law. **College level courses do not utilize/follow high school IEP/ARD/504 paperwork.** If you have any questions, please contact the disability office at the main campus.

DISTANCE LEARNERS (ONLINE STUDENTS)

Students that are enrolled in distance education (on-line) courses are required to submit documentation of a diagnosed disability according to CTC guidelines and complete the required DSS e-forms through eTrieve.

Those students that are taking on-line courses and live in the main campus, Ft. Hood, or surrounding service areas will coordinate with the Disability Office on the main campus.

Students living outside of the Texas service areas which include the Continental and International Campuses may submit the appropriate documentation directly to the Main Campus DSS Office via email to ron.porter@ctcd.edu or wbrown@ctcd.edu or fax at 254-526-1700 or contact DSS at 254-526-1195.

Once the student has been approved for accommodations, the DSS Coordinator will contact the instructors via the CTC email system concerning the accommodations approved for their courses (i.e the instructor and student will receive an Accommodation Letter via email). **Students must request accommodations every term accommodations are needed.** The CTC Main Campus Disability Office reserves the right to contact the student making the request by phone, email, or fax.

IMPLEMENTATION OF SERVICES:

Registration & Academic Advising

The student is responsible for the registration of their classes each semester. DSS does not register students for courses; however, DSS can assist the student with how to register for classes and help student receive priority registration. Students may request accommodations from the DSS as soon as he/she registers for classes by submitting the Accommodations Request Form via eTrieve. The student may also meet with their DSS Coordinator at any time before registration begins to discuss and re-evaluate his/her accommodations as needed. DSS students may also make an appointment with the DSS Coordinator for academic advising at any time.

If you are a client of an outside agency such as Department of Assistive and Rehabilitative Services (DARS, DARS Division for Blind Services, DARS Division for the Deaf, or Veterans Affairs, contact those agencies directly to obtain authorization for paid services if needed.

Student Accommodation Forms

In order to receive accommodations, the student must request accommodation from his/her assigned DSS Coordinator **AFTER** the student has registered for classes. It is the student's responsibility to request accommodations **EVERY TERM/ SEMESTER** they are needed and for informing the DSS Coordinator which registered classes will require accommodations. DSS does not send out accommodation reminders. This process is as follows: The student is responsible for contacting the DSS Coordinator to request accommodations by completing the Accommodation Request Form in eTrieve. Once the student has completed and submitted the required Accommodation Request Form to request accommodations, the student's DSS Coordinator will prepare a Student Accommodation Form for the student for each course that the student has requested accommodations for. Students will then receive a copy of the Accommodation Form(s) via email to their student CTC email address from the DSS Coordinator. A copy of the student's Accommodation Form will also be emailed to the instructor(s) by the DSS Coordinator. Students will receive their student Accommodation Forms via email from the DSS Coordinator within 7 business days after completing the Accommodation Request Form.

The student is responsible for following up with each instructor to ensure they have received a copy of the student's Accommodation Form from DSS. All approved accommodations will be stated on the Accommodation Form(s). **Students are responsible for discussing all approved accommodations directly with each course instructor before utilizing the approved accommodation(s).**

It is the student's right to choose whether or not to disclose the nature of the qualified disability to course instructors.

If the student fails to request accommodations from DSS, the instructor, nor DSS, is obligated to provide/allow any accommodations until the student has submitted the Accommodation Request Form to DSS. Accommodations are **NOT** retroactive and begin after the Accommodation Form is emailed to the instructor by DSS. Accommodations requested by students, which are not documented on the student accommodation forms, do not have to be provided. Accommodation forms must be updated each semester. If a student does not have a current accommodation form from the DSS office for the course, the instructor will not provide any accommodations until the student has submitted the Accommodation Request Form to DSS for accommodation and has been approved for accommodations by the DSS Coordinator.

It is the student's responsibility to meet with his/her DSS Coordinator immediately if problems arise regarding the provisions of the accommodations or has any questions about his/her accommodations. Once the student has been approved for services requiring a specific in-house service provider (i.e., note taker, interpreter, reader, etc.), the student will be notified via their CTC email for final coordination and to discuss availability of such services as needed.

Course Examination/Testing Accommodations & Policies:

Accommodative testing is available only to those students who have received authorization from the DSS office. Authorization is given when the DSS Coordinator indicates the student's eligibility in the student accommodation form (accommodations may include any of the following: extra time; reduced distraction testing area, test reader, test scribe, enlarged font, calculator, dictionary, etc., - approval dependent upon student's documented disability).

Student Responsibilities:

The student's Accommodation Form will state any testing accommodation the student is approved for by DSS and the student is responsible for discussing when testing accommodations will be utilized with each course instructor (i.e. test at DSS testing center). Students who elect to utilize their extended testing time and/or separate testing area (reduced distraction testing area) are **REQUIRED** to and responsible for emailing DTTests@ctcd.edu at least **3 business days PRIOR to actual test date** (excluding weekends/holidays/summer hours) to schedule each test (exceptions to this policy will **NOT** be made). Instructors and parents are not permitted to schedule any tests on behalf of any student. Only students are permitted to schedule tests. DSS does not send out test appointment reminders. Students are required to bring their own testing supplies.

Students are responsible for informing their instructors that testing will be completed at the DSS Testing Center and for scheduling all tests.

All proctoring dates/times must be scheduled Monday through Friday (no testing on Fridays during summer hours or during holiday closures) during business hours:

_ 7:30am-5:30pm and Friday 7:30am-11:30am.

When scheduling tests appointments, include student's name, class name and number (ex: ENGL1301), instructor's name, date and time of exam.

Students are required to take the test(s) the same day and time as the class. Any variations must first be approved by your instructor and then coordinated with the DSS Test Proctor. If the normal class testing time is before and/or after DSS business hours, students must schedule the test during DSS business hours and allow ample time for the appropriate accommodation time within these business hours.

The student is required to attend the testing appointment on time, unless the student contacts the DSS office of the cancellation. If the student is considered to be a “no show” or more than 15 minutes late, the instructor will be notified. It is the instructor’s right to approve or deny the student a make up the test at a later time.

The DSS Testing Center only proctors the test, the office has no authority to excuse students from taking their scheduled test. DSS does not have the authority to reschedule any exam without the explicit permission from the course instructor.

If the student has not made the testing appointment at least 3 business days **PRIOR** to actual test date, he/she will **NOT** be permitted to test at the DSS Testing Center and will be sent back to the class. If an instructor sends an exam without notification/request from the DSS Office, the exam will not be accepted/printed, and the exam will be returned to the instructor.

The instructor will be notified in writing on the testing accommodation form of any academic dishonesty that occurs while taking a test through the DSS office. The instructor may choose to follow the Central Texas College Student Handbook for academic dishonesty policy. Students may not bring any items into the testing room that have not been approved in writing by the instructor.

Classroom Testing - test may be administered in the classroom due to the student choosing to test in the classroom under normal classroom testing conditions (WITHOUT using approved testing accommodations). The student has the legal right to choose NOT to use their testing accommodations. If the student elects not to use testing accommodations, this does not mean that the student may re-take the test with accommodations.

Extension of Assignment Accommodation Policy

Purpose: Regardless of a disability, impairment or condition, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including meeting completion dates for assignments. While unlimited and excessive deadline extensions are unreasonable, some students have disabilities which can impact their ability to complete assignments as scheduled as a result of unpredictable or cyclical acute episodes. Per this, if students have a disability that may occasionally impact their ability to complete assignments and tests at the scheduled time due to random or cyclical acute episodes/flare ups, then flexibility in assignment deadlines is considered an appropriate/reasonable accommodation. In general, assignments with more than one week to complete can be done successfully with proper planning and management and only warrant an accommodation when an unexpected disability-related episode occurs that prevents the student from following through. This accommodation may be recommended when:

- An assignment was not listed on the syllabus initially and is given to students with one week or less to complete.
- An unexpected medical or physical episode of the student's documented disability with DSS interferes with the student's ability to complete the work in the expected time frame (faculty is not to ask student for medical documentation - DSS already has this on file).

Things to Know:

- There may be some assignments where extensions are not deemed a reasonable accommodation. Accommodations are NOT retroactive.
- This is NOT a "blanket accommodation". Students will have to request this accommodation in advance every time an extension is necessary for an assignment during the course semester. Students are only permitted to use this accommodation for disability-related reasons which prevent them from completing an assignment on time. Students must factor in the reality of their own personal situation and use time effectively to complete assignments as time management is not considered a disability related issue. Taking a heavy course load, having a job outside of school, having family commitments, etc. do not justify allowing this accommodation even if they have a diagnosed disability that may otherwise support this accommodation. Misuse of this accommodation may result in the loss of this accommodation for the remainder of the semester.

Extra time on assignments as an accommodation does NOT mean:

- open ended deadlines or permission to submit assignments at the student's convenience
- elimination of all in-course deadlines or permission to submit work at the end of the course
- automatic re-weighting of grades to compensate for assignments not submitted

Student Responsibilities/Procedures:

- Students are responsible for discussing ALL accommodations listed on their Accommodation Letter directly with each course instructor. Students are required to send their written request directly to the instructor (do not send the request to DSS) to use this accommodation before the assignment is due and in a timely manner (DSS recommends making this request at least 48 hours prior to due date to allow instructor adequate time to consider the extension). The request must be in an electronic format via email to the instructor to verify a time stamp on the request (student may cc the DSS Coordinator in the email correspondence). This must be done for each assignment that the student is requesting an extension.
- The instructor will then consider if an assignment can be extended and what the alternative due date is for the student. Students should contact their DSS Coordinator directly if they have concerns with the instructor's decision.
- Once an alternative deadline is agreed upon by the instructor and the student, the student will then submit their assignment in accordance with the alternative deadline.

Instructor Tasks: Review the student's request for an alternative due date and respond to student's request in a timely manner via email for documentation purposes. Contact the student's DSS Coordinator directly if there are concerns about the procedures listed above or if an extension of an assignment could pose a fundamental alteration to course outcomes (Please do not deny an extension request without first consulting with DSS).

When is Extra Time to Complete Assignments/Projects Not Reasonable?

There are some situations in which due dates of assignments cannot be adjusted for an individual student without resulting in fundamental changes to the course. In such cases, meeting established deadlines would be an essential requirement for the course and accommodation cannot be applied.

Considerations for Assignment Deadlines:

- What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion? What does the syllabus say about deadlines?
- Are students required to actively participate in class discussions/activities? How is participation figured into the final grade?
- How are students expected to interact with each other (in class, group work outside of class, via Blackboard/e-mail)?
- Is the material being learned in the class sequential? Does each week's material build on the material learned in the previous week(s)?
- Are there other lab or class sections the student could attend to catch up on missed material?
- What policies exist for making up missed exams, pop quizzes? Turning in late work?
- Does the class use Blackboard? Could missed assignments be turned in via discussion board/e-mail?
- Are tests to be taken at a specific time and place, or is there a window when the test can be taken?
- Is it possible for students to "work ahead" in this class?

Tutoring

Tutoring services are provided free of charge to CTC students. Tutoring services are provided through the Academic Studio (254-526-1580), not the DSS Office.

Attendance Policies

Please note that attendance in classes is required. It may not be possible to waive or substantially decrease attendance requirements due to a disability, because this may materially change the curriculum or requirements of the program. However, DSS will review absence accommodation requests on a case by case basis to determine if an absence accommodation can be granted/approved (amount of absences must be reasonable and student must have a documented disability to warrant this accommodation, such as a disability that may have occasional flare ups, etc.).

DSS will discuss this directly with the course instructor first to determine if attendance/class participation is a core element of the course in order to determine if an absence accommodation is deemed reasonable. If the absence accommodation is approved, the student will be required to meet directly with the course instructor(s) to formulate a reasonable absence plan and discuss makeup assignments and tests.

Medical Emergencies

Medical emergencies that occur during classroom instruction will be handled by the campus police/security on site and emergency personnel that are requested. The instructor should dial 911 to request ambulance response and contact campus police to coordinate and secure the parameters of the emergency. The instructor may notify the DSS office of any emergency that occurred so the DSS Coordinator may assist with any accommodations that may be required.

Tape Recording Lectures

The lectures of courses taken at Central Texas College are intellectual property. Accordingly, students may be required to sign a recording agreement when the accommodation for recorders in classroom has been granted. Due to the nature and content of some courses, the classroom instructor has the right to signal/ask a student to cease recording.

Request for Braille

Students needing materials (classroom assignments, tests) converted into braille must make this request at least 3 business weeks in advance to when materials are needed. Please note that some materials may not be available in braille (screen reading software is available at the DSS office and the CTC library).

Text in Alternative Format

Text in Alternative format may be provided on a case-by-case basis, and is based on documented disability. This usually is done by the DSS

Coordinator requesting the book in an electronic format from the publisher (please note that electronic files are converted into PDF format that can be read via free screen readers - other formats such as braille and large font are contingent upon availability from the publishing company). **In order to obtain text in alternative format, a student should make the request to the DSS office at least 4 weeks BEFORE each semester begins to ensure having the material(s) on the first week of class as this process may take several weeks.** Students who qualify for alternative textbooks per their disability (i.e. reading and/or visual disability) are required to show proof of purchase for the textbook by submitting an official copy of the purchase receipt, unless obtained from the college Textbook Lending Program.

Waiting until after the semester has begun could result in the student not having the textbook because of insufficient time to prepare it. The student may be required to sign an alternative format agreement for receiving copyrighted material in an alternative format.

In-house Service Providers for Students (Note taking, Interpreters, Etc.)

Student Responsibilities for Utilizing In-House Service Providers

Qualified students must make the request for this accommodation in advance to allow adequate time to set up services (upon completion of course registration is recommended). The in-house providers are scheduled for classes at the beginning of the semester. The longer the student waits to request the accommodation, the more difficult it may be to provide one or may result in this accommodation not being available to the student during the term.

The student is responsible for all concepts and materials presented in class lectures and texts. Do not depend on the In-House-Service Provider only. He or she may miss something from time to time.

Choose a seat that offers a clear, unobstructed view of the blackboard/whiteboard, instructor and projector screen when utilizing an interpreter or note taker. Refer all questions to the instructor and/or other students to obtain information. Please, do not ask the In-House Service Provider any questions which involve them in discussions or converse with them in any way during a class except to ask for clarification.

Students that have concerns about the In-House Service Provider, should discuss these with the DSS Coordinator or the Director of DSS as soon as possible. Students should not go to other service providers or friends to help address any concerns or problems that the student may have. Problems are best resolved through the DSS Office as soon as they arise.

Failure to comply with note taking and/or sign language interpreting policies may result in the loss of these accommodations for the semester.

Please remember that all interaction with In-House Service Provider should be done both with courtesy and consideration. Discourteous behavior could justify terminating the services and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

The student should always have a tape recorder in working condition to use in case the note taker does not show for class.

Note Sharer - A note sharer is a volunteer student who is enrolled in the same class with the student. If the student chooses to work with a note sharer, please know that the student is responsible for the selection of the note sharer and is also responsible for notifying the DSS Coordinator of the selection of the note sharer. If the student has concerns or difficulties with the choice or selection of the note sharer, the student may come to the DSS office and formally request a Note Taker with the DSS Coordinator (must qualify for the need of a note taker per student's documented disability). Please know that if the semester has begun and the longer the student waits to request a DSS employed Note Taker, the more difficult it will be to schedule one for the student.

Employed Note Takers - The students are responsible to:

Direct questions to the instructor or classmates and save questions for the note taker for slow times in the lecture or after class. Meet with the note taker periodically to review notes and see if any changes in note taking methods are needed.

Inform the note taker if he or she is needed to take notes for any films, video or group discussions during the class period. Any assignment requiring a note taker outside the normal class period must be approved by the DSS office. If note taker has been approved to function as a test reader by DSS, the student is responsible for informing the note taker of the test date/time.

It is the student's responsibility to notify the DSS Coordinator of any problems with the note taker. Students are required to notify their note taker and DSS in advance if the student will be absent from class (note takers are NOT required to take notes if the student is absent from class, unless approved in advance by the DSS Director).

The note taker will email typed notes to the student and the DSS office approximately 24 hours after the class. The note taker will be given the DSS office email address and student's email address for the delivery of notes. If a student has a problem opening the email or finds a need for a copy of the notes, the student may ask the DSS office for a print out of the class notes. This will be completed on an as needed basis, do not rely on the DSS office to consistently print out the notes. This is a contingency back-up for the student notes. Due to potential staffing issues, DSS cannot guarantee an employed note taker will be available. When a note taker is unavailable, the student will be offered a tape recorder (on loan through DSS) in lieu of a note taker as an acceptable/reasonable alternative accommodation.

Notice of Copyright Material (Release date: October 9, 2018):

US Code: Title 17 Section 121 states the following: § 121. Limitations on exclusive rights: Reproduction for blind or other people with disabilities

(a) Notwithstanding the provisions of section 106, it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, nondramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.

(b)(1) Copies or phonorecords to which this section applies shall—

(A) not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities;

(B) bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement; and

(C) include a copyright notice identifying the copyright owner and the date of the original publication.

(2) The provisions of this subsection shall not apply to standardized, secure, or norm-referenced tests and related testing material, or to computer programs, except the portions thereof that are in conventional human language (including descriptions of pictorial works) and displayed to users in the ordinary course of using the computer programs.

(c) Notwithstanding the provisions of section 106, it is not an infringement of copyright for a publisher of print instructional materials for use in elementary or secondary schools to create and distribute to the National Instructional Materials Access Center copies of the electronic files described in sections 612(a)(23)(C), 613(a)(6), and section 674(e) of the Individuals with Disabilities Education Act that contain the contents of print instructional materials using the National Instructional Material Accessibility Standard (as defined in section 674(e)(3) of that Act), if—

(1) the inclusion of the contents of such print instructional materials is required by any State educational agency or local educational agency;

(2) the publisher had the right to publish such print instructional materials in print formats; and

(3) such copies are used solely for reproduction or distribution of the contents of such print instructional materials in specialized formats.

(d) For purposes of this section, the term—

(1) “authorized entity” means a nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities;

(2) “blind or other persons with disabilities” means individuals who are eligible or who may qualify in accordance with the Act entitled “An Act to provide books for the adult blind”, approved March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats;

(3) “print instructional materials” has the meaning given under section 674(e)(3)(C) of the Individuals with Disabilities Education Act; and

(4) “specialized formats” means—

(A) braille, audio, or digital text which is exclusively for use by blind or other persons with disabilities; and

(B) with respect to print instructional materials, includes large print formats when such materials are distributed exclusively for use by blind or other persons with disabilities.

The students that are approved for material in alternative formatting (textbooks, classroom lectures, videos, etc...) are receiving the material under the above

federal law. The student agrees that the material will not be reproduced in any format or given to another person. A violation of the copyright law as stated will be determined by the disciplinary committee through the Office of Student Life.

Sign Language Interpreters (SLI)

A SLI may be requested through DSS only after the student has completed the Accommodation Request e-Form. **Requests for a SLI must be made at least 3 business days (excluding holidays/summer hours) in advance to time needed.** Late requests cannot be guaranteed and may result in a delay of an interpreter. If student schedules a SLI on their own without approval from DSS, it will be at the expense of the student.

The student is responsible to:

Inform the interpreter of the preferred mode of sign language communication: ASL (American Sign Language) or ESL (English Sign Language).

Refer all questions to the instructor and/or other students to obtain information. Please do not engage the interpreter in questions that are specifically related to the class or the specific topic being covered, involve the interpreter in any discussions, or converse with the interpreter in any way during a class except to ask for clarification.

Remember: The interpreter is responsible to interpret everything the student signs in the classroom. The interpreter is the “voice” for the student requiring this communication need.

Students are responsible for informing DSS if the SLI arrives late or misses any assignment/class. After a service provider no-shows or arrives late, report it as soon as possible to DSS. It is the student’s responsibility to notify DSS of any problems with the SLI. **Students are required to contact DSS at least 3 business days (excluding holidays/summer hours) in advance to class, internship, or extern-ship start time if the student will be absent from class, internship, extern-ship, or if class has been canceled/dropped. Failure to provide this advance notice may result in suspension of services for the remainder of the semester.**

Please remember that all interaction with In-House Service Provider should be done both with courtesy and consideration. Discourteous behavior could justify terminating the services and will be reported to the Student Life Office for any possible discipline/behavior disruption violations of the student conduct code.

Special Requests for Accommodations

Students needing accommodations for graduation, a special school event and/or school activity/club, etc., due to a disability, is required to notify DSS at least 7 business days in advance to allow adequate time to review the request and make any approved arrangements needed. Student is responsible for providing documentation of the disability to DSS if requested by DSS. The student will be required to pay for services that have been contracted by the student without prior approval from the DSS office.

Student Organizations and Campus Sponsored Activities:

All students are welcome to participate in any activity held on the college campus. Accordingly, the college is committed to ensure that persons with disabilities have accessibility to all events and activities. Each student organization has received training in disability etiquette and will have a member designated at each event to assist with any person with disabilities that requests reasonable accommodations. Each organization will have stated on public announcements the following: If you require accommodations for this event/service, please call 254-526-1195 at least 7 business days in advance.

ASSISTIVE TECHNOLOGY, EQUIPMENT AND MATERIAL LOAN:

The DSS office has assistive technology, auxiliary aids and equipment, such as tape recorders, scanner pens, door openers, calculators, Zoom text, language master, magnifiers, listen receiver/transmitter, and screen reading software, for qualified students to use throughout the semester. Students may request some equipment for loan at the DSS Office while supplies are available.

The student will complete an equipment loan form (promissory note), acknowledging that the equipment is being loaned for **one** semester. The student agrees to return the equipment to DSS by the end of the semester in which they checked out the equipment. The office will send a reminder notice before the end of the semester to students who have equipment loaned.

The equipment **must** be returned in working condition. If the student does not return the equipment by the due date, the office will place a registration hold on the student's account for the return or the replacement costs of the equipment loaned. The student will not be allowed to register until the equipment is returned or paid for.

Campus Housing Accommodations

Due to limited availability of housing/ADA compliant rooms, requests for housing accommodations for a disability must be submitted **at least 60 days prior** to the expected move-in date. Students with qualifying disabilities may request housing accommodations by completing the Request of Housing Accommodation e-Form in eTrieve and the Verification Form for Housing Accommodation (this form must be filled out by a licensed professional). To be eligible for housing accommodations, students must have a documented disability that necessitates adjustments to the living environment. DSS does NOT guarantee housing accommodations will be approved and request must be made every semester. Students are required to complete a Housing Application with Morton Hall prior to requesting housing accommodations.

ACADEMIC PROBATION/SUSPENSION

Students are responsible for monitoring their academic progress; however, DSS encourages students to meet with the DSS Coordinator to evaluate the use of accommodative services if needed. Students are encouraged to communicate any academic difficulties to their course instructors and seek free tutoring at CTC's Academic Studio. Students with an unsatisfactory GPA (2.0 or below) will be placed on a registration hold due to academic probation/suspension according to the college guidelines.

COURSE SUBSTITUTIONS

According to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28,(j) (k1-3),

(j) Substitutions and Waivers. No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except as provided in subsection (k) of this section. For students who transfer to a public institution from a college or university that is not a Texas public institution of higher education, courses the student completed prior to admission should be evaluated to determine whether they apply to one of the institution's core curriculum component areas. Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the foundational component area content descriptions, core objectives, and semester credit hours required for the appropriate foundational component area or areas should be applied to the institution's core curriculum.

(k) Accommodations.

(1) An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement as described in paragraph (3) of this subsection for a student with a medically-documented learning disability, including but not limited to dyslexia, dysgraphia, or Asperger's Syndrome.

(2) Accommodation shall not include a waiver or exemption of any core curriculum requirement.

(3) An institution may approve for core curriculum applicability a course the institution offers but that is not approved as a part of the institution's core curriculum, if the institution demonstrates that the course has been approved to fulfill the same specific foundational component area requirement at five or more other Texas public colleges or universities. The Texas Common Course Numbering System course number may be used as evidence of the suitability of the course under this subsection.

Courses considered by the college to be fundamentally essential to the program of study/degree plan will **NOT** be considered for substitution.

Procedure for Requesting a Course Substitution

The following procedure is required for any determination of course substitution.

- The student with a disability will make a request for a course substitution to the Disability Coordinator. The student is responsible for providing all relevant documentation to support the course substitution accommodation.
- The Disability Coordinator will review the request and documentation for its appropriateness and present it to the program of study/degree department chair.

If the request is unsubstantiated, the student with a disability may request an appeal in writing through the Disability Coordinator to the Dean of Central Campus. The Dean's decision will be final.

The student will be notified in writing of all decisions taken by the Disability Support Service office during this process.

PARKING FOR STUDENTS WITH DISABILITIES

Only those persons who are in compliance with Texas Transportation Code Chapter 681 are authorized to use parking spaces reserved for persons with disabilities. Those who are in compliance will have a designated numbered placard hung on the rear-view mirror, or license plate issued by the county tax collector of the county in which they reside. Those individuals who are not in compliance with the above mentioned statute will be issued a Justice of the Peace Citation, with a fine not less than \$500.00, or a Campus parking citation with a fine. The Campus Police reserve the right to verify the identity of the owner of a disabled parking placard.

All vehicles must be registered through the college police department and display a student/faculty parking sticker.

Central Texas College is not legally authorized to issue any allowance (temporary or permanent) for students to park in designated ADA spaces. Students should follow the steps on the Texas Department of Motor Vehicles website to apply for a temporary or permanent disability placard: <http://www.txdmv.gov/motorists/disabled-parking-placards-plates>

SERVICE ANIMAL POLICY & EMOTIONAL SUPPORT ANIMALS

The American Disabilities Act defines a service animal as a dog (or miniature horse) that has been individually trained to do work or perform tasks for the benefit of an individual with a disability. The rule states that other animals whether wild or domestic, do not qualify as service animals. Dogs that are not trained to perform tasks that mitigate the effects of a disability, including dogs that are used purely for emotional support, are not service animals and are not permitted on campus, except for housing if housing accommodation for the emotional support animal has been approved by DSS. The final rule also clarifies that individuals with mental disabilities who use service animals that are trained to perform a specific task are protected by the ADA. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government. (www.ada.gov/regs2010/factsheets/title_2_factsheet.html)

Students may elect to register a service animal with DSS by completing the Service Animal e-Form. In order for a service animal to reside in college housing, the student is required to complete the Housing Accommodation Request e-form. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Some, but not all, service animals wear special collars and/or harness. The service animal must be permitted to accompany the individual with a disability to all areas of the campus. The person with a service animal may not be segregated from others.

The care and supervision of the animal is solely the responsibility of his or her owner. Central Texas College will not provide any care, food or special location for a service animal.

The animal must be clean and curbed at all times while on campus. The college reserves the right to exclude a service animal when the animal's behavior has posed a direct threat to the safety and health of others and/or is not house broken.

Only the following questions are permitted to be asked about service animals:

- 1) Is the animal necessary for the person's disability?
- 2) What work and/or task is the service animal trained to perform?

* **For emotional support animal (ESA) policies, visit the DSS Website at www.ctcd.edu/disability-support. An ESA is NOT a service animal and is not permitted in campus buildings, except campus housing ONLY if approved by DSS.**

CONFIDENTIALITY AND DUTY TO REPORT

Disability Disclosure

Students who request accommodations/services must make their disabilities known to the Disability Support Services Office. This office has the responsibility to verify the documentation (**not to obtain documentation**)

before any accommodations/services are provided. If the student fails to disclose his/her disability, or fails to present the appropriate documentation to validate the disability, this institution has no obligation to provide any requested accommodations and/or services.

Confidentiality

In accordance with the Family Educational Rights and Privacy Act (FERPA), all information pertaining to a student's education record will remain confidential, unless the requested information falls within the FERPA guidelines.

Limitations of Confidentiality:

While CTC and DSS will strictly observe a student's confidentiality as required by law, stated above, CTC, DSS and its staff maintain the right to divulge relevant information when information is made available by the student that includes harm to self, harm to others, or the planning of the commission of a crime (see *Tarasoff v Regents of the University of California*).

Final determination for providing appropriate and reasonable accommodations will rest with the institution. Central Texas College and Disability Support Services reserve the right to deny services to any individual who presents a danger to themselves or to others, or who make intentions known to harm others and will take the necessary preventive and legal actions to avoid any such danger or harm.

Exceptions to Accommodation Requirements

Pursuant to the American Disabilities Act Title III Regulations 28 CFR Part 36, Section 36.208, Central Texas College will adhere to following statement obtained from the U.S. Department of Justice website as it pertains to direct threat (<https://www.ada.gov/law-and-regs/title-iii-regulations/#-36208-direct-threat>)

Direct Threat:

(a) This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others.

(b) In determining whether an individual poses a direct threat to the health or safety of others, a public accommodation must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: The nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

Accommodations are not required if it is found that a student poses a direct threat to the safety of others. The CARES Team will meet to evaluate any questions or concerns on direct threats.

ZERO TOLERANCE POLICY

Central Texas College has a zero tolerance policy for **all students**.

This policy may be located at <https://www.ctcd.edu/locations/central-campus/campus-safety-wellness/safety-and-security/campus-police1/campus-rules-regulations-and-policies/campus-zero-tolerance-policy/>

CTC IS A VIOLENCE, DISCRIMINATION & HARASSMENT FREE ZONE.

A zero tolerance policy is one which requires an appropriate penalty be imposed based on the individual circumstances. It is, as it states, intolerant of the prohibited behavior. As part of a “zero tolerance policy”, CTC will take appropriate disciplinary action for every threat, incident of hazing, stalking, harassment or discrimination, sexual misconduct, and/or violent act that is reasonably substantiated through investigation in accordance with policies outlined in CTC's Student Handbook and CTC website.

CTC may also take disciplinary action for certain violations reported off campus to the extent these violations may have an impact on the campus. This includes, but is not limited to violations that pose an ongoing danger to students or may cause harm to the campus community, including violent crimes, hate crimes, disturbing or threatening actions, and illegal conduct.

INAPPROPRIATE BEHAVIORS INCLUDE, but are specifically not limited to:

- Verbal, written, or acts of harassment/discrimination to include sexual harassment/discrimination, stalking, and bullying;
- acts or actions which can be interpreted as physical assault;
- hazing or dangerous initiations;
- threats or actions to harm someone or endanger the safety of others;
- behaviors or actions interpreted by a reasonable person as having potential for violence and/or acts of aggression;
- threats to destroy or the actual destruction of property;
- possession of any dangerous weapon, drugs and/or alcohol (to include being under the influence of prohibited drugs or alcohol).

REPORTING

As a College community, it is our collective responsibility to report all threatening statements and actions immediately. To fulfill this policy, the Central Texas College District will work to prevent violence from occurring and will ensure that federal and state laws, as well as college policies prohibiting threats and violence, are enforced. All threatening comments and behavior will be taken seriously and investigated.

The CARES Team is available to assist in determining the proper College response for each such incident. Therefore, if you experience a threatening situation or know of any instance involving threats of physical violence toward any CTCD student, employee, or guest from inside or outside the College community; report it immediately to the CTCD Police Department (254-526-1427).

VIOLATION

Violators will be subject to appropriate discipline up to and including termination, expulsion, and arrest.

To report student behavior contact Director, Student Life & Activities (254) 526-1259.

To report employee or faculty behaviors contact the Human Resources EEO Coordinator, (254) 526-1391.

In any circumstance you may always call CTCD Campus Police (254) 526-1427.

EMERGENCY EVACUATION PROCEDURES FOR STUDENTS

Procedures for the safe, timely, and orderly evacuation of students with disabilities are listed in Policy No. 110 (Emergency Evacuation and Drills) of the Central Texas College Safety Policies and Procedures Manual Revised 2022. Student may request a copy of the policy from DSS.

Evacuation routes are to be posted in each office and classroom. Employees, students and visitors are expected to familiarize themselves with these routes, and the location of building fire alarms and fire extinguishers. Risk Management, in conjunction with Campus Police and the local fire departments, will conduct regular evacuation drills for buildings on Central Campus. All building occupants are required to participate.

- a. Immediately upon hearing the alarm, stop whatever you are doing.
- b. Evacuate the building and proceed to the designated classroom/department meeting place.
- c. Shut down any experiment, procedures, etc. that should not be left unattended. Extinguish any open flames and shut off any noxious or flammable gas supply valves.
- d. Turn off lights, radios, etc. Close doors and windows to minimize the spread of smoke and fire in your office or class room as you exit, if it is safe to take the time to do so. **DO NOT LOCK DOORS.**
- e. Secure any valuables. Purses and wallets should be taken with you when you leave, if it is safe to take the time to retrieve them.
- f. Do not attempt to use the elevators; they will not work while the alarm is active. Assist disabled individuals in evacuation.
- g. Remain calm and move swiftly to exits. **Walk, don't run.**
- h. Once in the stairwell, keep to the right of the stairwell.
- i. In the event of an actual emergency, once outside call 911. State your name and give the location of where the incident is occurring, state what the incident involves and any additional information requested.
- j. Do not attempt to re-enter the building until advised by the Building Coordinator, fire department, Campus Police, or Campus Administrator that it is safe to re-enter.

Persons with Disabilities Guidelines:

Some persons with disabilities may require assistance during an emergency evacuation. This will take prior planning, and to the extent possible, knowledge of who may need assistance and what type of assistance. In order to establish assistance for faculty, students, or staff that require assistance evacuating, contact the building coordinators in advance and request help in an emergency. Students and employees who attend class or work in more than one building may need to make such prearrangements for each location. Be sure to keep your volunteer assistants up to date on your needs in an emergency. Disabled visitors on campus that may also need assistance during an emergency evacuation.

LOCK DOWN PROCEDURES

Procedures for the safe, timely, and orderly lock down of students with disabilities are listed in Policy No. 111 (Emergency Lock down Procedures and Drills) of the Central Texas College Safety Policies and Procedures Manual Revised 2022. Student may request a copy of the policy from DSS.

In the event of an emergency, employees, students, and visitors are expected to play an active role in reducing losses by adhering to the following procedures for lock down and shelter in place. The overriding goal of this policy is to ensure everyone remains safe and not endanger the safety of others.

Some persons with disabilities may require assistance during an emergency lockdown. Students, staff and visitors may need assistance during a lockdown if they have mobility limitations, are visually impaired or have a hearing or speech impairment.

Lockdown procedures are to be posted in each office and classroom. Employees, students and visitors are expected to familiarize themselves with this policy and know the location of designated building storm shelter(s).

Persons with Disabilities Guidelines:

Some persons with disabilities may require assistance during an emergency lock-down. This will take prior planning and knowledge of who may need assistance and what type of assistance is important.

Students & Staff with Disabilities:

Contact Disability Support Services 254-526-1195, Student Life 254-526-1258, staff, faculty, or Building Coordinators in advance and request help in lining up one or two assistants to help in an emergency. Students, and employees who attend class or work in more than one building, may need to make such prearrangements for each location. Be sure to keep your volunteer assistants up to date on your needs in an emergency.

The Central Campus emergency alert systems, to include e-mail, phone and text-message, and other emergency notification devices, will be utilized to alert of the need to lock down.

Central Campus Police will be responsible for implementing and monitoring road blocks at all Central Campus roadway entries as warranted during the lock down.

Cooperation and participation in emergency drills is mandatory.

CONSEQUENCES FOR NON-COMPLIANCE WITH LOCKDOWN PROCEDURES:

Everyone involved in a lockdown situation at a CTC facility will comply with all directions and orders issued by Campus Police, local law enforcement, or

Safety Policies and Procedures Manual designated college administrative officials.

The circumstances leading to a lock-down are normally serious and can lead to loss of life or injury if official directives are not followed. It is important that Campus Police, local police, and designated CTC administrative officials remain in control of such volatile situations in order to protect everyone's safety and property.

Students or employees who fail to comply with an order from a member of Campus Police, local law enforcement, or the designated administrative official during a lock-down situation, may be subject to the following:

1. Criminal charges may be filed against anyone disregarding a lawful order of Campus Police or any other law enforcement personnel or designated administrative official during a lockdown.

2. Employees violating this Policy may be subject to discipline up to and including termination.

3. Students violating this Policy may be subject to discipline up to and including expulsion.

Title IX - Pregnant/Parenting Students

Please note that pregnancy alone is not considered a disability under ADA federal law. However, pregnancy related absences that are deemed medically necessary by a medical provider and/or leave from school due to pregnancy are covered under Title IX. It is the responsibility of the student to contact the disability office and submit the required medical documentation. *Rights under Title IX are also applicable to parenting students. "Parenting student" means a student who is the parent or legal guardian of a child under 18 years of age. For accommodations regarding Title IX Pregnancy/Parenting Students, please contact the Disability Office at 254-526-1195.

In accordance with Title IX federal and state pregnancy/parenting student laws, students needing their pregnancy/parenting related absences/leave excused are REQUIRED to submit medical documentation to the disability office.

- Medical documentation must be on an official letterhead with the signature and credentials of the medical provider.
- Medical documentation must clearly state dates of pregnancy related absence(s) deemed medically necessary for prenatal care, recovery after childbirth/delivery, etc. per the student's medical provider. For parenting students, medical documentation must state that the student will need to be absent in order to care for their child and how long the care is expected to last.
- Medical documentation must also state when the student may return back to school per the student's medical provider.
- Medical documentation must be provided to the disability office as soon as possible and prior to the end of the semester/term.

Medical documentation for accommodations may be emailed to the Director of the Disability Support Services, Dr. Christy Shank at christy.shank@ctcd.edu or faxed to Disability Support Services (DSS) office at 254-526-1700. If you need to bring in the medical documentation in person to set up accommodations, please contact the DSS office at 254-526-1195 to schedule an appointment.

Pregnant/parenting students are entitled to the following rights per Title IX laws:

An institution of higher education may not require a pregnant or parenting student, solely because of the student's status as a pregnant or parenting student or due to issues related to the student's pregnancy or parenting, to: (1) take a leave of absence or withdraw from the student's degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the institution.

An institution of higher education shall provide reasonable accommodations to a pregnant student, including accommodations that: (1) would be provided to a student with a temporary medical condition; or (2) are related to the health and safety of the student and the student's unborn child, such as allowing the student to maintain a safe distance from substances, areas, and activities known to be hazardous to pregnant women or unborn children.

An institution of higher education shall, for reasons related to a student's pregnancy, childbirth, or any resulting medical status or condition: (1) excuse the student's absence for as long as medically necessary; (2) allow the student to make up missed assignments or assessments; (3) allow the student additional time to complete assignments in the same manner as the institution allows for a student with a temporary medical condition; and (4) provide the student with access to instructional materials and video recordings of lectures for classes for which the student has an excused absence under this section to the same extent that instructional materials and video recordings of lectures are made available to any other student with an excused absence.

An institution of higher education shall allow a pregnant or parenting student to: (1) take a leave of absence; (2) if in good academic standing at the time the student takes a leave of absence, return to the student's degree or certificate program in good academic standing without being required to reapply for admission.

*Students are responsible for directly contacting their course instructors to discuss all make up assignments and tests after they have returned back to school. Students may file a Title IX grievance with the Title IX Coordinator. Grievances should be filed within 10 days of the perceived violation to ensure a timely investigation of the complaint. The Title IX Coordinator: Larry Murphy; larry.murphy@ctcd.edu or 254-501-3028 (Bldg. 267, Suite 230).

Mobility Devices:

Per ADA law regarding mobility devices, people with disabilities are permitted to use manual or power wheelchairs or scooters, and manually-powered mobility aids such as walkers, crutches, and canes, into all areas where members of the public are allowed to go. In addition, entities must also allow people with disabilities who use other types of power-driven mobility devices into their facilities, unless a particular type of device cannot be accommodated because of legitimate safety requirements. Where legitimate safety requirements bar accommodation for a particular type of device, the covered entity must provide the service it offers in alternate ways if possible. Please note that in some cases, the DSS office may ask for documentation of a disability to determine if a mobility device is needed due to a disability. The DSS office does not provide any mobility devices as this is the responsibility of the student.

Personal Care Attendant (PCA) Policy:

Students who require a PCA while on campus or campus housing must be registered with DSS as a qualified individual with a disability and must have a disability that qualifies for the use of a PCA (medical documentation will be required). Students will be required to provide all necessary information for their PCA to DSS prior to PCA accommodation approval. A PCA is not permitted on campus/campus residence hall until approved by DSS. Student and PCA will both be required to complete/sign the PCA Policy & Agreement Form prior to final approval. Students are encouraged to hire an impartial PCA, who is not a family member or close friend. The student is responsible for hiring, training, supervising, and paying the PCA for all related services as the PCA works directly for and is employed by, the student. As such, the PCA is not an employee or agent of CTC and is not entitled to any wage, employment benefit or other benefit bestowed upon CTC employees. The kind of tasks a PCA performs is generally comparable to those that a family member or medical personnel would perform and will vary from person to person. Possible tasks performed by a PCA may include, but are not limited to the following: Providing help with activities of daily living, such as, bathing, dressing, toileting, grooming; Meal preparation or assistance with eating; Positioning or transferring to and from a wheelchair; transporting and/or escorting on campus and/or at College functions, as needed; Turning pages; retrieving books/supplies; Other personal duties, as needed.

PCA Shall:

Provide proof of a background check to DSS and Residence Hall (if applicable) or submit to a background check and complete the Personal Care Attendant Agreement each academic year, prior to beginning work on campus. If the PCA works for the student through an agency, a background check supplied to DSS by the agency within the past six (6) months is acceptable. If the PCA works directly for the student, a background check will be performed by CTC at the PCA's or student's cost. Be present on campus only when the student is present. The PCA is not allowed on campus if the student is not present, during holidays and/or when the college and/or residence halls are closed. Not personally participate in academic and/or student activities (i.e. class discussions, writing papers, in or out of class assignments, providing classroom accommodations, such as note taking, or participating in campus programs and events). All actions shall be limited to performing the PCA duties for the student. Conduct themselves in a courteous and professional manner and follow all CTC rules, regulations, policies, and procedures.

PCA's may be subject to removal from the residence hall or the CTC campus, loss of privileges or any other action the College considers appropriate in the event the College decides that the PCA has acted in a manner inconsistent with the policies above or the policies and procedures of the College.

GRIEVANCE PROCEDURE:

Central Texas College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Any student with a disability pursuing a program or degree at this institution, who feels that this office or any office on campus has discriminated on the basis of her/his disability, may submit a complaint in writing to the Central Texas College ADA Coordinator Officer. The officer is in charge of investigating all written complaints or allegations of discriminatory treatment and making recommendations for corrective action to the appropriate official.

Central Texas College ADA Coordinators

| | | |
|------------------------|-------------------|----------|
| Title I (employment) | Mrs. Holly Jordan | 526-1128 |
| Title II (education) | Dr. Christy Shank | 526-1291 |
| Title III (facilities) | Mr. Mark Harmsen | 526-1196 |

Complaint must be filed in writing to the appropriate office. The complaint must include the name and telephone number of the person filing it, and description of the alleged violation of the regulations. The complaint should be filed within 10 days of the alleged violation for investigation by the appropriate department/personnel.

A written determination as to the validity of the complaint and a description of the Resolution, if any, will be issued by the Director of Disability Support Services, Director of Student Life, and/or Human Resources and a copy forwarded to the Complainant no later than 30 days after its filing.

ACCOMMODATIONS GRIEVANCE: To file an accommodations grievance, students must report any issues with their accommodations in writing within 10 days of the alleged incident to their assigned DSS Coordinator. The DSS Coordinator will review the student's complaint with the DSS Director to determine the validity of the complaint. After the complaint has been reviewed/ investigated, the student will be provided a written decision within 30 days of filing the complaint in regards to resolution of the complaint by the DSS Director. Complainant may request a reconsideration of the case in instances where they are dissatisfied with the resolution. The request for reconsideration/ appeal must be made in writing within 5 calendar days to the Dean of Student Success and Persistence. DSS office will maintain the files and records for this institution on matters pertaining to the complaints filed that are disability related.

The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency.

Students may also file a complaint of discriminatory treatment in the provision of educational programs and services with the Department of Education, Office of Civil Rights, Regional Office 1301 Young Street, Suite 1169, Dallas, TX 75202, Voice Phone (800) 368-1019, Fax (214) 767-0432, TDD (800) 537-7697.

These procedures will be construed to protect the substantive rights of interested persons, due process standards, and assure that this institution complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

REQUEST FOR OPEN RECORDS

Students may request to view/inspect and/or receive copies of their disability records as maintained by DSS. This request must be submitted in writing - students must complete the Student Authorization to Release Disability Records form with DSS. Please note that DSS keeps student records for 5 years and medical documentation for 5 years after the last date of DSS services/accommodations. Students will be contacted via their assigned student Eagle email account once disability records are ready for pickup. Students are responsible for picking up copies of their records from DSS. Per the Family and Education Right Privacy Act (FERPA), schools have 45 days to comply with a student's written request to view his/her educational records.



DISABILITY SUPPORT SERVICES
STUDENT PROCEDURES MANUAL

09/2024

This manual supersedes any other publications and manuals.