Disability Support Services (DSS)
Student Union Building, Suite 140
410-777-2306
www.aacc.edu/disability
dss@aacc.edu

DISABILITY SUPPORT SERVICES MANUAL

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MISSION STATEMENT

In concert with the mission statement of Anne Arundel Community College, the Disability Support Services office is committed to ensuring that students with disabilities have an equal opportunity to participate in educational and co-curricular offerings. We do this by providing reasonable and ethical accommodations using an individualized, student centered approach and modeling best practices through training, collaboration and engagement.

AMERICANS WITH DISABILITIES ACT

Upon request and submission of appropriate documentation, Anne Arundel Community College will provide reasonable accommodations to all qualified individuals with disabilities. Eligibility for use of Disability Support Services (DSS) will be established by a DSS specialist. A letter from a physician, psychologist or other licensed professional clinician certified in the field of disability may be required to validate the student's disability. Students wishing to use any college service provided to students with disabilities should present written verification of his/her disability to DSS via email (dss@aacc.edu) or fax (410-777-4070). Should the presented documentation not be comprehensive or if the documentation is inadequate, the student will be informed of the required documentation to receive services.

DISABILITY SUPPORT SERVICES STAFF

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IMPORTANT DEFINITIONS AND NOTES

1. **Disability Support Services (DSS*)*** will identify and fund all approved accommodations.

2. **Relatives** are defined as:

   - a spouse
   - a child
   - a father or mother
   - a father or mother of a spouse
   - a brother or sister
   - a grandparent
   - a grandchild
   - or any other relative by marriage
   - or any other person living in the immediate household of the student,

   and are not permitted to serve as personal aides, lab assistants, sign-language interpreters, note takers, or in any other sanctioned capacity, in any area of the college related to teaching and learning.

3. **A student's reasonable accommodations** are unique to his/her disability and the courses in which he/she is enrolled and must be supported by appropriate documentation and educational need. Accommodations for one course may not always be reasonable and effective for every course; there may be exceptions to the provision of accommodations as allowed under ADA, in order to protect the core competencies of a course. Faculty instruction, testing practices and classroom procedures outside of accommodations identified by the DSS office are not considered binding accommodations.

4. **A Request for Documentation form** is available for those students requiring a copy of their documentation.

QUESTIONS, COMPLAINTS AND APPEALS

Should be directed first to the Director for DSS, then the Dean of Student Services. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation.

PERSONAL AIDES

PROCEDURE

Personal aides are not provided by the college and are the responsibility of the student to obtain. Students who are authorized by the college to use a personal aide in any instructional activity are required to acquire written authorization in the form of a Course Accommodation Form from Disability Support Services (DSS). Relatives as defined herein are not permitted to serve as aides in the classroom, the Testing Center, or in any other area of the college related to teaching and learning. Examples of when personal aides may be allowed in the classroom include, but are not limited to, when a student with physical and/or mobility issues needs assistance with the manipulation of course materials such as page turning, the retrieval of papers and/or other class material, and to assist with other personal needs of the student. Personal aides are not allowed for behavior management of the student or to assist with classroom instruction.

IMPLEMENTATION

1. Students with disabilities, who require the assistance of a personal aide in any situation involving teaching and learning, must make all arrangements to secure an aide.

2. The college will not provide any compensation for a personal aide engaged by a student.

3. Students, for whom personal aides are necessary in the classroom and/or any other learning environment, must first register with the DSS office by self-identifying and presenting proper documentation of their disability. This documentation must also contain a statement of need for the personal aide to assist in the learning environment. No personal aides will be allowed in the learning environment without written authorization by a DSS specialist.

4. Faculty will be notified, via the course accommodation form, that a personal aide will accompany the student in the classroom.

5. Personal aides shall not become active participants in the learning environment and are restricted to performing only those duties that assist the student as identified on the course accommodation form.

6. Both the student and the personal aide must sign and date the DSS Personal Aide Agreement Form.

AACC ADMINISTRATIVE PROCEDURES

DSS CHECKLIST FOR STUDENTS SEEKING ACCOMMODATIONS

Please note: Documentation must support each accommodation you request.

☐ If a comprehensive evaluation report that diagnoses your disability is not available, have your physician, psychologist or other certified clinician complete and sign a *Disability Verification Form* available at www.aacc.edu/disability/file/DisabilityVerificationForm.pdf that provides a diagnosis and the tests administered to reach the diagnosis. Secondary school information, such as an Individual Education Plan (IEP) or 504 Plan may also be submitted, but such documents should also include a psycho-educational report.

☐ All disability documentation should be current and relative to the accommodations requested.

☐ If you do not have current and/or complete documentation and do not have a resource for evaluation, please call the DSS office at 410-777-2306 for evaluation referral resources or visit www.aacc.edu/disability/file/EvaluationResources.pdf.

☐ Students registering for the first time with the DSS office should contact DSS at dss@aacc.edu to check appointment availability with a DSS specialist. Disability documentation must be presented for review to the DSS office at least 4 days in advance of your appointment.

☐ The student's appointment with the DSS Specialist will be a collaborative endeavor in order to determine reasonable accommodations.

☐ Once reasonable accommodations are established with the student, the DSS specialist will complete accommodation forms for each course based on the documentation and the information provided by the student. The student shall present such documentation to his/her instructor in a timely manner so that the accommodations may be implemented. The student will be coached on presenting the accommodation forms to faculty and the testing center.

Department or Division:
Disability Support Service

Subject:
Determining Eligibility

DETERMINING ELIGIBILITY

PROCEDURE

Eligibility for use of Disability Support Services (DSS) will be established by reliable documentation from a psychiatrist, psychologist, diagnosing physician or other licensed clinician who is certified in the field of the student's disability. Challenges to documentation will be made by the college when appropriate. The DSS staff will respond to documentation in a timely and reasonable manner.

IMPLEMENTATION

Students wishing to use any college service provided to students with disabilities should present to DSS written verification of the existence of a disability by a physician or psychologist or other professional clinician qualified in the field of the student's disability to make such a judgment. IEP's should contain complete information including the most recent psychological/ psycho-educational evaluation.[1]

Submitted documentation, including diagnosis of the disability and the appropriate tests administered, must be current and relevant[2] so that DSS staff can make the necessary decisions regarding accommodations. The nature of the disability will dictate the shelf life of the documentation.

This documentation will be filed in the DSS Office's secure electronic drive. Should the information not be a comprehensive evaluation or if the documentation is inadequate, a Disability Verification Form will be provided to the student and/or sent to the physician or other certified professional clinician to be completed and returned to DSS. Disability Support Services has primary consideration in the selection of note-takers, readers, scribes and sign language interpreters.

[1] Note: If necessary, students should contact their former high school to request a copy of their last IEP and psycho-educational evaluation report.
[2] While four years is a standard set by some agencies, DSS reserves the right to require and/or accept documentation that is either less or more than four years old, depending upon the disability and the accommodation request.

DOCUMENTATION FOR LEARNING DISABILTIES

PROCEDURE

Disability Support Services requires documentation for Diagnosis of Learning Disabilities and will provide reasonable accommodations based on need.

IMPLEMENTATION

1. A learning disability is indicated by a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, basic reading skills and comprehension, mathematical calculations and reasoning. A disability that is the result of visual or hearing problems, motor handicaps, mental retardation, behavioral or emotional disturbance, or environmental, cultural, English as a second language, or socio-economic factors is not a learning disability for the purposes of this requirement.

2. The tests used in the evaluation must be administered by a clinician licensed to provide a learning disability evaluation and must meet the criteria listed in the appendix. Minimally, domains to be addressed include but are not limited to:

    - aptitude (such as the WISC, WAIS, or Woodcock John Psycho-educational Battery)
    - achievement
    - information processing
    - memory
    - general psychological evaluation (e.g., diagnostic interview or structured personality inventory).

    Each diagnosis of a learning disability must contain the names and results of tests (including standard test scores), specify the nature and effects of the learning disability upon college -level academic and related endeavors, and suggest appropriate educational compensation strategies and accommodations. The evaluator must address the student's ability to function effectively in a university environment (e.g., ability to focus on assignments, organize one's time, attend class, work in groups or alone, do independent research, and take projects to completion).

(Continued)

IMPLEMENTATION (Continued)

3. Diagnostic Tests for Learning Disabilities used to assess the student's intellectual ability and academic achievement shall be:

   (a) current; (b) reliable as demonstrated by reliability coefficient of .85 or above; (c) normed on representative national samples; and (d) individually administered and interpreted by a licensed clinician in accordance with the standardized procedures described in the test manuals. Assessment materials, procedures, and instruments used for the purpose of assessment and placement shall be selected and administered so as not to be racially or culturally discriminatory. All tests and other evaluation materials shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure.

4. The diagnostic report is to be used for two purposes: 1) to document the existence, nature, and extent of the learning disability and 2) to identify reasonable accommodations. Learning assessments should be the most recent available and should not be more than five years old. Learning assessments shall be based on adult-level learning. Assessments made at the student's elementary or junior-high level, for example, do not qualify as acceptable documentation of a learning disability because they do not reflect adult capabilities or the academic demands of higher education.

5. If the diagnostic report does not include recommendations for accommodations, Disability Support Services (DSS) may request permission from the student to contact the licensed psychologist for recommended accommodations.

6. On a case-by-case basis, DSS will work with the otherwise qualified student with a disability to identify reasonable accommodations. The College shall make reasonable accommodations unless they fundamentally alter the nature of the College's curriculum, pose an undue financial or administrative burden on the College or otherwise constitute an undue hardship. DSS shall attempt to find alternate accommodations in cases where the preferred accommodation of an otherwise qualified student with a disability is not made. If DSS is unable to identify accommodations that do not impose an undue hardship, DSS will refer the request to the ADA Coordinator for review.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Disability Support Services

Subject:
Attention Deficit/Hyperactivity Disorder

ATTENTION DEFICIT/HYPERACTIVITY DISORDER

PROCEDURE

An assessment for Attention Deficit Hyperactivity Disorder (ADD/HD) should be current (preferably within the last four years) and be made by a professional such as a psychiatrist, clinical psychologist, neurologist or a combination of such professionals who have expertise in diagnosing ADD/HD in adults and who have expertise in diagnosing other psychiatric disorders which might resemble symptoms of ADD/HD. In addition, it is important that the diagnostician be able to screen for learning disabilities.

IMPLEMENTATION

The assessment should include the following:

1. A list of the questionnaires, interviews and observations used to identify the ADD/HD behaviors. A summary of this information should include information regarding the onset, longevity and severity of the symptoms.

2. Information concerning the impact of ADD/HD on the educational setting including functional limitations.

3. Medication history and current recommendations regarding medication.

4. The exact DSM diagnosis.

5. A list of appropriate recommendations for accommodations.

6. Information concerning co-morbidity.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Disability Support Services

Subject:
Request for Conditional Accommodations

REQUEST FOR CONDITIONAL ACCOMMODATIONS

PROCEDURE

Students requesting classroom or testing accommodations who are unable to present current or complete documentation of their disability may be granted conditional accommodations. This will allow the student to receive accommodations for a specified period of time only, unless the requested disability documentation is submitted to the DSS office. Upon receipt of specified documentation, the student's DSS status will be moved from "conditional" to "permanent" and the student will be eligible for ongoing accommodations.

Requests for conditional accommodations are made through the Disability Support Services Office (DSS). Requests and services will only be granted through the DSS office and must be made in an adequate amount of time prior to the desired onset of the service. Requests must be made as early as possible, in some cases at least 30 days prior to the start of classes to guarantee the consistent delivery of the services throughout the term.

IMPLEMENTATION

1. Students requesting classroom or testing accommodations who are unable to present current or complete documentation of their disability should consult with a DSS staff member.

2. Students receiving conditional accommodations will be informed of and given a copy of all administrative procedures and college policies.

3. Students will be asked to sign a statement confirming they have been informed that complete and/or current documentation must be received before the end of the term for which conditional accommodations are being provided in order to continue receiving accommodations.

4. Students may be provided with a Disability Verification Form. The form should be completed by a clinician certified in the area of the disability and returned to the DSS Office before the end of the term for which temporary accommodations are being provided.

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AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Disability Support Services

Subject:
Proper Notice/
Request for Accommodations

PROPER NOTICE/REQUEST FOR ACCOMMODATIONS

PROCEDURE

Requests for accommodations and services must be made in an adequate amount of time prior to the desired onset of the service. Documentation and requests must be made as early as possible, in some cases at least 30 days prior to the start of classes, to guarantee the consistent delivery of the services throughout the term.

IMPLEMENTATION

1. DSS staff will contact all students with disabilities two times per year in writing in order to remind them to request their accommodation forms in a timely manner.

2. Students seeking sign language interpreter services, books in alternative format, and/or assistive technology, but who do not request accommodations 30 days prior to the beginning of the term, cannot be guaranteed accommodations by the first day of class.

3. Returning students can request accommodations in writing through email to the DSS office or Specialist or by submitting an Accommodations Renewal Form. Requests for course accommodations that are received 30 days prior to the beginning of a term will be completed prior to the first day of class. Requests for accommodations received by the DSS office less than 30 days prior to the beginning of a term will be completed as quickly as possible but may not be completed by the beginning of the term, if there is a high volume of late requests.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:	**Subject:**
Disability Support Services	**Accommodation Forms/ DSS Student Records**

ACCOMMODATION FORMS/DSS STUDENT RECORDS

PROCEDURE

As a service, Notifications of Accommodation will be made available by email to all students qualifying for and requiring assistance from Disability Support Services (DSS) and who request accommodations. These Notification of Accommodation email messages shall consist of the student's identifying information and a class section. It will also serve as a record of the classroom accommodations for which the student is eligible. The student will discuss the Notification of Accommodations with his/her professor(s) and the testing center, as appropriate.

IMPLEMENTATION

1. The DSS Specialist completes the necessary accommodations forms for each enrolled class.

2. A Notification of Accommodation email will be sent to each instructor of the courses in which the student is enrolled with the student's permission.

3. The student will meet with each instructor for the purpose of reviewing the course accommodations. Accommodations will begin within 48 hours from the date the respective forms are received by the student and instructor.

4. The Disability Support Services Office shall keep record of Notifications of Accommodation. This record is kept in a secure electronic drive, separate from all other student records.

5. DSS records are purged whenever a student has not been enrolled for 7 years. Students returning after such a period will be required to re-submit and/or update documentation.

Department or Division:
Disability Support Services

Subject:
Testing Accommodations

TESTING ACCOMMODATIONS

PROCEDURE

Students seeking extended time or other testing accommodations for course related and all other college-related tests must self-identify with the college's DSS Office before receiving the accommodation. The amount of the extended time is based on the student's needs as well as the provided disability documentation and is specified on all forms.

College placement testing (Accuplacer) is not timed and all students may use calculators. Students seeking accommodations (i.e. reader, scribe) for the Accuplacer placement tests must first self-identify to the DSS office, presenting disability verification documentation for review by a DSS specialist. Accommodations requests for other program-specific placement tests will be considered on a case-by-case basis.

IMPLEMENTATION

1. Extended time will be granted when a student advises DSS staff of a disability and provides appropriate documentation to the DSS Office. Notification of Accommodations will be sent to each instructor and a testing accommodations form will be made available to the Testing Center in a secure drive.

2. Testing accommodations administered by the testing center, other than extended time (i.e. scribe or reader), must be arranged by the student with the Testing Center 72 hours prior to the delivery of services.

3. For students who receive extended time as an accommodation, all in-class, timed activities will be sent by the instructor to the Testing Center unless this accommodation is declined in writing by the DSS student on the DSS Student Accommodations form.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:	**Subject:**
Disability Support Services	Sign-Language Interpreters/ Transcribers

PROCEDURE

The college shall endeavor to provide a sign language interpreter or transcription services for any deaf or hard of hearing student who has a documented need for these accommodations and has registered for classes. Students requiring such services cannot be guaranteed the services unless their complete class schedule is received by DSS at least 30 days prior to the start of classes for each term the student wishes to receive sign interpretation services.

The sign language interpreters shall have advanced training in American Sign Language and are certified and/or have the proper training and/or experience in interpreting. Transcribers shall have advanced training and experience in providing transcription services. The DSS Office has primary consideration in the selection of note-takers, readers, sign language interpreters, and/or college representatives to fulfill student accommodations.

IMPLEMENTATION

1. Once a student who is deaf registers for a class or classes, procedures for arranging an interpreter or transcriber will begin.

2. The student is responsible for notifying the DSS office if a change is made in the class schedule by adding or dropping a class and any cancellation of classes.

3. Student may request a specific interpreter or transcriber; however, the DSS office cannot guarantee any specific interpreter or transcriber.

4. It is the student's responsibility to inform the interpreter of any problems with understanding the signs used. Be sure to let the interpreter knows your sign preference (ASL, PSE, SE).

5. The student is responsible for notifying the office of any tests. Final exams are handled on a special request basis; they are at different times, and may be in different locations, please contact the DSS office to make the proper arraignments.

6. The interpreters/transcribers are required to wait 15 minutes for every hour of class [i.e. a 2-hour class requires a 30-minute wait].

7. If the interpreter/transcriber does not show up for the student's class, students must contact the DSS office. To ensure access to the class lecture, a digital recorder is available to tape the lecture and arrangements can be made for the recording to be interpreted or transcribed as soon possible. While the DSS office takes all preventative

measures, it is important that the student report these incidents to help prevent this from happening in the future.

8. Students are not authorized to release interpreters or transcribers from an assignment. Only Mira Wachs or Courtney Sales are authorized to dismiss the interpreter/transcriber.

9. For meetings with professors, review sessions, exams, tutoring or other times when you need additional services, inform the DSS office at least one week in advance of your request for service.

10. It is the student's responsibility to ask the instructor any questions or information regarding the class. It is not the responsibility of the interpreter/transcriber to answer questions you have about the class or information presented in the class.

11. Students must reserve personal conversations with the interpreters/transcriber to times before or after class. Personal and or side conversation is inappropriate during class time.

Department or Division:
Disability Support Services

Subject:
Reader or Lab Assistant for Students with Disabilities

READER OR LAB ASSISTANT FOR STUDENTS WITH DISABILITIES

PROCEDURE

"Readers" and/or lab assistants for students who demonstrate a documented need for this type of service will be provided, with at least 30 days notification/request to the DSS office. Readers and lab assistants are prohibited from engaging in activities that could be misconstrued as completing assignments for the student with a disability. The DSS Office has primary consideration in the selection of note-takers, readers, sign language interpreters, and lab assistants.

IMPLEMENTATION

1. A student in need of a lab assistant should contact the DSS office to discuss this accommodation.

2. Once the reader or lab assistant has been identified, the student shall supply the reader, through the DSS Office, a copy of all materials needed to fulfill the assistive role, such as the class syllabus. The DSS Office will provide the reader with a copy of the text.

Department or Division:
Disability Support Services

Subject:
Note Takers

NOTE TAKERS

PROCEDURE

The College will provide "note takers" for students who require services. The note taker may be identified by the classroom instructor or by the DSS Office. The DSS Office has primary consideration in the selection of note takers, readers and sign language interpreters.

IMPLEMENTATION

1. A student in need of a note taker should contact the Disability Support Services (DSS) office via email dss@aacc.edu or phone 410-777-1411. Notifications of Accommodation are sent to faculty members of courses in which the student is registered.

2. The professor(s) will identify a note taker, whenever possible. If a note taker cannot be recruited from the class, DSS staff will recruit a note taker or make other provisions for notes.

3. The note taker shall provide a copy of each session's lecture notes to his/her professor(s) or to the DSS student.

4. Note takers may work on a volunteer basis or may be paid a small fee for their notes.

5. Instructors are not compelled to provide their classroom notes to a student with a disability, since the notes are only one factor of the learning environment. For example, instructor notes do not reflect classroom discussion. Thus, instructor's notes do not capture the total learning environment.

Department or Division:
Disability Support Services

Subject:
Equipment Loan

EQUIPMENT LOANS

PROCEDURE

Students with disabilities are eligible to borrow equipment from the DSS office based on individual need. Available equipment includes but is not limited to digital recorders, books on CD, spell checkers, smart pens, and assistive listening devices.

IMPLEMENTATION

1. A student desiring to borrow equipment must meet with a DSS specialist who will determine the equipment available to the student.

2. The DSS specialist will provide student with an Equipment Borrower's Form which the student will sign and return to the specialist.

3. The equipment must be returned at the conclusion of each term for which it is borrowed. Failure to return borrowed equipment may result in a hold being placed on the student's account until the equipment is returned. This hold may prevent future registration for classes.

4. Students who lose, damage, or neglect to return equipment are required to replace the equipment before borrowing additional equipment and before the hold on their college account is released.

COURSE SUBSTITUTION

PROCEDURE

While the faculty of AACC views the learning of math to be an important component of a community college education and degree, it recognizes that otherwise qualified students with disabilities may find the conditions of the MHEC/AACC Math General Education Requirement to be a barrier to degree completion.

Course substitutions related to the AACC Math General Education Requirement will be made for students who have documented learning disabilities in math which affect their ability to learn mathematics and for whom there is documentation to support this claim.

Students who seek a course substitution based on a specific learning disability are advised that:

- Completion of a course approved for substitution based on a disability may not be considered as also satisfying a required prerequisite for another general education course; and
- Full consideration should be given to the impact of the proposed substitution to his/her degree of study at AACC or any other transfer institution.

A complete waiver of the Mathematics General Education Requirement is not granted by AACC. However, a course substitution for a specific mathematics course may be granted. The procedure for obtaining a mathematics general education requirement course substitution includes the following:

- The student must be registered with Disability Support Services (DSS) and have on file complete and current (within the last 3 years) documentation of a specific learning disability in math calculation. The documentation must indicate how his/her disability condition affects the ability to learn math.
- The DSS office will evaluate all documentations to determine the appropriateness and thoroughness of the documentation for the purpose of establishing the presence of a specific learning disability in math calculation. All documentation must follow the general guidelines for determination of a learning disability found on page 13 of this manual.
- If, after review of the submitted documentation the DSS office determines the documentation meets all requirements for establishing the presence of a specific learning disability in math calculation, the DSS office will then determine, on a case-by-case basis:
    - If the student must demonstrate a good faith effort to pass the math course in which he/she placed, using DSS accommodations and all other available support services; or
    - If the student is eligible for a course substitution without attempting the required course.

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COURSE SUBSTITUTION (Continued)

In those cases in which the student is not required to register for the required math course, the DSS Program Manager or designee will provide written justification in support of the student's request for an immediate course substitution and the Program Manager will assist the student in preparing a petition for the Committee on Academic Standards to request the course substitution be approved.

- Courses the Committee on Academic Standards will consider as possible substitution for the math general education course include:

    - ASL 111 – American Sign Language
    - BIO 107 and/or BIO 108 – Environmental Science and/or Ecosystems and the Environment
    - CHE 103 – The World of Chemistry
    - MAT 100 – The Nature of Math
    - MUS 101 – Fundamentals of Music
    - PHL 100 – Critical Thinking
    - PHS 100 – General Physical Science
    - PHS 109 – General Oceanography
    - PHS 111 – History of Science
    - PHS 113 – Physical Geology

Department or Division:
Disability Support Services

Subject:
Release of Information

RELEASE OF INFORMATION

PROCEDURE

Information regarding a student's disability is provided on a need to know basis. Release of educational records shall be governed by the Family Rights and Privacy Act (FERPA) of 1974.

IMPLEMENTATION

Release of information to those outside of the institution, other than to the student, is not permissible unless the student authorizes the release of academic, personal, psychological or medical information by his/her signature on a Release of Information Form.

ANNE ARUNDEL COMMUNITY COLLEGE
DISABILITY SUPPORT SERVICES (DSS)
Room 200

Counseling, Advising and Retention Services
Disability Support Services (DSS) Student Services Building/SSVC

Tel: 410-777-2306 | Fax: 410-777-4070
http://www.aacc.edu/resources/disability-support-services

Student Information Release Form

In accordance with the Family Education Rights and Privacy Act (FERPA)

Subject to certain exceptions set forth in the Federal Family Education Rights and Privacy Act (FERPA) of 1974, Anne Arundel Community College will not provide personally identifiable student information (including but not limited to grades, billing, tuition and fees assessments, financial aid and other student records) to third parties absent the student's consent. Third parties include parents, spouses and third-party designees.

You (the student) may grant Anne Arundel Community College permission to release certain information to a third party by submitting this form.
A separate form must be submitted for each person to whom you wish to grant access to your records.

Student Information	
NAME (LAST, FIRST)	STUDENT ID NUMBER
ADDRESS (STREET, CITY, STATE, ZIP)	PHONE NUMBER

Third-party Designee	
NAME (LAST, FIRST) or AGENCY and RELATION TO STUDENT	PHONE NUMBER
ADDRESS (STREET, CITY, STATE, ZIP)	EMAIL ADDRESS

Information Types Allowed (Check one or more of the boxes below to grant authorization):

- ☐ Grades/GPA, registration, academic performance/standing, class schedule, transcripts and/or enrollment information
- ☐ Disability Support Services-related records, including attendance, accommodations, interterm grades, equipment returns, documentation of diagnosis, behavior, code of conduct violation and academic dismissals.
- ☐ Other (specify) _____

Certification

This consent shall remain in effect through (choose one):

- ☐ Entire duration of enrollment with Anne Arundel Community College
- ☐ Academic Year (specify): _____

STUDENT SIGNATURE	DATE

To revoke a previous Student Information Release submit a written request to the applicable office(s).

Faculty Audio Agreement

Under Section 504, subpart E Postsecondary Education, of the 1973 Rehabilitation Act and the Americans with Disabilities Act, recording lectures is a reasonable accommodation for students with qualifying documented disabilities.

Faculty have the right to require a student who uses a recorder to sign an agreement for recording.

Conditions of the recording;

- All students in the class as well as guest speakers may be informed by the instructor that permission was granted for audio recording to occur. The student will not be named.
- Lectures recorded as an accommodation may not be shared with others without the consent of the lecturer. Recording of lectures or class presentations is solely authorized for the purposes of the accommodated individual.
- Permission to allow the recording is not a transfer of any copyrights; the recording may not be reproduced or uploaded to publicly accessible web environments.
- Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by the accommodated student.
- Public distribution of such materials may constitute copyright infringement in violation of federal / state law, or AACC policy (Section VIII "Prohibited Conduct, Letter E Student Code of Conduct). Violation of this agreement may subject a student to disciplinary action.
- Recording may be prohibited at the discretion of the instructor when the content involves personal discussion and/or self-disclosure.
- Approved recording devices include, but are not limited to computer/laptop, tablet, smart pen, cell phone and digital voice recorder.

Student (Print)	**Student ID #**
Student's Signature	**Date**
Faculty (Print)	**Course**
Faculty Signature	**Date**

Notice of Nondiscrimination: AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days' notice. For information on AACC's compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact the federal compliance officer and Title IX coordinator at 410-777-1239, complianceofficer@aacc.edu or Maryland Relay 711.

ANNE ARUNDEL COMMUNITY COLLEGE
DISABILITY SUPPORT SERVICES (DSS)

Disability Support Services (DSS) Student Union Building/ Suite 140
Tel: 410-777-1411 | Fax: 410-777-4070
http://www.aacc.edu/resources/disability-support-services

Student Audio Agreement

Under Section 504, subpart E Postsecondary Education, of the 1973 Rehabilitation Act and the Americans with Disabilities Act, recording lectures is a reasonable accommodation for students with qualifying documented disabilities.

Faculty have the right to require a student who uses a recorder to sign an agreement for recording.

Conditions of the recording;

_____All students in the class as well as guest speakers may be informed by the instructor that permission was granted for audio recording to occur. The student will not be named.

_____Lectures recorded as an accommodation may not be shared with others without the consent of the lecturer. Recording of lectures or class presentations is solely authorized for the purposes of the accommodated individual.

_____Permission to allow the recording is not a transfer of any copyrights; the recording may not be reproduced or uploaded to publicly accessible web environments.

_____Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by the accommodated student.

_____Public distribution of such materials may constitute copyright infringement in violation of federal / state law, or AACC policy (Section VIII "Prohibited Conduct, Letter E Student Code of Conduct). Violation of this agreement may subject a student to disciplinary action.

_____Recording may be prohibited at the discretion of the instructor when the content involves personal discussion and/or self-disclosure.

_____Approved recording devices include, but are not limited to computer/laptop, tablet, smart pen, cell phone and digital voice recorder.

Student (Print)	**Student ID #**
Student's Signature	**Date**
DSS (Print)	
DSS Signature	**Date**

Notice of Nondiscrimination: AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days' notice. For information on AACC's compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact the federal compliance officer and Title IX coordinator at 410-777-1239, complianceofficer@aacc.edu or Maryland Relay 711.