



Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)

Counseling, Advising and Retention Services

Disability Support Services (DSS)

Student Services Building, Room 200

410-777-2306

www.aacc.edu/advising/DSSwelcome.cfm

dss@aacc.edu

DISABILITY SUPPORT SERVICES POLICIES AND PROCEDURES

2009-2010

This is AACC.

MISSION STATEMENT

In concert with the mission statement of Anne Arundel Community College, the Disability Support Services office, under the Federal Americans with Disabilities Act, strives to support and accommodate those students with disabilities in order that they have equal access to educational opportunities.

Disability Support Services advocates for students with disabilities in support of Anne Arundel Community College's commitment to make all students the best citizens and workers in the world.

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COUNSELING, ADVISING AND RETENTION SERVICES

DISABILITY SUPPORT SERVICES

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AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services

Subject:
Affirmative Action

PROCEDURE

The College Affirmative Action Plan, as adopted by the Board of Trustees, shall be adhered to without exception, as it relates to all services in Counseling, Advising and Retention Services.

IMPLEMENTATION

No individual shall be denied services because of their age, sex, race, disability, religion, creed, national origin, or political affiliation. Nor will the quality of services be based on a student's age, sex, race, disability, religion, creed, national origin or political affiliation.

No individuals shall be referred or subjected to service providers by Counseling, Advising and Retention Services if the provider is known to participate in discriminatory practices.

All services will be promoted, posted, and made available to all students of the College.

The Office shall be open and staffed in such a manner that all students, both day and evening, have access to services.

QUESTIONS AND CONCERNS

First appeal will be made to the Director of Counseling, Advising and Retention Services. Further appeals will be referred to the Diversity and Federal Compliance Officer and the Dean of Student Services. Decisions from Counseling, Advising and Retention Services will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

NON-DISCRIMINATION POLICY

In complying with the letter and the spirit of applicable laws and in pursuing its own goals of pluralism, Anne Arundel Community College shall not discriminate on the basis of race, color, religion, sex, sexual orientation, citizenship status, age, veteran status or disabilities in employment, education and all other areas of the college. Questions and complaints concerning request for accommodations or discrimination should be directed to:

Karen Cook
Federal Compliance Manager
Anne Arundel Community College
101 College Parkway, CRSC 232 A
Arnold, MD 21012-1895
Telephone: 410-777-7370
Maryland Relay: 711 or 800-735-2258 (outside Maryland)

AMERICANS WITH DISABILITIES ACT POLICY*

Upon request, 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 advisor. 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 to DSS, located in Counseling, Advising and Retention Services. Should the information not be comprehensive or if the documentation is inadequate, the Disability Verification Form will be returned to the student and/or sent to the physician or other certified professional clinician.

*Excerpted from Anne Arundel Community College's Catalog/2009-10, page 383

Please note that each student's reasonable accommodations are unique to his/her disabilities and courses in which he/she is enrolled **and are based on his/her documentation and educational need**. Accommodations for one course may not always be reasonable and effective for every course. Faculty instruction, testing practices and classroom procedures outside **those accommodations identified by the DSS office are not considered binding accommodations**.

IMPORTANT NOTES

1. **Disability Support Services (DSS)** will identify and fund all sanctioned accommodations.
2. **Relatives**, 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

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.

VETERANS AND DISABLED AFFIRMATIVE ACTION

Anne Arundel Community College's Statement of Policy

As stated by its President, Anne Arundel Community College will not discriminate on the basis of a physical or mental disability of an individual's status as a disabled veteran or veteran of the Vietnam Era with regard to recruitment or recruitment advertising, hiring, training, promotion, and other terms and conditions of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. The College does and will take affirmative action to employ, advance in employment, and otherwise treat qualified disabled individuals, qualified disabled veterans, and qualified veterans of the Vietnam Era without discrimination based upon their physical or mental disability, or veterans' status in all employment practices as follows:

- Personnel actions or programs that affect qualified disabled individuals, disabled veterans, and veterans of the Vietnam Era, such as employment, upgrading, demotion or transfer, recruitment, advertising, termination, rate of pay or other forms of compensation, and selection for training will continue to be made without regard to the individual's physical or mental disability or veterans' status.
- The College makes and will continue to make reasonable accommodations to promote the employment of qualified disabled individuals and disabled veterans unless such accommodations would impose an undue hardship on the College's business.

Karen Cook, Diversity and Federal compliance Officer of affirmative action for the disabled, disabled veterans, and veterans of the Vietnam Era, and Administrative Staff and other supervisory personnel will take an active part in the College's affirmative action program to ensure that qualified disabled employees, disabled veterans, or veterans of the Vietnam Era and prospective employees are considered and treated non-discriminatorily with respect to employment decisions.

Furthermore, Anne Arundel Community College will solicit the cooperation and support of all employees for the College's policy and affirmative action program. The Diversity and Federal compliance Officer has been assigned responsibility for periodically reviewing progress in the compliance and implementation of the policy of affirmative action for the disabled, disabled veterans, and veterans of the Vietnam Era. In accordance with public law, this program of affirmative action for the disabled, disabled veterans, and veterans of the Vietnam Era is available for inspection in the Affirmative Action Office during regular business hours upon request.

DEFINITIONS

“DISABLED VETERAN” means a person entitled to disability compensation under laws administered by Veterans Administration for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

“QUALIFIED DISABLED VETERAN” means a disabled veteran as defined above who is capable of performing the essential functions of a particular job when reasonable accommodations are made to his or her disability.

“VETERAN OF THE VIETNAM ERA” means a person who (i) served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released there from with other than a dishonorable discharge, or (ii) was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964 and May 7, 1975.

“DISABLED INDIVIDUAL” means a person who (i) has a physical or mental impairment that substantially limits one or more of his or her major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment.

For the purpose of this Plan, a disabled individual is **“substantially limited”** if he or she is unable to perform a major life activity that the average person in the general population can perform, or is significantly restricted as to the condition, manner or duration under which a person can perform a particular major life activity as compared to the condition, manner or duration under which the average person could perform the same activity.

“QUALIFIED DISABLED INDIVIDUAL” means a disabled individual as defined above who is capable of performing a particular job, with or without reasonable accommodation for his or her disability.

MEMORANDUM

TO: ALL EMPLOYEES
RE: AFFIRMATIVE ACTION FOR THE DISABLED
FROM: KAREN COOK, FEDERAL COMPLIANCE MANAGER

The Rehabilitation Act of 1973 prohibits certain employers from discriminating in employment because of physical or mental disability and requires affirmative action to be taken to employ and advance qualified disabled individuals and to make reasonable accommodation for their limitations.

Recent amendments to the Rehabilitation Act and Executive Order 11758 further define an employer's responsibilities to assist the disabled in securing, retaining, and advancing in employment. The Act defines a disabled person as one who in the past has had, now has, or is considered to have a physical or mental impairment that substantially limits one or more life activities.

The College takes seriously its responsibility to comply with the law; therefore,

1. Anne Arundel Community College will not discriminate against any applicant because of physical or mental disability if the person is otherwise qualified for the position.
2. Anne Arundel Community College will recruit the disabled by notifying local agencies for the disabled of available positions.
3. Anne Arundel Community College will make any reasonable accommodation in physical facilities and/or job scope which would not hamper business efficiency or constitute an undue hardship, but would allow a disabled individual to perform the essential functions of a job that could not be done without such accommodation(s).
4. Anne Arundel Community College will not discriminate in training, promotion, transfer, or compensation of any otherwise qualified employee because of disability, nor will Anne Arundel Community College discriminate in the administration of its benefit plans.

If you have a disability and would like to be considered under Anne Arundel Community College's Affirmative Action for the Disabled Plan, please inform Karen Cook in writing, giving:

1. Your name.
2. Your present position.
3. The position for which you would like to be considered.
4. Any special methods, skills, or procedures, which qualify you for a position that you might not be able to do otherwise.
5. Any accommodation(s), which you believe, would enable you to perform the essential functions of that job safely and properly.

All information is voluntary, and refusal to provide it will not subject you to any disciplinary or discriminatory treatment. Information obtained shall be kept confidential, except that:

1. Managers and supervisors may be informed regarding necessary accommodations and/or restriction on work,
2. Safety personnel may be informed if the condition might require emergency treatment,
3. Government officials investigating compliance with the Act may be informed.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Advising Students with Disabilities

PROCEDURE

Students with disabilities may seek advisement from any academic advisor. Students with disabilities are assigned to a caseload advisor, as are all other all students. When seeking advising to develop an educational plan or to select courses the student is encouraged to meet with his or her assigned caseload advisor. During peak registration periods, such as ARENA ADVISING, the student may meet with any advisor to discuss class selection.

When providing documentation, or requesting accommodations, or if the student has a concern related to receiving or not receiving his/her accommodations, the DSS staff should be consulted immediately.

IMPLEMENTATION

1. Students with disabilities will adhere to the same rules and regulations that all students follow related to meeting with their caseload advisor.
2. Students requesting to meet with their caseload advisor or with the Program Manager for Disability Support Services (DSS) must make an appointment.
3. During walk-in hours all students must sign in and wait in turn. Policies that require a student to wait his/her turn are not a denial of access or denial of reasonable accommodations.
4. Exceptions to this policy are students experiencing emergency or crisis situations. Students seeking advising related to self-identification and classroom accommodations:
 - Will receive a checklist, as needed that clearly details the steps necessary to receive services.
 - Will be given online access to the DSS Administrative Policies and Procedures Manual and will be given an overview and an opportunity to ask for further clarification.
 - Will be asked to sign a form confirming that the DSS Administrative Procedures Manual has been explained.

(Continued)

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Advising Students with Disabilities

IMPLEMENTATION (Continued)

5. Once the documentation has been provided, the student will be given accommodation forms and instructions for having the forms signed by each instructor or appropriate staff member.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Personal Aides

PROCEDURE

Personal aides are not provided by the college; however, the Maryland Department of Rehabilitative Services (DORS) is one possible resource for securing a personal aide. Students who are authorized by the college to use an aide in any instructional activity are required to acquire written authorization from Disability Support Services (DSS). Relatives, defined as a spouse, child, father or mother, father or mother of a spouse, brother or sister, grandparent, grandchild, or any other relative by marriage, or any other person living in the immediate household of the student, 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.

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 advisor.
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.

QUESTIONS AND CONCERNS

First appeal will be made to the Director of Counseling, Advising and Retention Services. Further appeals will be referred to the Federal Compliance Manager and the Dean of Student Services. Decisions from Counseling, Advising and Retention Services will be written and sent to the student within two weeks following receipt of a written complaint or appeal for an accommodation.



Mimi S. Stoops, Program Manager for DSS

DSS CHECKLIST

- 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* 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 must also include a psychoeducational report.
- Check your documentation to be sure it is current (within the past four years).
- If you do not have current and/or complete documentation and do not have a resource for evaluation, please call or make an appointment with the DSS office for evaluation referral resources (410-777-2307).
- Students registering for the first time with the DSS office should call 410-777-2307 to check appointment availability with Mimi Stoops, or other DSS advisor.
- Bring completed disability documentation to your DSS appointment. The DSS advisor will discuss the course accommodations for which you are eligible based on the documentation and information you provide.
- The DSS Advisor will complete accommodation forms based on the documentation provided by your clinician and the information you provide.

****Please note: The documentation must support each accommodation you request.***

- Take the Accommodation forms to your professor and/or the Testing Center. You and your professor sign and date the forms. If you have forms for the Testing Center, you and the Testing Center representative will need to sign and date them.
- Attend class regularly and call the DSS Office if you need assistance with your accommodations.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Determining Eligibility

PROCEDURE

Eligibility for use of Disability Support Services (DSS) will be established by documentation from a psychiatrist, psychologist, or diagnosing physician who is certified in the field of the student's disability. Documentation must be objective. Challenges to documentation will be made if a relative, immediate family member or friend of the family has conducted the evaluation. 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, located in the Counseling, Advising and Retention Services Center, written verification of the existence of a disability by a physician or psychologist or other professional clinician qualified to make such a judgment. IEPs must contain complete information including the most recent psychological/ psychoeducational evaluation.¹ Report documentation and verification, including diagnosis of the disability and the appropriate tests administered, must be recent and appropriate² 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 written verification will be filed in the DSS Office/Counseling, Advising and Retention Services Center. 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for Disability Support Services, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

Note: A Request for Documentation form is available for those students requiring a copy of their DSS information.

¹ Note: If necessary, student should contact their former high school to request a copy of their last IEP and psychoeducational 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.



DISABILITY VERIFICATION

TO BE COMPLETED BY A PSYCHIATRIST/PSYCHOLOGIST/DIAGNOSING PHYSICIAN

Eligibility requirements for support services for students with disabilities:

1. Student provides verification of diagnosis and severity.
2. Student is assessed as having a functional limitation in the educational setting.

To ensure provision of reasonable and appropriate services for students with disabilities, students needing such services are required to provide current and comprehensive documentation of their disability. This documentation should include information which diagnoses the disability, describes the difficulties and functional limitation in an educational setting, indicates the severity and longevity of the condition, and offers recommendations for treatment. To facilitate the gathering of such critical information, we ask that you respond to the following questions:

Please provide the following information about _____
(Please print student's name)

1. Diagnosis: _____
(Include DSM code for all mental disabilities)

2. Level of severity (check one): mild moderate severe

3. Date of diagnosis: _____

4. Describe the procedures used to assess/diagnose:

Please attach diagnostic report (Learning disability evaluation/psychological testing information and results).

5. Describe symptoms which meet the criteria for this diagnosis with approximate date of onset, if appropriate:

6. Describe this student's functional limitations in an educational setting:

7. What measures were used to assess current educational achievement?

8. Do you have any recommendations to make regarding effective academic accommodations to equalize this student's educational opportunities at the post-secondary level? (Describe services/accommodations in exam administration, classroom or study activities, or course requirements.)

9. Provide a medication history related to this disability.

10. Could the medication interfere with student's ability to achieve academically?

Yes _____

No _____

11. In addition to the diagnostic report, please attach other information relevant to this student's academic adjustment.

Signature: _____

Print Name and Title: _____

License/Certification Number: _____

Address: _____

Telephone: _____ Date: _____

Please return this information to:

Anne Arundel Community College
Counseling, Advising and Retention Services
Disability Support Services – SSVC 200
101 College Parkway, Arnold, MD 21012
Tel. 410-777-2306 ♦ FAX: 410-777-4070

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-day notice. For information on AACC's compliance and complaints concerning discrimination or harassment, contact Karen L. Cook, Esq., federal compliance manager, at 410-777-7370 or Maryland Relay 711.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:

Counseling, Advising and Retention Services/
Disability Support Services

Subject:

Documentation for Learning Disabilities

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 policy.
2. The tests used in the diagnostic reports must be administered by a licensed psychologist 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 Psychoeducational 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 university-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)

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Documentation for Learning Disabilities

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 psychologist 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 must not be more than four 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Attention Deficit Disorder

PROCEDURE

An assessment for Attention Deficit Disorder (ADD) 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 in adults and who have expertise in diagnosing other psychiatric disorders which might resemble symptoms of ADD. 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 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 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Service

Subject:
Request for Conditional Accommodations

PROCEDURE

Requests for temporary 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 temporary 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services

Subject:
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 twice 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.
3. Returning students can request accommodations in writing through email to the DSS office or advisor or by completing an Accommodations Renewal Form in person at the CARS front desk. 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Accommodation Forms/
Student Records

PROCEDURE

As a service, Student Accommodation Forms will be made available to all students qualifying for and requiring assistance from Disability Support Services (DSS). These forms 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 present this form to his/her professor(s).

IMPLEMENTATION

1. The DSS advisor completes the necessary accommodations forms for each enrolled class.
2. The student will meet with each instructor for the purpose of reviewing the course accommodations forms. The student and instructor will sign off on and date the appropriate course accommodations forms. Accommodations will go forward from the date the respective forms are signed by the student and instructor. The student is responsible for returning to DSS the office copy of the signed forms.
3. The Counseling, Advising and Retention Services Center shall keep each form in a locked file. This file is kept separate from all other student records.
4. DSS records are purged whenever a student has not been enrolled for four consecutive years. Students returning after such a period will be required to re-submit and/or update documentation.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Testing Accommodations

PROCEDURE

Placement testing is not timed and all students may use calculators. Students seeking accommodations for the placement tests must first self-identify to the DSS office, presenting disability verification documentation for review by a DSS advisor.

Students seeking extended time or other testing accommodations for course 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 and is specified on all forms.

IMPLEMENTATION

1. Extended time will be granted when a student verbally indicates a disability to DSS staff and provides documentation to the DSS Office. Students will be given an Accommodation Form to be signed by each instructor and an Extended Time Form to take to the Academic Support Center, a copy of which will be returned to the DSS Office.
2. Testing accommodations other than extended time (i.e. scribe or reader) must be arranged by the student with the Academic Support Center 72 hours prior to the delivery of services.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Sign-Language Interpreters

PROCEDURE

The college shall endeavor to provide a sign language interpreter for any deaf student registering for classes. However, 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. 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. A prospective sign language interpreter for the college shall complete an application for temporary employment.
2. Once a student who is deaf registers for a class or classes, procedures for arranging an interpreter will begin.
3. At the beginning of a term, when interpreters' assignments are made, a sign language interpreter will be provided the following materials: (1) a schedule of classes of his/her assigned faculty; (2) a map of the campus and additional directions; (3) contact information of both the college contact person and the student.
4. Interpreters are paid to interpret for each assigned class or tutoring session. The hourly rate covers only the time period during which actual service is provided. For example, an interpreter cannot charge for an hour break between classes.
5. The student is responsible for notifying the DSS Office in a timely manner that allows DSS staff to contact the assigned interpreter if he/she is unable to keep an appointment. Three failures to notify the DSS office or three instances in which the office is not contacted in a timely manner will result in termination of college funded interpreting services to that student.
6. When a student does not show for class, the interpreter must wait for at least 30 minutes. After this time, if the student has not shown, the interpreter may leave. The interpreter will be paid for a full hour.

(Continued)

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Sign-Language Interpreters

IMPLEMENTATION (Continued)

7. When an interpreter does not show for a session, the interpreter will not be paid. Furthermore, if the interpreter has no valid reason for missing the class and fails to call, the interpreter shall be placed on a "probationary status." A second failure to attend class, without valid excuse, will be sufficient cause for termination.
8. It is the interpreter's responsibility to reach the student at least 24 hours in advance if the interpreter cannot attend a session and the interpreter must notify the college representative, the Program Manager for Disability Support Services, as well.
9. The salary for interpreting services is dependent upon experience and certification. The fee schedule may be re-evaluated every academic year to coincide as realistically as possible with local pay scales in the community.
10. Sign language interpreters will not be contracted to interpret for family members except in the case of emergencies.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Reader or Lab Assistant
for Students with Disabilities

PROCEDURE

Text in alternative format will be provided for eligible students, when at least 30 days notification is made to the DSS office. "Readers" and/or lab assistants for the visually impaired student and other students who demonstrate a need for this type of service will be provided with at least 30 days notification 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 Counseling, Advising and Retention Services Center. The Counseling, Advising and Retention Services Center shall keep a list of available readers.
2. Once the reader or lab assistant has been identified, the student shall supply the reader, through the DSS/Counseling, Advising and Retention Services Center, with a copy of all materials needed to fulfill the assistive role, such as the class syllabus and/or a copy of the textbook.
3. When recorded books are not available from Recordings for the Blind and Dyslexic, Disability Support Services will request a "desk copy" from the bookstore that will be scanned and recorded.
4. All tapes become the property of the College and must be returned at the end of the term. This becomes part of the DSS Textbook Tape Library.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
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 located in the Counseling, Advising and Retention Services Center. The student is given Accommodation Forms by DSS and in turn gives them to his/her professor(s).
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.
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. The note-taker is encouraged to become familiar with the Cornell Method and/or any other format that produces high quality notes.
6. 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Equipment Loan Policy

PROCEDURE

Students with disabilities are eligible to borrow equipment from the DSS office, located in the Counseling, Advising and Retention Services Center, based on individual need. Equipment available, at this time, consists of tape recorders, Franklin spellers, TTY, Comteks, tape & CD players for books.

IMPLEMENTATION

1. A student desiring to borrow equipment must sign an Equipment Borrower's Form.
2. The equipment must be returned at the conclusion of each term. Failure to return borrowed equipment may result in a hold being placed on the student's account until the equipment is returned. The Equipment Borrower's Form is made available through DSS.
3. Students who do not return equipment or lose or damage equipment are required to replace the equipment before borrowing additional equipment and before their college account will be released.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Course Substitution

PROCEDURE

A course substitution may be deemed as a reasonable accommodation for a student. However, the course is not waived as a prerequisite. The decision to grant a course substitution for a student with a disability is made by a committee consisting of the appropriate Dean(s) of the School(s) in which the course(s) is/are housed, DSS staff, the Director of Counseling, Advising and Retention Services, and the Diversity and Federal Compliance Officer. The Committee is chaired by the Assistant Director for Services to Special Populations of the DSS/Counseling, Advising and Retention Services Office. All course substitutions are reported to and sanctioned by the Academic Standards Committee.

The DSS Committee will meet, as needed, only to address procedural or policy issues. The Academic Standards Committee, through its regular petition process, will review and consider petitions for course substitutions, in the context of the student's adherence to the procedures set forth below:

- Current academic regulations regarding placement in and enrollment in math courses will remain in effect.
- All students, whether they currently possess documentation certifying a mathematics disability or whether they intend to seek one, must first demonstrate a "good faith" effort to have passed the math course in which they were placed, before beginning the course substitution request process.
- It will be the petitioner's responsibility to secure the math faculty member or the chair's affirmation that he or she made a "good faith" effort to pass the math course. A good faith effort will be defined as:
 - Consistently attending the course through to its completion;
 - Consistently completing all assigned homework;
 - Taking all assessments (tests);
 - Attempting to get help either from the instructor, the math lab, or tutoring;
 - A grade of D or F would be considered the result of a good faith effort, but not an FX.

(Continued)

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Course Substitution

PROCEDURE (Continued)

- Upon processing a petition signed by the Program Manager for DSS attesting to the student's "good faith" effort and appropriate DSS documentation of a math disability, the Dean of Arts and Sciences or the Math Chair will endorse a petition to approve a course substitution chosen from the following courses:

ASL 141 – 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

AACC ADMINISTRATIVE PROCEDURES

Department or Division:
Counseling, Advising and Retention Services/
Disability Support Services

Subject:
Release of Information

PROCEDURE

Information regarding a student's disability is provided on a need to know basis. All educational records shall not be violated under the provisions of the Family Rights and Privacy Act of 1974.

IMPLEMENTATION

Release of information to those outside of the institution 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.

QUESTIONS AND CONCERNS

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If there is no resolution, the Assistant Dean for Student Development and Success should be contacted. Contact the Dean of Student Services and the Diversity and Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation.



Counseling, Advising and Retention Services

Disability Support Services (DSS)

101 College Parkway
Student Services Building, Room 200
Arnold, MD 21012

www.aacc.edu/advising/DSSwelcome.cfm

dss@aacc.edu

410-777-2306

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-day notice. For information on AACC's compliance and complaints concerning discrimination or harassment, contact Karen L. Cook, Esq., federal compliance manager, at 410-777-7370 or Maryland Relay 711.

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