

Southwest Tennessee Community College

Student Disability Services

Policies and Procedures Manual



(901) 333-5523 Union Campus

(901) 333-4223 Macon Campus

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MISSION STATEMENT

Student Disability Services (SDS) is committed to assisting students with disabilities reach their personal and academic goals by:

- ensuring equal access in the classroom and throughout the college campus
- providing consultation to faculty regarding academic accommodations, legal compliance responsibilities, and instructional, programmatic, physical, and curriculum modifications
- determining accommodations that are appropriate and consistent with medical documentation
- teaching self-advocacy
- increasing college-wide disability awareness and sensitivity

IMPORTANT LEGISLATION

Student Disability Services providers should be aware of relevant legislation that addresses accessibility for eligible students with disabilities at the postsecondary level.

REHABILITATION ACT OF 1973 (AS AMENDED THROUGH 1998)

SECTION 504(A) OF THE REHABILITATION ACT OF 1973 STATES THE FOLLOWING:

“No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

To comply with this act, colleges and universities that receive federal assistance must assure that their educational programs, activities, and services are accessible to students with disabilities.

To accomplish this goal, both physical and program access must be provided. Access means more than the removal of architectural barriers and the provision of auxiliary services. It also means that reasonable accommodations must be made in the instruction process.

Knowledge, judgment, and sensitivity are essential for achieving these ideals. These guidelines are designed to heighten awareness of students, faculty, and staff regarding the needs of students with disabilities.

For more information about this legislation, visit <https://www.hhs.gov/civil-rights/for-individuals/disability/index.html>.

SECTION 508 OF THE REHABILITATION ACT

Section 508 of the Rehabilitation Act (19 U.S.C. 794d) expanded the federal government's role in providing accessible Internet/web accessibility, captioning of videos, and audio description of video. Section 508 of the Rehabilitation Act refers specifically to federal agencies and provides a model for post-secondary education.

For more information about this legislation, visit <https://www.hhs.gov/web/section-508/index.html>.

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) of 1990 is a broad affirmation of the administrative regulations of Section 504. In contrast to Section 504, its application is not limited to agencies receiving federal funding. Like the Civil Rights Act of 1964, the ADA is a federal anti-discrimination statute that seeks to provide access to opportunities. The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities.

According to Title II-2.8000 of the ADA, individuals must be “qualified” as having a disability in order to be entitled to reasonable accommodations under the act. To be qualified, the individual with a disability must meet the essential eligibility requirements for receipt of services or participation in a public entity's programs, activities, or services with or without (1) reasonable modifications to a public entity's rules, policies, or practices; (2) removal of architectural, communication, or transportation barriers; or (3) provision of auxiliary aids and services.

For more information about the Americans with Disabilities Act, visit, <http://www.ada.gov>

ADA AMENDMENTS ACT OF 2008

On January 1, 2009, the ADA Amendments Act became effective. Through federal legislation, the ADA Amendments Act (ADA AA) provided clarity and broadened the scope of who was guaranteed civil right protection. Accordingly,

the “ADA Amendments Act of 2008” revises the definition of “disability” to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder.

For more information about this legislation, visit <https://www.eeoc.gov/laws/statutes/adaaa.cfm>.

In addition to the changes out-lined above, the ADA AA now includes among its major life activities, but does not limit to, the following: caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, learning, reading, concentrating, thinking, communicating, and working. Also, individuals who are "regarded as" being disabled based upon the definition provided in both the ADA and the ADA AA are protected (source: Association of Higher Education and Disability – AHEAD).

TELECOMMUNICATIONS ACT

Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting, and operator services that were often inaccessible to many users with disabilities. For more information, contact <https://www.ada.gov/cguide.htm#anchor62335>.

DIRECTOR RESPONSIBILITIES

SDS MEETINGS

The director will participate in meetings, taskforces, committees, and sub-committees as deemed appropriate.

PUBLICATION RESPONSIBILITIES

The Director of the Student Disability Services office is responsible for providing important data to students (both prospective and current), faculty, and staff. The director should review, on an annual basis, all print and electronic materials used by the office to insure that information is current and accurate.

In addition, the SDS Director will provide a Disability Services annual report that informs the Tennessee Board of Regents (TBR) of the number of students served, types of disabilities, types of accommodations and services made since the last report. This report is to be submitted to the TBR on or before July 15th of every year.

GENERAL OFFICE PROCEDURES

PROPER PHONE ETIQUETTE

Always strive to answer call on first or second ring. Smile, this establishes a polite, courteous and professional tone. Offer thanks for calling, state the office name, state your name, and ask how you may be of service.

“Thank you for calling Student Disability Services. This is *your name*. How may I help you?”

TRANSFERRING A CALL TO ANOTHER PERSON OR SERVICE AREA:

If it has been established that another person or office is required to assist the caller, you must transfer the call. Transfer a call:

- First, make sure that there is nothing more you can do to assist the caller.
- Announce to whom or to what department you're about to transfer the call.
- With phone still in hand, press the **transfer button** and wait for the other party to answer the call.
- When the call is answered, greet them, state your name and the reason for the transfer.
- Thank the person on the other end and hang up.

CHANGING THE PHONE'S OUTGOING MESSAGE:

If you will be away from the office for more than one day, it is professional and polite to communicate that information to callers. To change the outgoing message, do the following:

- Dial 5600
- Enter your security code
- Follow the prompts

Remember, upon your return, you must return the outgoing message to your standard greeting by following the same procedure.

CHECKING PHONE MESSAGES AND RETURN CALLS:

Phone messages are recorded via email/Office 365. To hear recorded messages, go to <https://outlook.office365.com>

- Confirm or enter Southwest email account and password.
- To hear a recording, click on message marked "voicemail_no_reply,"
- click "voice.WAV,"
- click SAVE,
- click "voice WAV" again (found at top of page) and listen to recording.

Return call as soon as possible. However, messages should be responded to within 24 hours of receipt of message.

CALLING LONG DISTANCE:

- Dial 1, area + phone number. You will hear 3 beeps.
- Enter long distance code: 425195

PROPER EMAIL ETIQUETTE.

When responding to or sending an email to any branch of Senior Management, Department Chairs, or other persons of authority, always copy the Executive Director of Retention & Student Success.

At the end of any email, be sure to include these items:

- Your name
- Your title
- Your office/department
- Phone number(s)
- Email address

How to change email outgoing message:

- Click Settings
- Click Automatic Replies
- Choose Send Automatic Replies
- Enter Start and End Dates
- Enter Outgoing Message
- Click OK (found at top of page)

ORDERING CARBONLESS NOTE TAKER PADS, ENVELOPS AND COPIER PAPER:

- To replenish envelopes and copier paper, complete a Southwest Tennessee Community College Paper Request Form. This form is located in Creative Print Services (Union Campus: UA 116, Macon Campus: MS 100).
- To replenish carbonless note taker pads, complete a Southwest Duplicating Request Form. This request is only fulfilled at the Macon Campus Creative Print Services (MS 100). Complete form and attach the pad to be duplicated.

STUDENT RECORDS (NON-BANNER/NON-ELECTRONIC/BANNER)

Each semester SDS providers should keep lists or databases of students with disabilities, and records of general services rendered. These records might include initial intake information and other relevant information. Social Security numbers of students or other individuals are not to be utilized in the database.

Only students with approved accommodations should be coded and entered into Banner as an SDS student. Students with approved accommodations are coded the SGASTDN Banner screen.

CONFIDENTIALITY AND FERPA

Any information the student shares is kept confidential unless he or she authorizes release and exchange of specified information (Policy No. 3:02:03:00/13).

If a new or incoming student comes in with a parent/guardian, it is acceptable to speak with both parent and student as Family Educational Rights and Privacy Act (FERPA) does not apply to applicants for admission who have never attended the College. This is the best time to inform all of the “Release of Information” form. Students may sign a Release of Information form in person in the Admissions and Records Office on either the Macon Cove or Union Avenue campuses. This allows us to disclose information to parents should they later have questions regarding the students’ status.

If a current or former student comes in with a parent/guardian, you must first check if the student has signed a Release of Information form for the accompanying parent/guardian. You may find this information in Banner Form SPACMNT. Admissions will make a comment stating, “Please disclose my information to [insert name here].” You may have to scroll through the comments if there are multiple comments to find the correct one.

- If not, you may ask the parent to step out OR ask the student if they would like the parent to remain in the room. In the case of the latter, you will still need to speak to the student ONLY.
- If so, you are able to share details of the situation with the parents as well.

Students may authorize the College to exchange information regarding their disability, academic progress and other relevant information with individuals, office or agencies, internal and external to the College.

The Office of Student Disability Services must make reasonable attempts to authenticate the identity of the individual with whom information will be exchanged. This includes, but is not limited to, submission of a formal request for information on official office or agency letterhead or presentation of a governmental issued photo ID in-person.

CONSERVATORSHIP

There may be some cases where the parent has conservatorship of a student. If a parent/guardian acts as a conservator, the parent/guardian MUST be present at **all** meetings regarding the student since they have been “appointed by a judge to manage the financial affairs and daily life” of the student (<https://en.wikipedia.org/wiki/Conservatorship>).

The Conservator must present documentation at initial intake in order to ensure that the College is aware and takes the appropriate measures when meeting with the student. The conservatorship paperwork should be then attached to the FERPA that is on file and shared with the Executive Director, Director of Student Development, and Admissions.

FILING

Student records are filed alphabetically. Each main campus, Union or Macon, has its own set of student records. Each file folder should contain disability documentation, intake form, Letter of Accommodation(s), any documentation regarding conflicts and resolutions, Banner ID, and semester/year of Student Disability Services enrollment. Student files are purged and shredded after three (3) years of non-attendance and/or graduation from Southwest Tennessee Community College. All documents containing confidential information must be shredded when they are no longer needed. Confidential information should never be placed un-shredded into wastebaskets or containers.

TIME KEEPING FOR TEMPORARY WORKERS

SDS currently employs two temporary workers per fiscal year: one professional note taker and one in-house sign language interpreter. As temporary workers, they must be re-hired each year. Because contracts end on June 30 each year, SDS will complete a **Request to Employ** form no later than **June 1** of each year (http://www.southwest.tn.edu/documents/Human_Resources/request). SDS assigns the temporary workers to specific students and/or tasks. They are not allowed to work over 25 hours per week.

Temporary Workers submit timesheets for payment processing no later than the 17th and 2nd of each month. To process time sheets, go to: <https://mkronosp.southwest.tn.edu/wfc/logon>.

- Enter username and password
- Click Time Cards (located on far right of screen). Temp Worker names will be located in the top left corner of the page.
- Go to Drop down arrow and click worker name
- Change Period from Current to Previous (drop box found at top middle area of page)
- See date and time on timesheet, click IN on corresponding line in Kronos, enter start time from time sheet. Click OUT, enter end time from time sheet. ***If start or end time is after 12:00pm, you must type PM after the time or the system will register AM hours. ***
- Do this for each date and time entry from the timesheet.
 - ***If there are multiple start and end times for the same day, Click the plus (+) sign at the start of each date line in Kronos. This gives the recorder the opportunity to enter various start and end times for the same day***
- Once all time has been recorded, Click SAVE (found on top right corner of page).
- Then Click Approve Time Card twice (found on the top left corner of page).
- Go to the next Temporary Worker Time Card and repeat until all temporary employee time sheets have been completed.
- Sign and date paper timesheets and file.

All issues related to hiring any other appropriate staff should be conducted in conjunction with the Human Resources office.

The Office of Student Disability Services should consult with the Human Resources office before asking employees to sign additional contracts, work agreements, or other documents, including confidentiality agreements.

MOST COMMONLY USED COMMUNITY RESOURCES AND CONTACT NAMES AND NUMBERS:

Vocational Rehabilitation of Tennessee	Catherine Williams, M.S.	901-528-5325
	Anthony McClyde	901-543-6249
The Arc Mid-South	Carlene Leaper	901-327-2473
Memphis Center for Independent Living	Sandi Klink	901-726-6404
Deaf Connect of the Mid-South	Teresa Wilson	901-278-9307
Clovernook Center for the Blind	Natalie Clem	901-523-9590
Mid-South Access Center for Technology	Lavonnie P. Clayborn	901-678-1489

FACULTY RESPONSIBILITIES

To facilitate their important role in insuring the delivery of approved classroom accommodations, upon receiving the memorandum from Student Disability Services, faculty is responsible for:

Meeting privately with the student to discuss the approved accommodations.

- Providing the accommodations in a fair and timely manner.
- Contacting Disability Services immediately to discuss any questions or concerns with regards to the memorandum/Letter of Accommodation (LOA).
- Referring any student who is requesting accommodations without written approval to Student Disability Services. If the disability is visible, accommodations are appropriate and should be provided until the required documentation is processed by Student Disability Services.

Please review Memo sent out Spring 2018 ([Appendix A](#)).

STUDENT RESPONSIBILITIES

Student Disability Services (SDS) staff seeks to ensure that all students receive the opportunity to learn to their fullest abilities. Services include providing note takers, interpreters, and scribes, enlarged textbooks, extended testing times, counseling, and referrals to community agencies. SDS arranges optimal classroom seating (placement, as well as types of chairs and desks).

Reasonable accommodations for students with disabilities will be made to ensure access to academic programs, services, and employment in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

College programs and facilities are designed to be accessible to students with disabilities. SDS works with the Department of Vocational Rehabilitation and other service agencies to help students with disabilities access local community resources.

Students with disabilities who desire accommodations are responsible for making those needs known to the Office of Student Disability Services in a timely fashion, and for providing appropriate documentation and evaluation in applicable cases. The Student Disability Services staff has the authority to decide whether accommodations will be granted in individual cases. Some requests take additional time to fill. SDS will make every effort to provide reasonable accommodations in a timely manner. Students who do not request accommodations do not need to disclose their disabilities.

COURSE SUBSTITUTIONS, LATE WITHDRAWALS, AND TIME EXTENSIONS

Any concerns related to course substitutions, withdrawals, and/or extensions should be handled in accordance with the Academic Policies and Procedures of Southwest Tennessee Community College.

MEDICAL ADD, DROP, OR WITHDRAWAL

Please contact Records Office for policy at <http://www.southwest.tn.edu/records/>

INCOMPLETE C

A. Incomplete (I)

1. An “I” grade is given to a student who is passing but is prevented by **documented extraordinary circumstances** from completing a course on schedule. The instructor of record determines whether or not such circumstances pertain.
2. A student who receives an “I” grade must complete all required work and remove the “I” grade within the next semester (exclusive of summer term).
3. Students with several “I” grades may, at the discretion of their academic advisor, be required to carry a reduced class load for the following semester.
4. Upon the student’s completion of the required work, the instructor will calculate and post the student’s earned grade by filing a Change of Grade form with the Office of Admissions and Records. 5. Failure to complete the required work results in an automatic failure and a grade of “F” will be posted for the course on the student’s academic record.

Please review Academic Policy at <http://www.southwest.tn.edu/policy/section2/2-00-00-00-23.pdf>

MODIFICATION OF ATTENDANCE POLICY

Regular attendance is a student requirement. A student is responsible for all the work, including in-class notes, tests, and written work for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability-related medical situations) are excused **only by the instructor**. However, students submitting documentation of a disability that could impact classroom attendance, may appeal to instructors for flexibility with regards to any classroom attendance policy. Students should work closely with their instructors from the beginning of the semester to stay current with course requirements.

Modification to attendance policy and extra time on assignments as accommodations do not mean:

1. Open ended deadlines or permission to submit assignments at the student's convenience.
2. Submitting assignments after answers have been posted or other students have received feedback on their work.
3. **Elimination of all in-course deadlines or permission to submit interval-scheduled work all at the end of the course.**

At the student's request, SDS can provide a copy of the document the student submitted to its offices, but the student is responsible for submitting a doctor's statement to the instructor if absences require documentation. Only the instructor has the authority to excuse the student. **(See Appendix K)**

COMPLAINT AND APPEAL PROCESS

If a student does not agree with the accommodations approved by the office of Student Disability Services, has perceived discrimination, been denied an accommodation, or is not satisfied with the resolution of a reported grievance, he/she will be asked to submit a Grievance/Appeal form with written statement to the office of Student Disability Services **(See Appendix B)**. This process should be initiated within fourteen (14) days of the decision. The student and SDS staff should make every effort to resolve the issue and it is expected that most issues can be resolved at this level.

In seeking a reasonable resolution to the Grievance/Appeal form, the office of Student Disability Services may request additional medical documentation, supplemental information, and/or interviews with other individuals (faculty members, students, administrators).

If the issue is not resolved the student can express his/her complaint in writing to the individual's supervisor. Once the student has submitted his/her complaint in writing with the individual's

supervisor, if the issue is not resolved to the student's satisfaction the student may submit his/her complaint, in writing, to the Office Vice President for Student Services Administration.

Every effort will be made to resolve the grievance in an effective and timely manner. Students should expect an initial response to the Grievance/Appeal form within three (3) days of receipt in the office of Student Disability Services with the goal, save extenuating circumstances, of a resolution within ten days.

The College reserves the right to make changes to its written policies, rules, and regulations at any time.

SERVICES PROVIDED

Student Disability Services offers services and academic accommodations designed to ensure equal access in the classroom and throughout the college campus. These services are available to qualified students with disabilities. Some services are available to all students registered with SDS, but others are individualized and based on the student's specific diagnosis and medical documentation.

All student disability registrants are eligible for the following services:

- Intake and orientation to SDS
- Student Success Plans
- Letter(s) of Accommodation
- Self-Advocacy training
- Information and guidance on academic, social, career, and personal issues
- Advocacy related to campus or classroom conflicts
- Coordination of services between the student and other college or community resources
- Information about specific opportunities for students with disabilities
- Liaison services between students and Tennessee Department of Vocational Rehabilitation
- Upon student approval, submit accommodation letter(s) to instructors

Eligible student disability registrants may receive the following services:

- Disability-related tuition discount (student must provide SSI Award letter *each semester*)
- Tennessee Promise reduced course load advocacy (medical documentation must support reduced course load request)

Student Disability Services does not provide the following:

- personal care assistance
- personal study assistance
- individually prescribed aids, appliances and equipment · personal tutors outside of what is freely available through the Academic Support Center

The SDS director will lead the development of effective, efficient, and consistent SDS services throughout the College, coordinate with legal counsel, and monitor all campus SDS activities to assure compliance with College policies and procedures, the Americans with Disabilities Act, the ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973.

INCOMING FRESHMAN REGISTRATION PROCEDURES

GENERAL ADMISSIONS INTAKE

BEFORE MEETING

1. Students should contact Student Disability Services (SDS) for an intake appointment. Students or individuals who require interpretive services are recommended to make their requests at least 30 days in advance of the start of class to ensure accommodation. Requests for interpreting services made less than 21 days in advance cannot be guaranteed.
2. Inform students to secure the appropriate medical/psychological disability documentation, including Supplemental Security Income (SSI), if received, for the appointment. For more information on Documentation Guidelines, **see page 18**.

DURING MEETING

3. At this meeting, the student will review and sign a General Intake Form (**Appendix C**), review (with the director) medical and/or psychological documentation to determine appropriate accommodations, receive and sign Letter(s) of Accommodation to submit to each instructor, and if eligible, receive and sign a Sixty-Plus/Disabled Request Discount Form to submit to the Cashier's office.
4. Based on medical documentation, Tennessee Promise recipients may, at this time, request a reduced course load. If approved, SDS will forward the student's name and student ID number to Tennessee Promise Financial Aid Specialist, currently Lesa Halfacre (lhalfacre@southwest.tn.edu.) An example letter to Mrs. Halfacre can be found in **Appendix D**. More information can be found [here](#).
5. If a parent/guardian is present, inform both parent and student of the [Release of Information form](#).

PLACEMENT TESTS

Individuals with disabilities are expected to follow the established admissions requirements, including those for the placement assessment. After completing the College's admission application and prior to completing the placement assessment (ACCUPLACER/ACT Residual or National), students needing accommodations for the assessment should provide proper documentation to SDS. The SDS office will determine appropriate accommodations and advise

testing personnel in writing. Testing appointments are made directly with the Testing office by visiting, www.southwest.tn.edu/testing/tests.htm.

All policies regarding the College's assessment process will be applied to all students, regardless of ability.

DETERMINATION OF ACCOMMODATIONS

Accommodations are determined on an individual needs basis. Students must provide appropriate documentation of the disabilities for which they seek accommodation. Students must be willing to discuss the disabilities they want accommodated with the SDS staff.

The accommodation must be reasonable, effective for the student, and fit both the disability and the educational setting. Determining what is effective may require discussions between the student, SDS staff, supporting organizations (such as Vocational Rehabilitation), College personnel (including faculty), and other experts. The Office of Student Disability Services determines accommodations. It is recognized that from time-to-time, amendments to accommodations may be needed due to course content. However, changes to accommodations must be done in collaboration and authorized by the Office of Student Disability Services.

Reasonable accommodations for eligible students must be in compliance with the academic and technical standards required for participation in an educational program or service. According to Federal regulation, colleges and universities are not required to alter the purpose and nature of the program, course, and/or service as part of the reasonable accommodation process.

Any time a student requests additional accommodations, he/she must notify the SDS office for consideration. All relevant documentation will be reviewed and follow the guidelines and processes described above.

PROVISIONAL ACCOMMODATIONS

Provisional accommodations may be provided for one semester for students who can establish a history of a disability (not a condition or illness) but lack current documentation. The Letter of Accommodation (LOA) should indicate these accommodations are provided on a temporary basis.

STUDENTS WITH TEMPORARY PHYSICAL IMPAIRMENTS

Students with short-term impairments may be granted accommodations for the duration of their condition. Some examples of temporary physical impairments may include, but are not limited to, the temporary use of crutches, wheelchairs, or walkers. However, pregnancy, alone unless a high risk pregnancy is not a disability and does not qualify a student for the use of handicapped parking.

Appropriate documentation addressing the length of the impairment must be provided before any accommodations can be granted. Any temporary accommodations will be noted on the Letter of Accommodation with an expiration date.

It must be understood that by voluntarily providing or arranging such help, SDS does not suggest that temporarily injured or impaired students qualify as "individuals with a disability" under the ADA.

LETTER OF ACCOMMODATION FORM

The Letter of Accommodation (LOA) has the SDS authorization and provides the student with a means for arranging accommodations with faculty and staff. Although the LOA states that the student has a disability, due to confidentiality issues, it does not state nor contain a description of the disability. Accommodations contained with the LOA should not be compromised, and any significant departure should be discussed with SDS staff.

SDS will provide the student with an LOA for each class. Students will be instructed to:

- 1) Present the form to the faculty member and discuss how the accommodation(s) will be implemented in that class.
- 2) The faculty member will make a copy of the form and return the original signed LOA to the office of Student Disability Services.
- 3) Student may be given a copy of the LOA upon request.
- 4) With the student's permission, faculty members may also receive a Portable Document Format (PDF) version of the LOA via email.

Students enrolled in **distance learning courses** will be sent a (PDF) file at their Southwest Tennessee Community College email address. The student will forward the file to appropriate faculty members and will be responsible for submitting the signed LOA to the Office of Student Disability Services. See [Appendix E](#).

TUITION WAIVER DISCOUNT

Students who receive Social Security benefits related to disability (SSI) are entitled to a tuition discount. In order to receive that discount, the student must:

- Register for courses
- Meet with SDS to provide most recent copy of SSI Award Letter and receive the Tuition Discount
- Submit Waiver to the Cashier's Office

The Cashier's Office will adjust the tuition rate to \$102. The waiver can only be processed 4 weeks prior to the first of class (for each term) and 2 weeks into the semester.

<http://www.southwest.tn.edu/cashier/feeWaiverDiscount.htm>

VOCATIONAL REHABILITATION SERVICES

A determination of Vocational Rehabilitation (VR) program eligibility is based on the following:

- The person has a physical, mental or sensory impairment that results in a substantial impediment to employment;
- VR services are required to prepare for, secure, retain or regain employment consistent with the person's strengths, abilities, capabilities, interests and informed choice; and
- The person can benefit from VR services in terms of an employment outcome.

Your VR counselor must make a determination of your eligibility for services within 60 days from the date that you sign the Application for VR Services. If there are delays in making a determination of your eligibility that are beyond the control of your VR Counselor, you will be notified of the reason for the delay and will be asked to extend the time period to determine your eligibility.

Individuals who receive SSI (Supplemental Security Income) or SSDI (Social Security Disability Insurance) benefits based on their own disability or blindness are presumed to be eligible for VR services if they intend to go to work. If you receive SSI or SSDI, please inform your VR Counselor and provide documentation from Social Security if possible.

If you are determined eligible, your VR Counselor will complete an assessment to determine your priority for services. Your priority for services is based on the functional limitations created by your disability and the nature and scope of services that you need to accomplish your employment goal. TN VR has four priority categories. Your VR counselor will inform you of your priority category and which priority categories are open for the provision of services.

<https://www.tn.gov/humanservices/ds/vocational-rehabilitation/vr-eligibility.html>

DOCUMENTATION AND VERIFICATION GUIDELINES

DOCUMENTATION GUIDELINES FROM ASSOCIATION ON HIGHER EDUCATION AND DISABILITY

The rationale for seeking information about a student's condition is to support the higher education professional in establishing disability, understanding how disability may impact a student, and making informed decisions about accommodations. Professional judgment is an essential component of this process.

Ensuring that "accommodations" provide effective access requires a deliberative and collaborative process that is responsive to the unique experience of each individual, as advised

by the ADA. The disability resource professional should engage in a structured exchange with the student to explore previous educational experiences, past use of accommodations, and what has been effective and ineffective in providing access. The weight given to the individual's description will be influenced by its clarity, internal consistency, and congruency with the professional's observations and available external documentation. It is often possible to evaluate whether a requested accommodation is reasonable or not with minimal reliance on external documentation. This is true even if the student has never received formal accommodations or recently acquired a disability and is seeking guidance to determine accommodations that might be effective. However, if the student is unable to clearly describe how the disability is connected to a barrier and how the accommodation would provide access, the institution may need to request third party documentation focused on illustrating that connection. Finally, the documentation process must be accessible: if a student's disability impacts his or her ability to clearly describe the need for accommodation, the office must consider flexibility in its processes.

INDIVIDUAL REVIEW

Each situation must be considered individually to understand if and how the student is impacted by the described condition. Disability is defined by the ADA as “a physical or mental impairment that substantially limits one or more of the major life activities, a record of such an impairment or being regarded as having such an impairment.” There is no listing of covered impairments. Therefore, the salient question is not whether a given condition is a “disability,” but how the condition impacts the student. This determination is to be liberally construed to the maximum extent possible.

There is no one-to-one correspondence of disability to accommodation. Institutions should consider the student's disability, history, experience, request, **AND** the unique characteristics of the course, program, or requirement in order to determine whether or not a specific accommodation is reasonable. A clear understanding of how disability impacts the individual establishes the reasonableness of the accommodation for the individual. However, to determine whether the accommodation is reasonable in context requires an evaluation of the unique attributes and requirements of the course, program, or activity. Course modifications or auxiliary aids or services that are ineffective or constitute a fundamental alteration will not be reasonable and therefore will not meet the ADA and Section 504's minimal standards. The ADA establishes the “floor” not the “ceiling” of protection. The ceiling is established when a proposed accommodation would result in a fundamental alteration to a course or the program of study.

COMMONSENSE STANDARD

Disability and accommodation requests should be evaluated using a commonsense standard, without the need for specific language or extensive diagnostic evidence. Using diagnostic information as a tool in reviewing requests for accommodation is different than using it for treatment. Determining accommodations requires a more limited range, level, and type of information. These two processes should not be conflated.

No third-party information may be necessary to confirm disability or evaluate requests for accommodations when the condition and its impact are readily apparent or comprehensively described. No specific language, tests, or diagnostic labels are required. Clinicians' training or

philosophical approach may result in the use of euphemistic phrases rather than specific diagnostic labels. Therefore, reports that do not include a specific diagnosis should not be interpreted to suggest that a disability does not exist. The question is ‘Would an informed and reasonable person conclude from the available evidence that a disability is likely and the requested accommodation is warranted?’

NON-BURDENSOME PROCESS

Postsecondary institutions cannot create documentation processes that are burdensome or have the effect of discouraging students from seeking protections and accommodations to which they are entitled. This was clear even prior to the amendments to the ADA. The non-burdensome standard is applicable to initially establishing a relationship with the disability resource office and to setting up individual accommodations from institutional personnel, including course instructors. Students should not be required to bear responsibility for achieving access through cumbersome, time consuming processes.

CURRENT AND RELEVANT INFORMATION

Disability documentation should be current and relevant but not necessarily “recent.” Disabilities are typically stable lifelong conditions. Therefore, historic information, supplemented by interview or self-report, is often sufficient to describe how the condition impacts the student at the current time and in the current circumstances. Institutions should not establish blanket statements that limit the age of acceptable external documentation. Determining accommodations in distinctly new contexts may require more focused information to illustrate a connection between the impact of the disability, the described barrier, and the requested accommodation.

SOURCES AND FORMS OF DOCUMENTATION

Acceptable sources of documentation for substantiating a student’s disability and request for particular accommodations can take a variety of forms:

PRIMARY DOCUMENTATION: STUDENT’S SELF-REPORT

The student is a vital source of information regarding how he or she may be “limited by impairment.” A student’s narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted, may be sufficient for establishing disability and a need for accommodation.

SECONDARY DOCUMENTATION: OBSERVATION AND INTERACTION

The impressions and conclusions formed by higher education disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. Experienced disability professionals should feel comfortable using their observations of students’ language, performance and strategies as an appropriate tool in validating student narrative and self-report.

TERTIARY DOCUMENTATION: INFORMATION FROM EXTERNAL OR THIRD PARTIES

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and should be mined for pertinent information.

Citation: AHEAD. (2012, October). Supporting accommodation requests: guidance on documentation practices. Huntersville, NC: Association on Higher Education and Disability.

These guidelines are based on the Association on Higher Education and Disability (AHEAD) best practices for documentation. For more details and guidance on Disability Documentation Guidelines, visit (<https://www.ahead.org/affiliates/connecticut/documentation#A1>).

Students should keep a copy of the documentation for their personal records. Student Disability Services destroys documentation and other disability-related information three years after a student leaves the College.

Please note that documentation accepted by Southwest Tennessee Community College might not be accepted by other institutions, agencies, and/or programs (e.g., testing agencies, licensure exams, and certification programs). Please check with the specific organizations and/or programs to determine their documentation requirements.

PROCEDURES FOR SERVICES PROVIDED

ALTERNATIVE TEXT, AUDIO SERVICES, AND E-TEXTBOOKS

Alternative Textbooks can be requested by completing an Alternative Textbook Format Form.

Audio Book

An audio book is an electronic textbook that has been converted into sound such as an MP3 file and recorded onto a flash drive. When a student requests an audio book they will receive MP3 files on a flash drive provided by student, no electronic visual material accompanies the MP3 files. MP3 files will play portable MP3 devices, home computers, and all Southwest Tennessee Community College computers.

Alternative Format Book

Sometimes, a student's disability requires an enlarged textbook or access to both the visual material and audio files. This is referred to as an alternative format text book on flash drive. An alternative format textbook on flash drive will have Microsoft Word, Notepad, PDF, or Kurzweil files in place of MP3 files.

E-Textbooks

E-textbook is short for "electronic text", which is accessible on a computer in electronic format. This is typically accomplished by using software such as Microsoft Word, Adobe PDF Reader, Note Pad, or Kurzweil. E-textbooks can be used in several different ways. With special software such as screen readers or document readers, e-text can be audibly "read" by a computer. E-text may also be converted into MP3 files, which can play on any computer or portable MP3 playing device. See [Appendix F](#).

Bookshare

Bookshare is an online community that enables scanned books to be shared, thereby eliminating significant duplication of effort. Bookshare takes advantage of a special exemption in the U.S. copyright law that permits the reproduction of publications into specialized formats for the disabled. Copyrighted books are only available for download in the specialized formats of digital Braille (BRF) and the digital talking book format (DAISY), and are only available to people with disabilities that have provided certification of disability. A downloadable copy of the computer software application for reading the DAISY format digital books, called Victor Reader Soft Bookshare.org Edition is included in Bookshare.org membership. The text is displayed on the screen, so it can be read with the adaptive features of the Victor Reader Soft. A student with low vision can use screen-enlarging software to read the material. In combination with screen reader software such as JAWS or Window-Eyes, the book can be listened to with Text to Speech, in a synthetic voice. Cost for book downloads and alternative players as well as the account application are listed on the website (<https://www.bookshare.org/cms/>). If the book is not available on Bookshare, you can request it via the publisher's disability services website.

Access Text Network

The AccessText Network is a membership exchange network that facilitates and supports the nationwide delivery of alternative files for students with diagnosed print-related disabilities

Association of American Publishers' (AAP) Higher Education Committee serves the needs and interests of AAP members who publish for the post-secondary educational market. The committee works in a variety of ways to inform the media, the higher education community including faculty, administrators, college students and their families, and the general public about an industry that is producing the finest higher education instructional materials in the world. Website (<http://accesstext.org/>)

Learning Ally (formerly RFB&D)

Learning Ally (formerly Recording for the Blind and Dyslexic) provides another alternative to publisher provided electronic files or SDS scanned textbooks. Cost for membership, devices, and software are listed on the website and available by phone. Any costs are the responsibility of the student and will not be covered by the College. Learning Ally, a 501(c)3 nonprofit, is funded by grants, state and local education programs, and the generous contributions of individuals, foundations and corporations.

For more information, visit (<http://www.learningally.org>) or call 1-800-221-4792.

BOOK SCANNING POLICY

Some text books utilized in Southwest courses are not available as e-textbooks, audio, or alternative book formats. When this is the case, students may request their textbook be scanned and provided to them in an alternative format. However, this should only be done when an e-textbook, audio, or alternative book format is not available for purchase through the publisher. Most e-textbooks are ordered directly from the publisher, who usually takes from one day to one month to send the e-text files. Scanning of books offered in alternative formats through the publisher is a violation of copyright law and may result in legal action.

Once SDS staff has verified that an alternative format of a textbook is not available, only then may staff provide book scanning services to students who receive such accommodations.

Alternative format textbooks generally take anywhere from two weeks to a month to create. Below are guidelines for the book scanning process:

- 1.) The student must bring their textbook(s) and proof of purchase of the book(s) for which they are requesting to be scanned.
- 2.) Once the proof of purchase has been verified by the SDS staff, students must complete an Alternative Book Request Form ([Appendix F](#)). Be sure the students understand their book will be cut and rebound as part of the scanning process.

Students requesting book scanning services may request a specific file format. However, due to time restrictions and depending on the size, design, and content of the book, it may not be possible to provide one format over another. In all cases, the content students receive will be accessible and accommodating to their needs.

NOTE TAKERS, SCRIBES, READERS, & TUTORS

NOTE TAKERS

SDS, with faculty members, will coordinate the arrangements for note takers. When possible, note takers will be introduced confidentially to the student for whom the service is provided. Once the instructor has received an LOA with a note taker accommodation, a volunteer from the class should be requested to provide note taking services. Once a volunteer is secured, they are forwarded to SDS to receive training, timesheets, carbonless note pad, and stipend payment information.

Note takers are paid \$50 per credit hour for each class for which they provide services (\$40 per credit hour if a Flex term course). They are paid for each student they assist. Note takers are required to sign a Stipend Agreement form ([Appendix G](#)) and submit timesheets (provided by SDS) twice per month.

Two weeks before the end of each semester, the list of note taker names with corresponding student ID numbers, and stipend amounts are forwarded, via Word document and attached Payment Request Form, (www.southwest.tn.edu/documents/Financial_Administration) to the Financial Aid supervisor for account posting. He or she will add their signature to the Payment Request Form and contact SDS upon completion. SDS will then submit the forms to Accounts Payable for check processing. SDS will be informed when stipends are available. SDS will contact student note takers. This process could take up to two weeks after the end of each semester.

SCRIBES AND READERS

SDS will provide scribe and reader services for course examinations when such services have been determined by SDS to be a reasonable accommodation. If a scribe is needed, students should make an appointment with SDS at least 5 days prior to the test date and notify the instructor that testing material/packet should be forwarded to SDS.

TUTORING

Southwest Tennessee Community College does not provide individual or private tutoring services. Students are encouraged to utilize in-person or online tutoring through the Academic Support Center. For more information, visit <http://www.southwest.tn.edu/asc/>.

TESTING

Testing accommodations include extra time on tests and testing in a reduced distraction environment. It is the instructor's responsibility to accommodate the student. The student is to be in a room by themselves with little to no distractions, including other students.

The student or professor may choose to schedule with the Testing Center or SDS for test proctoring as well. It is the student's responsibility to 1. Schedule their exam by going to www.southwest.tn.edu/testing/tests.htm under ADA Testing and 2. Communicate with the professor the date and time the test is scheduled for. The instructor is responsible for contacting Testing (testing@southwest.tn.edu) at least 3 days prior to the exam and provide a testing packet.

The test packet should include:

- student and instructor name
- testing time limit
- any special testing instructions (including accommodations)
- preferred method of return

TAPE RECORDING

Where a particular accommodation results in a verbatim transcription or recording of a classroom lecture or presentation, students should recognize that such lectures or presentations are the intellectual property of the individual professor, Southwest Tennessee Community College and that the copying, publication, or distribution of transcripts to anyone, without prior written approval of the College and the professor, is prohibited. When tape recording is determined to be an accommodation, the student must sign a form acknowledging the above statement ([Appendix H](#)).

ASSISTIVE EQUIPMENT

The College will provide reasonable modifications of College owned equipment utilized by students for class and study activities. SDS is **not** responsible for providing personal devices or services, including, but not limited to: wheelchairs, individually-prescribed devices such as prescription eyeglasses or hearing aids, readers for personal use or study, or services of a personal nature including assistance in eating or toileting. SDS will assist students, primarily by referral, in obtaining these types of auxiliary aids or services from other agencies. Students who qualify may need to request Vocational Rehabilitation Services and/or Veteran's Affairs to supply them with special equipment and assistants.

Assistive equipment available includes:

- Tape Recorders
- Keyboards (Braille and Large Print)
- Screen Magnifier
- Earphones for quiet testing
- Large Calculators

Students will be required to sign an agreement ([See Appendix I](#)) to return borrowed equipment or pay the purchase price. A hold flag can be placed on a student's record for not returning College property.

SIGN LANGUAGE INTERPRETERS

Interpreter services, such as American Sign Language, will be provided for qualified students with proper documentation. Professional sign language interpreters will be provided by Southwest Tennessee Community College. However, due to the limited availability of interpreters, it is strongly suggested that students who are in need of interpreting services for the classroom, contact SDS each semester, at least one month before classes begin. Students requiring interpreters must submit printed class schedules to SDS. SDS will then forward student schedules to Deaf Connect by either fax (**901-278-9301**) or email (scheduling@deafconnect.org).

Students needing interpreting services for appointments with student service areas should request services at least five days in advance. SDS will coordinate appointments by communicating time, location for student service area appointments. If there is a request by a student or faculty member to extend the time of the interpreting assignment, the interpreter must contact the Office of Student Disability Services for prior approval.

The interpreter should report to every class unless notified by SDS. Time will be rounded up the quarter hour for classes and for other assignments, such as appointments and conferences.

Students and interpreters must contact SDS if they will be absent from class. An absence from a class may be considered missing the entire class or missing thirty (30) minutes or more of any class period.

Both students and interpreters must contact the SDS office to inform them of the absence. Communication between the student and interpreter regarding an absence will not be considered valid notification to the College. Additionally, students and interpreters must provide at least 24-hours advance notice of an absence. If a student does not appropriately communicate with the SDS office and misses two (2) classes or misses thirty (30) minutes or more of any class period three (3) times during the semester, interpreting services will be suspended until the student meets with SDS to discuss the situation.

Deaf Connect is a contracted service provider. Emailed and hard copy invoices of service are submitted to SDS for payment. Once an invoice is received, SDS staff will confirm the student's name and date(s) of service, sign the invoice(s), make copies for SDS files, and forward to Accounts Payable either in person (Macon Campus, FA 2002) or via interoffice mail for payment processing. Payments are processed through an approved Purchase Order.

The Deaf Connect of the Mid-South Purchase Order expires on June 30 of each year. To renew the purchase order, SDS staff must complete, secure the requested signatures, and submit the following to the Purchasing Department:

- **Purchase Requisition.** Go to: (<http://www.southwest.tn.edu/facstaff/>, click Document Library > Purchasing & Auxiliary Services > Purchase Requisition).
- **Sole Source Letter** (provided by Deaf Connect of the Mid-South)
- **Contract Approval Form.** Go to (<http://www.southwest.tn.edu/facstaff/>, click Document Library > Purchasing & Auxiliary Services > Contract Approval Form).
- **Justification for Non-Competitive Purchases and/or Contracts Certification Form.** Go to: (<http://www.southwest.tn.edu/facstaff/> > Document Library > Purchasing & Auxiliary Services > Justification for Non-Competitive Purchases and/or Contract Certification Form.
- **Professional and Consulting Services Contract.** Go to: (<http://www.southwest.tn.edu/facstaff/>, click Document Library > Purchasing & Auxiliary Services > Professional and Consulting Services Contract.
- **A formal letter of rate increase** (provided by Deaf Connect of the Mid-South)

Other factors that may result in a suspension of interpreter services:

1. Three or more less than 24-hour advance notice cancellations for interpreter services that are unrelated to an emergency situation. The Director of SDS is responsible for determining what constitutes an emergency. The student will receive a letter or e-mail indicating that interpreter services have been suspended due to frequent cancellations. The student must meet with the Director of SDS before reinstatement of interpreter services will be considered.
2. Three or more times arriving late to class. The interpreter will wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes for the student outside of class before leaving. The student will receive a letter or e-mail indicating that interpreter services have been suspended due to frequent tardiness. The student must meet with the Director of the SDS before reinstatement of interpreter services will be considered.
3. Inappropriate behavior toward the interpreter. The student who engages in inappropriate behavior toward the interpreter may have interpreter services suspended and/or may be subject to non-academic student misconduct proceedings. If services are suspended, the student must meet with the Director of SDS before reinstatement of services will be considered.

RESPONSIBILITIES

STUDENT RESPONSIBILITIES:

- Complete registration with SDS.
- Request the reasonable accommodation of interpreter services at least five days in advance.
- Notify the SDS of any schedule changes as soon as possible.
- Introduce yourself to the interpreter on the first day of class, if not before the first class.
- Arrive on time for all classes.

- Arrange seating that provides optimal distance, lighting, background, and angle for viewing the interpreter.
- Direct questions about class material, procedures, policy, and related items to the professor/instructor of the course.
- Interpersonal conversations with the interpreter are inappropriate during class time. Please reserve interpersonal communications to times before or after class.
- Discuss any issues with your interpreter and inform the SDS after your discussion.
- Notify the SDS if your interpreter does not arrive to class.
- Inform the interpreter and the SDS if a known absence will occur, the class is cancelled, if you will be making a presentation, and/or if a video is to be shown in class.
- Be responsible and respectful of yourself, the interpreter, and the faculty member.
- Be familiar with Southwest Tennessee Community College and individual faculty's policies and procedures.
- Additional student responsibilities related to interpreter services in the classroom:
- Please remember that the interpreter will wait outside the classroom for 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes before leaving. If the student arrives late, but before the interpreter leaves, it is not the responsibility of the interpreter to inform the student of missed material. It is the student's responsibility to obtain missed material from the professor/instructor, note-taker (if applicable), students in the course, the syllabus, or other means following the class meeting or at another appropriate time.
- If the student needs to speak to the professor/instructor or with other students after a class meeting, ask the interpreter if she/he is available. If not, you will need to schedule an appointment with the professor/instructor and/or student(s) and request an interpreter through SDS.
- The student is responsible for all course content, exams, assignments, and other course requirements. The interpreter is not responsible for a grade the student received. If the student has questions about course content, material, grades, or related course aspects, the student should ask the professor/instructor.
- If the student has communication problems or other issues with the interpreter, discuss those issues, initially, with the interpreter, and inform the SDS after these discussions. Do not discuss these issues with other interpreters or D/HOH individuals who may use the interpreter for communication access. If the issues related to interpreting cannot be resolved directly with the interpreter, contact the Director of SDS who will then meet with the student and interpreter individually and together.
- You will be given an opportunity to evaluate interpreter services you received at mid-semester and at the end of the semester. Evaluation forms are located in the SDS office. Please let SDS Director know the most convenient appointment time to begin the evaluation process during the above time frames.
- If interpreter services are needed for a college related activity or program other than academic classroom interpreter services, you should contact the organizer of that activity

or program 72 hours prior to the event to request interpreter services and notify the SDS Director of your desire to attend at least 72 hours prior to the event.

- **Interpreter services for academic needs or co-curricular (student activities) must be scheduled through SDS.** NOTE: If a student schedules services directly with an interpreter, the assignment will be a private contract between the interpreter and the student, so that the student will be responsible for payment to the interpreter.

SDS RESPONSIBILITIES

- Assist qualified students with disabilities in obtaining reasonable accommodations.
- Provide qualified interpreters for students who need interpreter services.
- Assist faculty and staff with educational endeavors related to the provision of reasonable accommodations.
- Provide support for students and faculty with communication dialogue related to the provision of reasonable accommodations.
- Respond professionally to concerns and issues raised by the student, interpreter, staff, or faculty member.
- Time will be rounded up the quarter hour for classes and for other assignments, such as appointments, tutoring, graduation, and or conferences.
- SDS will coordinate appointments by communicating time, location for student service area appointments. If there is a request by a student or faculty member to extend the time of the interpreting assignment, the interpreter must contact the Office of Student Disability Services for prior approval.

INTERPRETER RESPONSIBILITIES

- Follow a recognized code of ethics for interpreters.
- Provide qualified interpreter services commensurate with knowledge and skills base.
- Interpret lectures, discussions, movies, and asides in the classroom setting.
- Keep all information regarding interpreting assignments and interactions confidential.
- Facilitate communication between persons who are hearing and persons who are deaf or hard of hearing as accurately as possible.
- Arrive for interpreter assignments on time.
- Dress appropriately for interpreter assignments to include clothing that contrasts with skin color but are not distracting to the student.
- Prepare for interpreter assignments by reviewing textbooks, handouts, movies, and related class materials ahead of time.
- Wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes for the student outside class before leaving. Inform SDS of all absences and tardiness on the part of the student.

- Report any issues or concerns to SDS.

• **POLICY AND PROCEDURE FOR PROCESSING DEAF CONNECT INVOICES**

- 1. Invoice is received by Accounts Payable;
- 2. Accounts Payable stamps received date, then stamps two times with the signature approval/account code stamp;
- 3. Accounts Payable will route Invoice(s) to SDS Director, Courtney Gipson;
- 4. SDS Director, Courtney Gipson will review and sign invoices (initialed by PC also if stamp is used), then routes to AVP to sign (initialed by OM if stamp is used); current date is placed beside signature;
- 5. SDS Director, Courtney Gipson documents in spreadsheet that interpreter services per student has been billed and approved for payment by SDS;
- 6. SDS Director, Courtney Gipson will then route signed/approved invoice(s) to Office Manager, Mary Molder for Dr. Jacqueline Taylor's signature;
- 7. OM, Mary Molder will stamp Dr. Taylor's signature, initial beside her signature;
- 8. OM, Mary Molder when then hand deliver stamped and approved invoices signed by AVP and SDS Director to Accounts Payable on Macon once weekly, for payment; and
- 9. OM, Mary Molder will request outstanding invoice report from Deaf Connect at the end of each month.

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• **Scheduling Deaf Connect Process**

- 1. SDS Director or Program Coordinator (PC) requests interpreter services on behalf of registered students in need of interpreter services as accommodation;
- 2. Deaf Connect (DC) schedules interpreters and confirms with SDS;
- 3. Deaf Connect sends invoices via regular mail to Southwest Accounts Payable;
- 4. Accounts Payable follows process as listed above;
- 5. PC checks emailed invoices received by OM (placed in appropriate billing folders) against spreadsheet on a weekly or bi-weekly basis to ensure no billing errors have occurred and to ensure no backlogs or double billings have occurred on invoices;
- 6. SDS Direct and/or PC will communicate with AP Clerk who handles DC invoices regularly to ensure consistency in payment to DC; and
- 7. All above-referenced protocols will be effective July 1, 2020.

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- NOTE: SDS shared drive; SDS Deaf Connect Excel Spreadsheet; and sample audit for billing by AVP will be put in place to ensure checks and balances are efficient to promote solid internal controls.

SERVICE ANIMALS

ANIMALS ON TENNESSEE BOARD OF REGENTS CAMPUSES : 1.03.02.55

TOPICS

- **Topics**(active tab)
 - Purpose
 - Definitions
 - General
 - Service Animals
 - Service Animal Inquiries
 - Comfort/Emotional Support Animals
 - Exceptions to the General Prohibition
 - Miscellaneous
 - Sanctions/Remedies for Failure to Comply

POLICY AREA

Governance, Organization, and General Policies

APPLICABLE DIVISIONS

TCATs, Community Colleges, System Office

PURPOSE

Establishment of a consistent policy regarding the presence of animals at the TBR System Office and TBR System campuses.

DEFINITIONS

- Service Animal - A dog or miniature horse as defined under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Rehabilitation Act), and/or the federal regulations related to those laws. The service animal must have been individually trained to do work or perform tasks for a person with a qualifying disability as defined by the Acts. The work or task(s) performed by the service animal must be directly related to the person's disability. Service animals are working animals, not pets.

- Service Animals in Training - A dog or miniature horse that are in the process of being trained as a service animal as defined by T.C.A. § 62-7-112. However, the dog guide trainer shall present for inspection credentials issued by an accredited school for training dog guides.
- Comfort/Emotional Support Animal - An animal, that is not a service animal as defined above, utilized to provide comfort, emotional support, or other companionship related presence.

POLICY

I. General

- A. Animals are not permitted in the facilities, buildings, or outdoor properties owned, operated, and/or controlled by the TBR system or TBR institutions unless specifically permitted pursuant to this policy.

II. Service Animals

- A. Service animals are permitted in all areas of the TBR System Office and TBR campuses where its owner, the person being assisted by the service animal and/or the public are permitted to enter or occupy.

1. The presence of the service animal is subject to the following conditions:
 - a. The service animal must be harnessed, leashed or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices.
 - b. The service animal is adequately controlled and does not disrupt the learning environment or present a threat to health and safety of persons or property.
 - c. The service animal is healthy and creates no danger of infection, transmission of disease, or other unreasonable health risk.
 - d. The service animal is housebroken.
 - e. The owner/keeper collects and properly disposes of waste by placing it in outdoor trash receptacles.

- f. The service animal is properly groomed to be free of fleas, other insects, pests, or offensive/disruptive odors.
 - 2. A service animal cannot be excluded from the premises unless it is non-compliant with one or more of the criteria set forth above in this section.
- B. If a service animal's behavior or presence is disruptive, destructive, or non-compliant with the requirements set forth in sub-section II. A. above, the owner/user will be required to take appropriate action to bring the animal under control, correct the non-compliant condition, or remove the animal from campus. Repeated violation of these requirements or refusal to comply with reasonable instruction to correct non-compliance may result in disciplinary action.

III. Service Animal Inquiries

- A. Faculty/Staff are not permitted to challenge the presence of a service animal on campus by inquiring about the owner/user's disability, requiring medical documentation, a special identification card or training documentation for the animal, or ask that the animal demonstrate its ability to perform the work or task.
- B. When it is not obvious that an animal is a service animal and/or what service the animal provides, a limited inquiry is permitted under federal regulations. TBR Institution policy shall specify whether or not Faculty/Staff will be permitted to make any inquiry or that authority to do so will be limited to specific person(s) or office(s).
 - 1. The person(s) authorized to inquire may ask two (2) questions:
 - a. Is the service animal required because of a disability, and
 - b. What disability-related service has the animal been trained to provide?
 - 2. If Faculty/Staff/Students believe that an animal is not a service animal or that the owner/user has answered the permitted questions in a manner that indicates the animal is not a qualified service animal, the individual(s) may not take direct action to prohibit the animal's presence, but should communicate the concern to:
 - a. At the System Office to the Human Resources Department.

- b. At TBR Institutions to the Institution's Human Resources authority, Disabled Student Services office, or other designated official(s) on campus.
- 3. Faculty/Staff may take immediate action to mitigate a disruption to the learning environment or a health/safety threat but may not permanently exclude a service animal from campus. Any disruption or threat should instead be reported to the designated official(s) for a determination regarding further action.
- C. Service animals are not required to exhibit any identification or register its status as a service animal with an institution.
- D. TBR Institutions may opt to maintain a voluntary registry for service animals that may be used in specific instances of emergency or incident response.
- E. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability an alternative accommodation.
- F. Service Animals in Training are permitted at the TBR System Office and TBR campuses to the same extent as Service Animals, subject to the requirements of T.C.A. § 62-7-112 and this policy.
- G. The provisions regarding service animals and service animals in training shall be applicable to all employees at the TBR System Office as well as members of an Institution's community, as well as all other individuals present at any TBR campus or facility.

IV. Comfort/Emotional Support Animals

- A. Comfort/Emotional Support Animals, or any other non-service animals, are not permitted at the TBR System Office or on TBR campuses.

V. Exceptions to the General Prohibition

- A. Animals present at the TBR System Office or on a campus in connection with a classroom demonstration, research, or other official bona fide academic purpose, approved by the Chancellor, President or designee, as appropriate.
- B. Outdoor areas of a campus or facility designated by institutional policy.
- C. Animals present for official law enforcement or other lawful government purpose.

- D. By permission of the President or designee for special events or performances.
- E. As an accommodation under the ADA.

VI. Miscellaneous

- A. TBR Institutions are directed to promulgate a policy governing the presence of Animals on Campus.

- 1. The policy shall be consistent with TBR system policy governing Animals on Campus.
- 2. The policy will set forth the locations and conditions, if any, under which non-service animals will be permitted in outdoor spaces on a particular campus.
 - a. The policy shall provide for the proper control of such animals, and
 - b. The policy shall articulate conditions regarding behavior and the maintenance of order and safety on campus.
- 3. The policy may limit the number and type of animals permitted to be present in designated outdoor areas of the campus.
- 4. Prior to final promulgation or amendment, institution policies will be subject to review and approval by the TBR Office of General Counsel to ensure compliance with the requirements of state/federal law.

- B. Wild or exotic animals

- 1. Wild or exotic animals are prohibited unless permitted separately pursuant to Tennessee law, the rules of the Tennessee Wildlife Resources Agency or other appropriate state/federal authority.
- 2. Owners/Handlers of any animal at the TBR System Office or on a TBR campus are responsible for compliance with all state/local laws/ordinances regarding licensing and public health related vaccination requirements.
- 3. Animals not in compliance with applicable laws/ordinances will be removed from the site.

VII. Sanctions/Remedies for Failure to Comply

- A. Individuals (students, employees, visitors/guests) who bring non-service or other non-exempt animals into the buildings or outdoor areas of the TBR System Office, or at TBR institutions, in violation of this and/or institution policy will be directed to remove them and may be subject to disciplinary or law enforcement action.
- B. Unattended or unrestrained animals will be removed from the site by a local animal control service.
- C. Damage to property that is a direct result of an animal brought to a TBR site will be the financial responsibility of the individual bringing the animal to campus.

SOURCES

Authority

T.C.A. § 49-8-203; T.C.A. § 62-7-112; All Federal, State, and Local statutes, codes, ordinances, rules or regulations relative to this policy.

History

NEW Policy approved by Board on December 13, 2018

APPENDIX A – LOA MEMO TO ALL FACULTY

Date: 5.14.18

RE: ADA Compliance: Honoring Letters of Accommodation for Students with Disabilities

In keeping with federal law, first let us thank you in advance for your cooperation in supporting the collaboration between Retention & Student Success/Student Disability Services and Equity and Compliance to ensure that students with disabilities have equal opportunity to succeed in their classes at Southwest Tennessee Community College.

This memo serves as official notification to **all faculty** (full-time and adjunct) that Letters of Accommodation (LOAs), for students registered within the Office of Student Disability Services, must be honored and upheld as outlined in LOAs approved by Retention and Students Success/Office of Student Disability Services and as required by ADA Law and Section 504.

Reasonable accommodation in the classroom is an individual civil right guaranteed by federal legislation (Americans with Disabilities Act (ADA) and Section 504). Once the accommodations are identified, the accommodations must be provided.” Please be advised that when a student with a disability submits a complaint (verbal or written) regarding a dishonored or unmet LOA, a thorough investigation by Retention & Student Success/Student Disability Services and/or Equity and Compliance is warranted and will be conducted.

Per the STCC Web Site, ADA and Section 504 compliance mandates faculty responsibility as follows:

“To facilitate their important role in insuring the delivery of approved classroom accommodations, upon receiving the memorandum from Student Disability Services, faculty is responsible for:

- Meeting privately with the student to discuss the approved accommodations.
- Providing the accommodations in a fair and timely manner.
- Contacting Disability Services immediately to discuss any questions or concerns with regards to the memorandum/Letter of Accommodation (LOA).
- Referring any student who is requesting accommodations without written approval to Student Disability Services. If the disability is visible, accommodations are appropriate and should be provided until the required documentation is processed by Student Disability Services.

Retention & Student Success and Equity and Compliance fully support the federal mandates for ADA and Section 504. Any violations of these laws will require a full investigation by Equity & Compliance and may result in Human Resources proceedings leading to warning and/or termination of employment, if violations exists.

If you have any questions, feel free to contact us directly via email at jstaylor@southwest.tn.edu or iwarner1@southwest.tn.edu.

COMPLETE MEMO [HERE](#).

GRIEVANCE/APPEAL POLICIES AND PROCEDURES

If a student does not agree with the accommodations approved by the office of Student Disability Services, has perceived discrimination, been denied an accommodation, or is not satisfied with the resolution of a reported grievance, he/she will be asked to submit a Grievance/Appeal form with written statement to the office of Student Disability Services.

In seeking a reasonable resolution to the Grievance/Appeal form, the office of Student Disability Services may request additional medical documentation, supplemental information, and/or interviews with other individuals (faculty members, students, administrators).

Every effort will be made to resolve the grievance in an effective and timely manner. Students should expect an *initial* response to the Grievance/Appeal form within three (3) days of receipt in the office of Student Disability Services with the goal, save extenuating circumstances, of a resolution within ten days.

The College reserves the right to make changes to its written policies, rules, and regulations at any time.

I understand the Student Disability Services Grievance/Appeals Policy and will adhere to its guidelines and procedures.

Signature _____ Date _____

Student Disability Services (SDS) Grievance/Appeal Form

Return form and signed policy to: Courtney Gipson, Director, SDS

Email: cgipson2@southwest.tn.edu or Fax: (901) 333-4015

Student ID#: _____ Student Name: _____

Address: _____ Phone (____) _____

Southwest Email Address: _____

This Grievance/Appeal is being submitted on the basis of the following (select one):

_____ Eligibility decisions made by Student Disability Services for students seeking accommodations

_____ Decisions made by a faculty member not to provide approved accommodations to a student as indicated by the official Letter of Accommodation

_____ Decisions made by Student Disability Services as a Resolution to a reported grievance

_____ Other (Please Specify) _____

Please attach a typewritten statement and any additional supporting documents. If Grievance involves a faculty member, please include course and the faculty member's name in statement.

OFFICE USE ONLY

Date Received _____ Resolution Date _____

Resolution Summary _____

Student Information

Student Full Name _____ Date _____
Banner ID _____ Registration Term _____

Type of Documentation Provided | Year:

- | | |
|---|---|
| <input type="checkbox"/> IEP (Temporary Accommodations) | <input type="checkbox"/> Supplemental Security Income (SSI) |
| <input type="checkbox"/> Psychological Report | <input type="checkbox"/> SWTCC's Medical Documentation Form |
| <input type="checkbox"/> Letter from Medical Provider | <input type="checkbox"/> Other: _____ |

Previous Accommodations

- | | |
|--|---|
| <input type="checkbox"/> Note Taker | <input type="checkbox"/> Preferential/Front Row Seating |
| <input type="checkbox"/> Tape Record Lectures | <input type="checkbox"/> Assistive Technology: |
| <input type="checkbox"/> Alternative Textbook Format | <input type="checkbox"/> Large Print Exams or Handouts |
| <input type="checkbox"/> Sign Language Interpreter | <input type="checkbox"/> Extended Time: <input type="checkbox"/> 1 ½ <input type="checkbox"/> 2 |
| <input type="checkbox"/> Testing in Reduced Distraction Environment | <input type="checkbox"/> Use of Calculator for Exams |
| <input type="checkbox"/> Assistance of <input type="checkbox"/> Reader <input type="checkbox"/> Scribe | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Other: _____ | |

Recommended Accommodations

- | | |
|--|---|
| <input type="checkbox"/> Note Taker | <input type="checkbox"/> Preferential/Front Row Seating |
| <input type="checkbox"/> Tape Record Lectures | <input type="checkbox"/> Assistive Technology: |
| <input type="checkbox"/> Alternative Textbook Format | <input type="checkbox"/> Large Print Exams or Handouts |
| <input type="checkbox"/> Sign Language Interpreter | <input type="checkbox"/> Extended Time: <input type="checkbox"/> 1 ½ <input type="checkbox"/> 2 |
| <input type="checkbox"/> Testing in Reduced Distraction Environment | <input type="checkbox"/> Use of Calculator for Exams |
| <input type="checkbox"/> Assistance of <input type="checkbox"/> Reader <input type="checkbox"/> Scribe | <input type="checkbox"/> TN Promise Reduced Course load |
| <input type="checkbox"/> Disabled Request Discount Form | <input type="checkbox"/> Other: _____ |

Behavioral Notes

Other Notes

Intake Form

Date of Intake: _____

SDS Registration Term: _____

Student Information

Full Name: _____ Banner ID: _____

Phone Number: _____

Diagnosis: _____

Emergency Contact: _____ Phone Number: _____

Student's Primary Academic Concern:

1. I understand that if I want my approved classroom accommodations/disability waiver that I am responsible for obtaining my letters of accommodation and submitting them to each of my instructors for **each term**. _____
2. I understand that if there are any disability-related conflicts in the classroom or on campus as it relates to Southwest TN Community College, it is my responsibility to inform Student Disability Services in a timely manner. _____
3. I understand that my disability is confidential. _____
4. I understand that I am to advocate for myself in the classroom and beyond by requesting services or communicating my needs. _____
5. I understand that my accommodations are not retroactive. They are applied only from the moment I submit my letters to my instructors. _____
6. I understand that I must check my Southwest email account regularly for student information and updates. _____
7. I understand that once I submit my letters to my instructors, they are expected to honor my approved accommodations. _____
8. I understand that if I am eligible for the disability-related tuition discount, I am responsible for submitting an updated SSI award letter each year and requesting the waiver from SDS and submitting the waiver to the Cashier's office **each term**. _____
9. **TN Promise:** To avoid Fin Aid and TN Promise penalties, I understand that a recommendation for a part-time schedule (as indicated by a recent evaluation) is best initiated at the *beginning* of each term. _____
10. I give the office of Student Disability Services permission to send an electronic copy of my LOA to my instructors. _____

Student Signature: _____ SDS Staff Signature: _____

Student Disability Services

MEMORANDUM

To: Lesa Halfacre, Financial Aid Specialist
From: Courtney D. Gipson, Student Disability Services Liaison
Subject: Student's Name (Banner ID)
Date:

This document serves to inform you that FName LName (Banner ID) has submitted documentation of disability and is registered with Student Disability Services (SDS). The office of SDS has approved Ms. LName's accommodation for a reduced course load of **6 hours**.

Thank you,

Courtney D. Gipson
Director, Student Disability Services
Telephone: (901) 333-4223 Macon
(901) 333- 5523 Union
cgipson2@southwest.tn.edu

Letter of Accommodation

Macon Cove Campus
5983 Macon Cove
Memphis, TN 38134
(901) 333-4223

Banner ID:

Union Avenue Campus
737 Union Avenue
Memphis, TN 38103
(901) 333-5523

FROM: Courtney D. Gipson
Student Disability Services Office

SUBJECT: Student Name

DATE:

This student is registered for **semester term/year** and has asked me to notify you that he/she has a disability and may require special accommodations to help offset the functional disadvantage of this condition.

The student understands and agrees to the following:

- I am under the same rules and regulations as all students.
- I must, in a timely manner, request an updated letter of accommodation for **each** term. Failure to do so will result in my not receiving accommodations. Late requests may result in a delay in services or accommodations.
- Accommodations and services could change according to my needs and those of the classes I take.
- It is my responsibility, as soon as disability-related issues arise, to contact Student Disability Services.
- Classroom accommodations are **not** retroactive. They begin upon submission to each instructor.
- My approved accommodations are based upon information contained in my submitted documentation.

Instructor:

If a student with disability is unable to perform certain academic tasks in a traditional manner, alternative methods can usually be found which enable the student to fully participate in the learning and evaluation process. Such academic accommodations should be arranged on an individual basis and in a spirit of equalizing opportunity rather than lowering standards or waiving requirements.

Accommodations listed here:

COMMENTS:

Please call me at 333-4223 or 333-5523 if you have any questions or if you need assistance in working out reasonable solutions. **This is CONFIDENTIAL information for academic purposes only.** Please sign, make copy and return to the above-mentioned student. Please notify you in writing via email immediately if an accommodation is unable to be met due to “no volunteers” or other circumstance. Thank you for your cooperation.

I have read this document and understand its implications.

_____ Date
Student Signature/Guardian

_____ Date
SDS Staff

_____ Date Received
Faculty Signature

APPENDIX F – ALTERNATE TEXTBOOK FORMAT REQUEST

Southwest Tennessee Community College and the office of Student Disability Services are committed to providing services in accordance to Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA), including the accommodation of alternate textbook formats as required.

The office of Student Disability Services will work with publishers and instructors to provide alternate format copies of instructional material upon request for those students who have provided documentation of a print-based disability.

To secure this accommodation, please follow these instructions:

1. Print the following request form (**a separate form for each request is required**).
2. Complete ALL fields indicated by an asterisk (*).
3. To prevent delays, please request materials **30 days (minimum)** prior to the first day of class.
4. Submit signed Agreement and Alternate Textbook Format Request to:

Student Disability Services

Email: cgipson2@southwest.tn.edu

Fax: (901) 333-4015

Drop Off: Macon campus (Whitehead Bldg, Room 43) or Union campus (Building B221B)

Student Name* _____ **(Please Print)**

Banner ID* _____

By my initials, I agree to the following terms:

- I understand that I must own a physical copy of all materials requested in alternative format, purchased at the same cost (new or used) as other students. _____
- I understand that I must be a currently registered as a student of Southwest Tennessee Community College, registered in the class of requested textbook, and a registrant of Student Disability Services. _____
- I agree not to copy or reproduce alternatively formatted materials, nor allow anyone else to do so, pursuant to the Copyright Revision Act of 1976, as amended. _____
- I will not share the alternatively formatted materials with any other party. _____

Student Signature* _____ **Date*** _____

Contact Information

Home Phone* _____

Cell Phone* _____

Southwest Email Account* _____

Course Information

Academic Year* _____

Academic Term* _____

Campus Location for Course* _____

Course Name* (Example: ENGL 1010) _____

CRN Number* (Example: 84598) _____

Course Instructor Name* _____

Material Information

Author(s)* _____

Publisher* _____

Publish Date* _____

Edition* _____

ISBN* _____ (10/13 digit #)

Material Type* (Example: Article or Textbook) _____

Comments or Special Instructions:

If textbook or material purchase is required:

Date of textbook/material purchase* _____

***A copy of receipt is required.

The office of Student Disability Services looks forward to partnering with you in the achievement of your academic success. If you have any questions or concerns regarding the Alternate Textbook Format Request Form, please do not hesitate to make contact with our office.

Stipend Procedures

Thank you for helping the office of Student Disability Services by taking notes for your fellow peers. Please read the following document in its entirety and sign the form.

Payment Information

Full Term Service: \$50 per Credit Hour

Flex Term Service: \$40 per Credit Hour

***Stipends are paid at the end of each semester. You should expect payment 2-3 weeks after the last day of class.

Timecard

Time sheets are *required* in order to receive payment.

- Exchange notes for a signature on the time sheet.
 - If the instructor says the student wishes to remain anonymous, turn in your notes to the instructor and have him/her sign on the student's behalf.
- All time sheets must be turned in by 4:30 p.m. on the 1st and 15th of each month to:
Courtney Gipson, SDS Director
Whitehead 43, Macon Campus
Building B 221B, Union Campus
OR cgipson2@southwest.tn.edu.
- **Without the signature(s), the note taker cannot be paid.**

Carbon Copy Notepad

You have received a carbon copy Notepad. _____ (Initial)

This should make it easier to turn notes in. **Please return this notepad at the end of the semester.**

Note Taker Name _____ **(Please Print)**

Student ID _____ **Phone Number:** _____

Class _____ **Student Name:** _____

Today's Date: _____ **Stipend Amount:** _____ **Term:** _____

Note Taker Signature _____

Date _____

Daily Time Record

Month _____ Pay Period _____ To _____

Employee Name _____

Employee Address/Phone _____

Student Name _____

Date	IN	OUT	HOURS	Signature	Student

Supervisor _____

Total Hours _____

After each pay period this time record must be turned over to the supervisor.

TIMESHEET DUE DATES

1ST-15TH: Due on 16th | 16th – End of month: Due on 1st of the following month

TAPE RECORD LECTURE CONTRACT

Students who are disabled in taking or reading notes have the right to tape record class lectures for their personal study only. Lectures taped for this reason may not be shared with other people without the expressed consent of the lecturer. Tape recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity. Information contained in the tape recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.

PLEDGE

I, _____, have read and understand the above policy on tape recorded lectures at Southwest Tennessee Community College, and I pledge to abide by the above policy with regard to any lectures I tape while enrolled as a student at Southwest Tennessee Community College.

Student Signature

Instructor Signature

Date

Director of Student Disability Services

Notice to Instructor: By affixing your signature to this form, you acknowledge that you have received this memo to provide special accommodations to the above named student. Please return this form to Courtney Gipson, Macon Campus-Student Disability Services – Whitehead 43 or Union Campus – Student Disability Services – B221.

EQUIPMENT RETURN CONTRACT

Students enrolled at Southwest Tennessee Community College who have registered with the Student Disabilities Office have the right to use equipment owned by this office. However, failure to return this equipment to the Student Disabilities Office will result in the price of the item(s) being charged to the student's account at the college.

PLEDGE

I have read and understand the policy on returning equipment to the Student Disabilities Office at Southwest Tennessee Community College, and I pledge to return this equipment to this office at the end of the current semester. I am aware that failure to do so will result in this equipment being charged to my account. .

Student _____

Director _____

Equipment Used

Date Retrieved: _____

Date Returned: _____

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE



APPEAL TO REINSTATE TENNESSEE FORM

TN Promise

TELS/HOPE

PRINT Name _____ SSN (last four digits) _____ Banner ID _____

Address _____ City _____ ST _____ ZIP _____

Cell Phone _____ Home Telephone _____

E-mail Address _____ @southwest.tn.edu

An appeal to reinstate is necessary because:

- Without prior approval, I withdrew/dropped one or more classes during my last term of attendance which resulted in a change of enrollment status.
- I withdrew/dropped all classes but did not return the next term, as required.
- Failure to meet the verification deadline (TN Promise only)
- Failure to enroll in the required term after my high school graduation or GED test

At least one of the following forms of documentation MUST be provided with this form. YOUR REQUEST WILL BE DENIED IF DOCUMENTATION IS NOT ATTACHED.

1. A statement verifying an obligation to fulfill a religious commitment expected of all students of that faith from the appropriate authority
2. Documentation verifying extraordinary circumstances beyond the student's control where continued attendance by the student creates a substantial hardship
3. Statement for medical or personal reasons such as illness, illness or death of immediate family member (includes dates on letterhead)
4. Documentation verifying you, your spouse, your child, your father, or your mother was called to Active Military Duty during the school term
5. Statement verifying extreme financial hardship of the student or student's family

Please attach a written explanation describing in detail your situation.

A student who is denied an appeal by the IRP located at an eligible postsecondary institution may appeal to TSAC. The student shall submit an appeal to TSAC within forty-five (45) calendar days from the date on the decision letter from the IRP. A copy of the decision letter from the IRP is required by TSAC. Contact the Tennessee Educational Lottery Scholarship Award Appeals panel at 1 (800) 342-1663.

Student Signature

Date

Approved Denied _____
Chair, Southwest IRP Committee

Date

Attendance Accommodation

In most cases, class attendance is critical to a student's mastery of the knowledge and skills that are taught in a specific course and students are expected to follow the attendance policy established by the instructor in each class.

If a qualified student with a disability believes it may not be possible to abide by the attendance policy do to disability related reasons, the student should contact Student Disability Services (SDS) prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. SDS may determine that a student's disability entitles the student to a modification of the usual course attendance policy. Modifications of course attendance policies will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical or psychological documentation from a licensed professional, qualified to diagnose and treat the disability, supports the need for modification to an attendance policy. The determination will be indicated on the student's professor letter.

Since each class and situation is different, the extent of the modification should be determined by a discussion between the professor and SDS early in the semester. Student Disability Services and the professor will meet and complete an Attendance Agreement Form. The student will be provided a copy of the agreement by SDS. If the student has questions or concerns about the agreement they may notify Student Disability of those concerns. Student Disability will renegotiate the agreement if necessary. When necessary, the department chair or other academic administrator will be included in the discussions.

Southwest Tennessee Community College (SWTCC) will make every effort to reasonably accommodate student's disability related academic needs. However, neither STWCC nor an individual faculty member is required to waive essential or fundamental academic requirements of a course regardless of the nature of a student's disability. If a professor or department can demonstrate to SDS that attendance is an essential or fundamental academic requirement for the course or to any directly related licensing requirement, they may put in place reasonable attendance requirements.

SWTCC will determine the appropriateness of a modified attendance policy by consideration of such things as statements in the syllabus and course description regarding attendance, grading methods, whether student participation is an essential method for learning, the need or lack thereof for classroom interaction, and the impact, if any, which non-attendance will have on the educational experience of other students. Regardless of the modification of the attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations. It is the student's responsibility to obtain the material and notes from missed classes. The student will be graded according to the criteria stated in the class syllabus. If a student finds that he or she is not doing well in the class due to extended absences, the student is urged to consider options such as dropping the class, withdrawing from the class or taking an incomplete. It is important for the student not to abuse the modification of the attendance policy. Modification of the attendance policy does not mean that unlimited absences will be permitted. The number of absences permitted will be determined on a case-by-case basis. Absences for non-disability related reasons will not be excused by the modification. It is important for the student to realize that even if excused, absences could impact the student's academic performance because the student will not have the benefit of such things as full classroom interaction and the opportunity to ask questions while the material is being presented.