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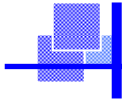
**Volunteer State  
Community College**

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*Office of Disability Services*

**Student Handbook**





## Mission

In support of the college's mission as a public, comprehensive community college, the Office of Disability Services ensures equal access to all campus programs and activities and promotes full participation in campus life for individuals with disabilities. Accommodations and support services are provided to students with disabilities who register with the office. Services are provided to assist students obtain their academic and personal goals. Assistance is provided in a collaborative way as to empower students to advocate for their needs and assume responsibility for their academic outcomes.

### To receive services students need to:

1. Self-identify/disclose with the Office of Disability Services.
2. Provide current documentation of a qualified disability.

Disability Services and Special Adults Programs promote institutional integrity and academic standards in working with instructors, counselors, and the students.

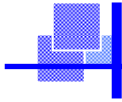


### For further information and to register for services contact or visit:

Volunteer State Community College  
Office of Disability Services  
1480 Nashville Pike  
Gallatin, TN 37066  
(615) 230-3472  
1-888-335-8722  
TTY (615) 230-3488  
FAX (615) 230-4808

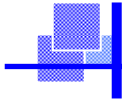
***The Office of Disability Services is located on the ground floor of the Wood Campus Center. Registration forms and additional information is available at our website @ [www.volstate.edu/Disability/](http://www.volstate.edu/Disability/).***

Volunteer State Community College, a member of the Tennessee Board of Regents system, is an equal opportunity institution and does not discriminate on the basis of sex, religion, disability, race or national origin in any program, service or activity. (Revised 1/2006).



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## FYI

### Did you know...

... There are over 54 million Americans with disabilities? This is approximately twenty percent of the population. Researchers claim that one out of five Americans currently has a physical or mental disability.

### Did you know...

... The word “handicapped” was first used by the British after the Crimean War? A large number of soldiers were returning home from war with injuries that would have been fatal in previous wars. To aid the severely disabled men, Parliament made it legal for war veterans to beg on the street; they could keep a “cap handy” to accept donations from passersby. Because the word handicapped implied making beggars out of people with disabilities, the term is not acceptable in common usage.

### Did you know...

...Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Individuals with Disabilities Education Act all promote equity and access for persons with disabilities?

### Did you know...

...The preferred term is “*people with disabilities*” instead of “*the disabled*” which tends to emphasize the disability instead of the person?

### Did you know...

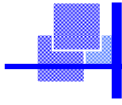
...Volunteer State Community College strives to provide equal access and nondiscriminatory efforts in all of our programs and activities? At Volunteer State, we promote dignity and positive attitudes about abilities, NOT disabilities.



## Changes

The way an individual is portrayed can greatly affect the public's perception of their worth. At Volunteer State Community College, we refer to the person and not the disability. New affirmative phrases are used to describe the person. Out with the old and in with the new!

<b>Old</b>	<b>New</b>
The Blind	Person who is blind; visually impaired
Suffers a hearing loss	Person who is deaf
Fit	Seizure
Confined to a wheelchair	Uses a wheelchair
Courageous; martyr	Successful; productive
Dumb; mute	Unable to speak; nonverbal
Normal person (implies person with disability is not normal; is unfortunate, a burden, a drain)	Person without disabilities: Non-disabled; Physically able; Able-bodied; non-disabled
Retarded; mentally defective	Person affected by Mental Retardation
Stricken with MD	Person who has Muscular Dystrophy
CP Victim	Person affected by Cerebral Palsy
Afflicted with MS	Person who has Multiple Sclerosis



## It's the Law

### ADA Legal Requirements

No qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by such entity.

### Definition of a Disability

A disability is a physical or mental impairment that substantially limits one or more of the major life activities, a record of such impairment, or being regarded as having such an impairment.

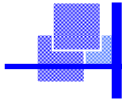
### What is a Qualified Individual with a Disability?

A qualified individual with a disability is one who, with or without accommodation, meets the essential eligibility requirements for the receipt of services or the participation in programs of activity provided by a public entity.

### Who is protected by ADA?

The ADA protects persons with mobility impairments/paralysis, persons who use a wheelchair, crutches or who:

- Have lost one or more limbs.
- Are blind or visually impaired.
- Are deaf or hearing impaired.
- Have mental or psychological disorders.
- Have learning disabilities.
- Have emotional or mental illness.
- Have one or more of a hundred chronic medical disorders.
- Have post-traumatic stress syndrome or depression.
- Have cosmetic disfigurements.
- Have serious contagious or non-contagious diseases such as AIDS, epilepsy, cancer, tuberculosis, or who test HIV positive without any other symptoms.
- Are drug addicts or alcoholics who have suffered from drug addiction in the past, as long as they are not currently using illegal drugs.



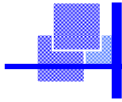
## ADA Guidelines

### Introduction

Volunteer State Community College has adopted the Policy and Procedures on Disability Access and Accommodations as outlined in Section 504 of the Rehabilitative Act and The Americans with Disabilities Act (1990). Please refer to the Appendix where they are printed in full. The Self Evaluation and Facilities Transition Plan are available in the Office of Disability Services located in the basement of the Wood Campus Building.

### General Compliance and Guidelines of the ADA

1. The ADA prohibits discrimination in the area of recruitment, admissions, or preadmission against qualified persons with disabilities.
2. All programs, services and activities must be available to qualified students with disabilities. This includes field trips, internships, physical education, practicum, recreation, athletics, social organizations, and/or extracurricular activities.
3. When necessary, modifications in degree or course requirements must be made for qualified students with disabilities unless the degree requirements can be demonstrated as essential to the program, or unless such modification would fundamentally alter the nature of the program. The burden of proof of “*essential*” lies with the President or his/her designee.
4. No student may be excluded from any course or any course of study solely on the basis of disability.
5. Prohibitive rules may not be imposed on qualified students with disabilities that limit their participation, such as banning tape recorders or service animals from the classroom.
6. Institutions must ensure that qualified students with disabilities have appropriate auxiliary aids when needed to fully access the programs, services, and activities of the institution. Auxiliary aids include such things as taped texts, interpreters, note takers, readers, adaptive equipment, tape recorders, etc. Primary consideration should be given to the type of auxiliary aid requested by the student unless the institution can demonstrate that another aid would be as effective as the one requested. Institutions are not responsible for individually prescribed devices for personal use of study or for any services of a personal nature.
7. Teaching techniques, as well as special equipment and devices used in the classroom, should be adapted in individual cases when necessary to ensure equal opportunity.



## Responsibilities

### VSCC'S Responsibilities

#### The Office of Disability Services will:

- Act as a liaison between individuals with disabilities and the college faculty/staff. Services will be closely monitored to assure each student's academic success and to foster independence as well as to promote personal growth.
- Minimize the impact of a disability on the student's performance to assure the equal opportunity necessary to compensate for the disability.
- Encourage students to develop and manage their own accommodation needs as well as act as a self-advocate on their own behalf.

### Student's Responsibilities

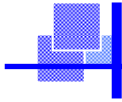
#### The student will:

- Voluntarily and confidentially disclose information regarding the nature and extent of a disability. The College does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualified disability.
- Register with the Office of Disability Services by providing documentation of the qualified disability. Documentation can be medical, educational, psychological, or another type of evaluative information.
- Contact his/her instructors for any accommodations necessary. Accommodations are made only if documentation is on file in the Office of Disability Services. Modifications and/or accommodations required by students may differ depending upon the nature of the student's disability.

### Reasonable Accommodations

Because of the ever-increasing number of students attending the College, the faculty/staff of VSCC have become "expert" in finding ways to meet students' special needs. Requests for accommodations may be offered only when:

- The accommodative method is non-discriminatory in nature.
- It is not unduly limiting to the educational process of other students.
- It is reasonable for the individual circumstances.
- It is deemed necessary.



## Reasonable Requests

Register and request accommodations early. Some accommodations such as books on tape or texts in other alternate formats can take three to four weeks to obtain.

### Special Requests Accommodations

Special accessibility requests should be made at least TWO WEEKS PRIOR to classes for requirements such as access to a bus with a wheelchair lift (field trips), sign language interpreters for special events, specialized adaptive computer equipment, or seating arrangements.

### Testing Accommodations

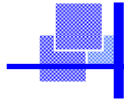
Special testing can be arranged for exams such as: classroom tests, quizzes, final exams, or placement tests can be arranged. The most typical accommodations are: extended time, readers, writers, private low stimulus environments, and alternate test formats. Testing accommodations will equalize opportunity rather than provide competitive advantage over other students. Fair evaluations and suitable methods will be used to ensure equal knowledge and achievement. The Office of Disability Services will be happy to assist instructors in proctoring exams for students who are disabled.

### Registered students with disabilities requiring special test proctoring need to:

- Request an appointment with the test proctor one week prior to test date.
- Give instructor the Exam Proctoring Checklist provided by the ODS.
- Arrive at the appointment on time and be prepared for testing.

### In order to maintain test security, students need to be aware of the following:

- Only the instructor or a designee will deliver and pick up exams.
- No content assistance is given in any manner during the test situation.
- Only qualified scribes and readers will be employed to monitor test security.
- ODS will administer tests according to the instructor's instructions.



## Self- Advocacy

It is the student's responsibility to identify him/herself to the Office of Disability Services by providing documentation and discussing accommodations. **If the student does not request these accommodations and does not provide documentation to the Office of Disability Services, the College is not legally obligated to provide them.**

Each student registered with ODS must take a copy of the **ACCOMMODATIONS MEMO** to his/her instructors. **Each instructor must sign it.** **The student must then return the signed Memo to the Office of Disability Services.** This lets the instructors know that the student is registered with the ODS and as such is entitled to reasonable accommodations as set out by the ADA. The accommodations memo must be obtained by the student each semester.

**Self-Advocacy** means that each student should speak with his/her instructor concerning their disability and any classroom needs.

## Talking with Instructors

**It is important for the instructors to know that:**

- You have been identified as having a disability.
- You have registered with the Office of Disability Services.
- You have received an official accommodations memo from the Office of Disability Services.

**You would benefit from:**

- Utilizing the accommodations listed on your accommodations memo.
- Having direct communication with the instructor.

**Doing The Following Things Will Help Ensure Your Success:**

1. Attend all classes and be on time.
2. Sit at the front of the class.
3. Apply for and attend weekly scheduled tutoring sessions.
4. Use a computer, spellchecker, thesaurus, and grammar check to complete all written assignments.
5. Meet with each instructor at least once per semester to discuss progress.
6. Take advantage of the services provided on campus.



## Academic Adjustments

### Modifications may include, but are not limited to:

Changes in length of time permitted for completion of course or degree requirements.

- Substitutions/waivers for specific non-essential courses required for degree program.
- Adaptation of the manner in which specific courses are conducted, as long as the course objectives are not fundamentally altered.
- Use of auxiliary aids, adaptive equipment, or other educational aids.

Primary consideration for assistance is given to the requests of the student. The qualified individual has the right to refuse the “reasonable accommodations”. However, academic integrity will be maintained.

### Auxiliary Aids

Auxiliary aids include any service, adaptive equipment, or other educational aid which enables a student with a disability to participate in or benefit from the educational process, such as:

Readers	Electronic Spellers & Dictionaries
Tutors	FM Systems
Large Print Books	Headphones
Books on Tape	Tape Recorders
Sign Language Interpreters	Scribes
Note Takers	Tables & Large Chairs for Classroom Use
Magnifiers	Temporary Parking Permits for Temporary Disabilities
Calculators	

**INDIVIDUALLY PRESCRIBED DEVICES, PERSONAL CARE ATTENDANTS, READERS FOR PERSONAL USE, OR OTHER STUDY DEVICES OF A PERSONAL NATURE ARE NOT CONSIDERED AUXILIARY AIDS.**



## Substitutions and Waivers

### Voluntary Acceptance of Aids and/or Accommodations and Separate Programs

All services, programs, and activities offered by the College are to be administered in the most integrated setting appropriate to the needs of the qualified student with disabilities.

**It is permissible to develop separate or different programs only when necessary to provide an equally effective program for individuals with disabilities as that provided to others. (e.g., activities, sports, events, physical education, or other programs).**

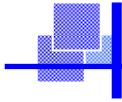
Waivers cannot be considered for any classes that are considered **essential**. Core requirements for a degree are unable to be waived.

### Eligibility for Class Substitution/Waiver

- The student must have written documentation that he/she is disabled and that he/she cannot complete the course work as a result of his/her disability.
- The student has demonstrated that he/she cannot complete the course by making at least two attempts at passing the course.
- The student has demonstrated that he/she has taken advantage of all academic support services (tutoring, faculty, video classes, and labs) on campus.

### Procedures for Substitution/Waiver

1. Submit written request to the Office of Disability Services.
2. Complete the Substitution/Waiver Form with appropriate documentation.
3. Submit the completed form to the appropriate Academic Dean and the Vice President of Academic Affairs for consideration of approval.
4. Submit to the President of the College **as a last resort** for a final appeal decision.



## Grievance Procedures

Students with disabilities who have complaints regarding physical accessibility of the college campus or the instructional accommodations they are receiving should follow the guidelines and procedures.

### Disability Related Complaint Procedures

If you have registered with the Office of Disability Services and have determined what accommodations you will require, but the instructor **denies** the request, or if you believe a faculty member has discriminated against you due to your disability you should:

- Contact the Office of Disability Services. The ADA Coordinator will schedule an appointment with the student and faculty member to informally resolve the issue.
- If the problem is not resolved the student may schedule an appointment to see the appropriate Associate Dean. The student must submit the *Student Academic Complaint Form* with the instructor's signature.
- The complaint will be reviewed by the appointed Grievance Committee and/or Vice President for Student Services. The decision of the President of VSCC is final. The answer will be given within a reasonable amount of time.

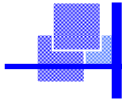
When the above steps have been completed, a joint meeting with the student and the instructor may be arranged. Students who have academic complaints or who have a specific academic complaint involving a faculty member should follow procedures listed in VSCC Policy III:05:09, located in the college student handbook.

### Physical/Facility Accessibility Complaint/Request Procedures

- Contact the ADA Coordinator in the Office of Disability Services about the complaint/request.
- Submit the complaint/request in writing.

## Emergencies

**In the event of an emergency involving a disabled individual on Campus, please call SECURITY AT EXT. 3595 (VSCC (615) 452-8600 ext. 3595) OR 230-3595. FOR OFF CAMPUS EMERGENCIES DIAL 911. Complications from medications often can cause adverse reactions such as seizures, insulin reactions, coronary attacks, or other serious episodes. The Emergency Evacuation Policy is located in the Appendix of this book.**



## Types of Disabilities

### Suggested Learning Strategies

#### Learning Disabilities

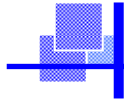
A learning disability is one of a diverse group of conditions that causes significant difficulties in perceiving, retaining, and expressing auditory, visual, and/or spatial information. Of presumed neurological origin, it covers disorders that impair such functions as reading (dyslexia), writing (dysgraphia), and mathematical calculation (dyscalculia). The individual with a learning disability may also exhibit problems in organizational skills, time management, and social skills.

#### Reading Disabilities

- Required book lists available prior to the first day of class so that the student may begin his/her reading early.
- Tests to be recorded on tape.
- Chapter outlines/study guides that cue to key points in the readings.
- Use of the Franklin Speller/Dictionary in the classroom.

#### Auditory Processing

- A detailed course syllabus at the beginning of the semester.
- Permission to sit in front of the classroom where it is possible to hear well and to have a clear view of the instructor's face.
- Permission to tape record the lecture.
- Directions broken down into smaller steps with one step presented at a time.
- Material to be outlined in more than one way; for example, writing the material on the board, utilizing a flip chart, presenting information orally, and/or outlining it in a handout.
- Abstract concepts to be illustrated with concrete examples, personal experiences, hands-on models, and visual structures such as charts and graphs.
- Segments of presentations to be reviewed or summarized.
- Announcements in both oral and written forms, especially in case of changes in the schedule, assignments, or exams.

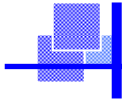


**Students with Learning Disabilities are encouraged to adopt these helpful learning techniques:**

- Set realistic goals and priorities for class work.
- Use a calendar to plan scheduled assignments for the entire term.
- Apply **early** for a tutor.
- Estimate the lengths of class assignments to allot adequate study time.
- Allow three hours of study for every one hour in class.
- Sit toward the front of the classroom to maximize eye contact and reduce distractions.
- Use the pause button on the tape recorder during lectures to only record key points.
- Listen to the tapes as soon as possible after class in order to refresh your memory.
- Make notes of any questions so that they can be answered before the next exam.
- Seek campus support services early in the semester to overcome academic hurdles.

**Coping skills to compensate for a Learning Disability:**

- Develop and apply study skills such as good time management and the use of flashcards, reading tips, writing tips, and test-taking strategies.
- Have someone proofread papers for spelling and sentence structure.
- Use a computer to write papers.
- Explore realistic majors and career options.
- Develop an awareness of support services that are available on campus.
- Seek academic advisement and meet with your advisor regularly.



### **Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is a neurological condition that affects learning and behavior. Some clinicians believe up to 10% of the population may have ADHD. Symptoms of the disorder may include impulsivity, hyperactivity, mood swings, frustration and intolerance, difficulty with sleep, disorganization, forgetfulness, mental restlessness, procrastination, and concentration problems. Depression, irritability, and negative thinking also accompany ADHD.

### **Coping Skills for ADHD**

Treatment includes medication, individual therapy, learning accommodations, and support groups. Emotional difficulties often sabotage the process of learning. High levels of frustration are easily triggered by anxiety. Inappropriate social skills, impulsivity, and manipulation can affect interactions with instructors and peers.

### **Suggested Learning Strategies for Students with ADHD:**

- Take advantage of campus services such as tutoring, math lab, language center, reading lab, computer lab, library study rooms, and Newskills.
- Take frequent breaks when reviewing, studying, or taking a test.
- Use note cards to review and study.
- Reduce course load.
- Ask to take exams in a private, distraction-free environment.
- Request tutoring, note takers, and proofreaders.
- Find a study buddy.
- Sit in the front row to avoid distractions.
- Meet with instructors to clarify assignments, to ask questions, or to check comprehension.
- Use cognitive or self-regulatory skill aids as reminders of time schedules and work.
- Use earplugs to block out noise.
- Use daily planning calendars.

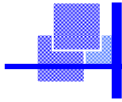


## Deaf or Hearing Impaired

Approximately 19 million Americans have some kind of hearing loss that may range from a slight deficiency to deafness. Many profoundly deaf individuals use “sign language” as the main form of communication. For many of these individuals, English is a second language. Students who use sign language may need an interpreter who either “mouths” what is being said, translates into sign language, or does both. **Hearing Impaired** refers to those individuals who may use speech, lip reading, or hearing aids to enhance oral communication. Researchers suggest that those who are highly skilled at lip reading comprehend only 30-40 percent of spoken English.

## Hearing Impaired

- A front row seat in order to clearly view the instructor and interpreter.
- The instructor to repeat remarks of other people in their room.
- Critical information in writing.
- Assistance in identifying a note taker and classroom partner.
- Copies of class outlines, lecture notes, lists of new technical terms, and printed transcripts of audio and audio-visual materials.
- Extended time for reading assignments and examinations (hearing impairment often involves language difficulties).



## **Psychologically Impaired**

Mental disabilities affect 41 million people in the United States. One in five Americans has some form of diagnosable and treatable mental illness. A student may experience a wide range of problems including depression, anxiety, inappropriate classroom behavior, or inadequate performance. People suffering from this disability are often labeled as schizophrenic, paranoid, manic depressive, bipolar, or chronically depressed. Several new symptoms are Chronic Fatigue Syndrome, Post Traumatic Stress Syndrome, and Oppositional Defiant Disorder.

### **Psychological Disabilities**

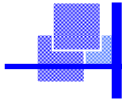
- Extended time for reading assignments and tests if poor concentration is a symptom.
- Tests to be given in a stimulus-free environment.
- Modifications to be determined on a case by case basis.

### **Visual Impairments**

A student is considered to be legally blind when acuity is 20/200 or less in the better eye with use of corrective lenses. A partially sighted person may rely on residual vision with the use of adaptive equipment. Totally blind persons may have visual memory as strength depending on the age when vision was lost.

#### **Visual Impairment**

- Advance availability of reading lists or syllabi to allow time for arrangements to be made for taping or brailing of material.
- Assistance in finding readers, note takers, or tutors as necessary.
- Use of the front seat (for low-vision students).
- The instructor to face the class when speaking.
- Any verbal information to be written on the board; visual cues or graphic materials to also be spoken.
- Availability of class materials in large print.
- Flexible assignment deadlines when necessary.
- An alternate assignment if a specific task is impossible to carry out.
- Copies of lecture notes to be enlarged or put in Braille, when appropriate.
- Exams to be oral, large print, Braille, or taped.
- Extended time for exams and use of aids such as print enlargers, specialized computer equipment, tape recorders, or other modifications as necessary.
- Alternative means for examinations.



### **Speech Impairments**

Speech impairments range from problems with articulation or voice strength to complete voicelessness including difficulties in projection and fluency.

#### **Speech Impairments**

- Course modifications including one-on-one presentations.
- Use of a computer with a voice synthesizer.
- Written projects instead of oral presentations.

### **Physically Disabled/Mobility Impairments**

Mobility function may be limited by a number of conditions. The most common permanent disorders are MD, MS, musculoskeletal disabilities, partial or total paralysis, amputation, or severe injury, arthritis, active sickle cell disease, and cerebral palsy. Respiratory and cardiac diseases, which may be debilitating, may also affect mobility. Strength, speed, endurance, coordination, and dexterity are necessary functions that may be impaired by any of the aforementioned conditions.

#### **Physically Disabled**

- To be excused for occasional lateness, tardiness, or absences that may be caused by transportation problems, inclement weather, or elevator/wheelchair breakdowns.
- To have a partner in the classroom or lab.
- To obtain assistance in the library with bookshelves and microfiche.
- To receive extended deadlines or alternative assignments if off-campus assignments or field work pose a problem with access to resources.
- To use a note taker or tape recorder.
- To use a scribe to complete in-class written assignments.



## FYI...

### Tips for the Faculty and Staff

- Try to have sensitivity and understanding when talking to a student with a disability.
- Try to create a level of comfort and approachability in the classroom.
- Make decisions for accommodations on a case-by-case basis.
- Understand the rights and responsibilities related to services under ADA/504.
- Refer students with disabilities to the Office of Disability Services for assistance.
- Be knowledgeable of accommodation requests that students may request related to peer support, seating arrangements, and modifications.
- Assist with goal setting and student's code of conduct.
- Ask the student's permission to assist with wheelchair.
- Ask the student with a disability if they need assistance.

### Students – How do I know if I have a Disability?

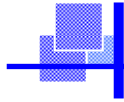
The Office of Disability Services will be glad to discuss any concerns about your disability and will attempt to make appropriate referrals for further evaluations, testing, or agency support services in the community.

**Vocational Rehabilitation** is a federal and state funded agency which provides services to retrain or re-educate people with disabilities. They provide diagnostic tests which determine the extent and nature of the disability, as well as job placement, counseling, and guidance services. The next few pages contain other federal, state, and community agencies that are helpful for more information concerning disabilities.

### Totally Permanently Disabled

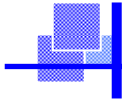
Students who are totally permanently disabled (Tennessee Code Annotated, Section 49-7-113) in which the disability totally incapacitates them from working may audit classes at a reduced fee. This privilege may be possible only if space is available and documentation, affidavit, and/or certificate from a physician or an agency is on file. (Forms are available in the Admissions Office and/or the Office of Disability Services).

Students who are totally, permanently disabled and wish to take college courses for credit will be charged a flat rate of \$75.00 per semester. Students taking RODP classes may be charged an additional amount.

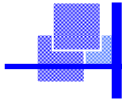


## Agencies

- **American Disabled for Attendant Programs Today (ADAPT)**  
201 South Cherokee  
Denver, CO 80223  
Voice/TTY: (303) 733-9324  
[www.adapt.org](http://www.adapt.org)
- **Association on Higher Education and Disability (AHEAD)**  
P.O. Box 540666  
Waltham, Mass. 02454  
Voice/TTY: 781-788-0003  
[www.ahead.org](http://www.ahead.org)
- **Autism Society of Middle Tennessee**  
408 Craighead Street, Suite 200  
Nashville, TN 37204  
(615) 385-2077
- **Center for Independent Living of Middle Tennessee**  
480 Craighead St., Suite 200  
Nashville, TN 37204  
(615) 292-5803  
TTY: (615) 292-7790
- **Children and Adults with Attention Deficit Disorders (CHADD)**  
8181 Professional Plaza, Suite 150  
Landover, Maryland 20785  
(800) 233-4050  
[www.chadd.org](http://www.chadd.org)
- **Coalition for Tennesseans with Disabilities**  
ADA Project Office  
480 Craighead St., Suite 200  
Nashville, TN 37204  
(615) 383-9442  
TTY: (615) 292-7790  
[www.tndisability.org](http://www.tndisability.org)
- **Health Resource Center  
National Clearinghouse on Postsecondary Education for Individuals with Disabilities**  
2121 K Street, N.W., Suite 220  
Washington, DC 20037  
(800) 544-3284  
[www.health.gwu.edu](http://www.health.gwu.edu)
- **League for the Hearing-Impaired**  
415 Fourth Avenue South  
Nashville, TN 37201  
(615) 248-8828  
TTY: 244-0979



- **National Dissemination Center for Children with Disabilities**  
P.O. BOX 1492  
Washington, DC 20013-1492  
(202) 884-8200  
Voice/TTY (800) 695-0285  
Email: nichy@aed.org  
www.nichcy.org
  
- **Office of Americans with Disabilities Act/Civil Rights Division/U.S. Department of Justice**  
P.O. BOX 66118  
Washington, DC 20035-6118  
(202) 514-0301  
TDD (202) 514-0318  
www.ada.gov
  
- **President's Committee on Employment of People with Disabilities: Job Accommodation Network**  
(800) 526-7234  
www.jan.wvu.edu
  
- **Technology Access Center of Middle Tennessee**  
2222 Metrocenter Boulevard, Suite 126  
Nashville, TN 37228  
Phone/TTY (615) 248-6733  
(800) 368-4651  
http://tac.ataccess.org  
Email: techaccess@mindstate.com
  
- **Tennessee Library for the Blind**  
403 Seventh Avenue North  
Nashville, TN 37243  
(615) 741-3915  
1-800-342-3308  
www.tennessee.gov/tsla/lbph
  
- **Tennessee Mental Health Consumer's Association**  
480 Craighead Street, Suite 200  
Nashville, TN 37204  
(615) 250-1176  
TTY: 292-7790  
www.tmhca-tn.org
  
- **STEP (Support Training for Exceptional Parents/Services for Parents of Children with Disabilities)**  
480 Craighead Street, Suite 200  
Nashville, TN 37204  
(615) 463-2310  
www.tnstep.org



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## Disability Services Handbook

### **Tennessee Council on Developmental Disabilities**

Andrew Jackson Building, 13<sup>th</sup> Floor, Suite 1310  
Nashville, TN 37243-0228  
(615) 532-6615  
TTY: (800) 741-4562

### **Tennessee Vocational Rehabilitation**

88 Hermitage Ave.  
Nashville, TN 37210  
615-741-1606

### **Sumner County**

1019 Union School Road  
Gallatin, TN 37066  
(615) 451-5826

### **Macon County**

607 Highway 52 Bypass E.  
Post Office Box 299  
Lafayette, TN 37083  
(615) 666-2179

### **Davidson County**

88 Hermitage Ave,  
Nashville, TN 37210  
(615) 741-1606

### **Wilson County**

P.O. Box 806,  
Lebanon, TN 37087  
(615) 443-2747

### **Cookeville**

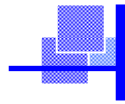
1605 Brown Ave  
Cookeville, TN 38501  
(931) 526-4721

### **Murfreesboro (Rutherford County)**

1132 Haley Rd  
Murfreesboro, TN 37129  
(615) 898-8088  
(615) 898-8084

### **Robertson County**

5326 Hwy 76 East  
Springfield, TN 37172  
(615) 384-1389



## DIVERSITY



We celebrate the diversity of our students and pledge to promote and recognize their strengths as reflected by them. We believe that no one is more important than another. Each is important in a unique way and we depend on each other to accomplish our mission.

## CORE VALUES

These are the values that are considered central to each individual, such as being able to pursue any and all courses of study he/she wishes. Each person is considered highly valuable and is to be treated as such.

The Office of Disability Services believes in and practices:

Fair Treatment of Each Individual  
Proper Respect Given to Each Individual  
Acknowledgement of Each Individual's Skills

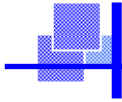


## **THE ADA and ITS IMPACT**

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States.

It provides protection from discrimination for individuals on the basis of a disability. This civil rights law protects people in both public and state sectors, as well as concerning public transportation, public accommodations and services, and telecommunication relay services.

ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to all policies, procedures, and treatment with students with disabilities. Under Title II, all activities, services, programs, facilities, and employment are covered for state colleges. Private colleges are covered under Title III.



**The ADA Coordinator is responsible for the development of procedures to cover this policy.**

### **POLICY**

**Volunteer State Community College prohibits discrimination against students with disabilities and encourages full participation in all college programs, physical facilities, activities, and events. The College seeks to provide reasonable accommodations, which may ensure that “no otherwise qualified student with a disability” shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination.**

### **PROCEDURES**

It is the **student’s** responsibility to voluntarily and confidentially disclose information regarding the nature and extent of his/her disability. The College does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.

**The process for identification begins by registering with the Office of Disability Services (ODS). This is the first step in arranging special accommodations and assistance. Students will receive accommodations only with verified documentation of disability. Medical, educational, psychological, and/or other evaluative information necessary can serve as documentation. The ADA Coordinator or Disability Services Coordinator will maintain the documentation in a secure, confidential place.**

### **For Tests and Examinations**

Appropriate methods of alternative testing for students with disabilities will be determined on an individual basis, taking careful consideration to the nature of the disability. With advance notice, ODS will provide and assist with alternative testing services, equipment, readers, or writers by proctoring tests that require extra time in a secure, quiet environment conducive to educationally sound testing procedures. Test accommodation requests are initiated by the **student** and are coordinated by ODS with advance notice.

### **For Admission and Recruitment**

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment activities. Limitations may not be placed on the number or proportion of individuals with disability who may be admitted to the College.

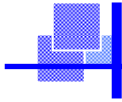
Preadmission inquiry regarding whether or not a person has a disability may be done only on a voluntary. The Confidential basis for this may be for one of the following reasons:

- A. To assure that the applicant has reasonable opportunity to meet requisite admission standards (alternative administration of the aptitude or achievement level tests) to reflect the applicant’s aptitude or achievement level rather than an impaired sensory or manual skill or
- B. To take voluntary action to overcome the effects of conditions that may have resulted in past limited participation or discrimination of individuals with disabilities. Post admission inquiries may be made on a voluntary and confidential basis as to the disabilities that may require special accommodations by the College.

### **For Academic Adjustment**

Academic divisions, departments, faculty, staff and administration are responsible for making modifications to academic requirements as needed to ensure that the requirements do not discriminate on the basis of a qualified disability. Academic requirements that are essential to the program of instruction or directly related to licensing will NOT be considered as discriminating within the confines of this policy. The ADA Coordinator will act as the liaison in the process.

**Modifications may include, but are not limited to, changes in length of time permitted for the completion of course or degree requirements, substitution of specific non essential courses required for a degree program and adaptation of the manner in which specific courses are conducted.**



## Emergency Evacuation Plan

The Office of Disability Services maintains a safety evacuation locator list. This list is updated each semester with those students registered in our office who are unable to independently evacuate a building in case of fire, tornadoes, or other disaster. This list is given to security as well as other qualified emergency personnel on the scene.

This locator list will provide a quick reference to begin rescue efforts. The VSCC Security Officer on duty will check the locator list to establish and confirm the safety of persons involved.

Every effort should be made to avoid having mobility impaired or severely visually impaired students in classes held on the second floor. Instructors holding classes on the second floor should be aware of the emergency exits as well as which students have mobility limiting disabilities. Instructors are encouraged to enlist volunteers to "monitor" for and assist with the evacuation of disabled student(s) in case of an emergency.

### PROCEDURES FOR EVACUATING STUDENTS WITH THE FOLLOWING DISABILITIES:

#### Hearing Impaired

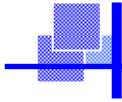
The language interpreter or note taker can sign or write a note of instructions to the nearest emergency exit.

#### Visually Impaired

Inform the person of the nature of the emergency and offer to guide the person to the nearest emergency exit. The blind student can be escorted by taking hold of their elbow. Orient the person away from any obstacles.

#### Mobility Impaired

Every effort should be made to move the wheelchair to the nearest exit or next to the stairway landing until rescue personnel arrives. Do not lift the wheelchair or scooter down the stairs. It is possible that the student has computer equipment, voice box, or respirators attached to their chair; therefore, moving a person who uses a wheelchair may do great harm. Fire and safety officials recommend to "defend in place". In case of near and immediate danger, the two-man lift technique can be used to lower a person out of the wheelchair and down the stairway, depending on the varying degree of the mobility impairment.



## Fees and Waivers

### Background

Volunteer State Community College has a strong commitment to students with disabilities in providing accommodations, services, and open access.

### Purpose and Scope

The purpose of this policy is to explain the college's behavior of accountability under the college's policy and rules, as well as local, state, and federal law. If a student is being sponsored by an agency such as Vocational Rehabilitation, then that student has already met qualifications and has been certified as "employable". Vocational Rehabilitation is responsible for tuition. If a student is considered "employable" by a state agency, then that student does not meet the criteria for TCA 49-7-113, The Totally and Permanently Disabled Fee waiver. The Board of Regents submitted a statement supporting that a student could not be certified as both permanently disabled for fee waiver purposes and employable.

### TBR Guidelines B-060

Pursuant to TCA 49-7-113, exceptions exist for certain disabled and elderly students. For audit courses, no fee is required for persons with a permanent, total disability and persons 60 years of age or older and domiciled in Tennessee. For credit a fee of \$75 per semester may be charged to persons who will become 65 years of age or older during the academic quarter or semester in which they begin classes and who are domiciled in Tennessee. (Note: This fee includes maintenance fees, student activity fees, and technology access fees, and registration fees; it does not preclude an application fee, RODP online fee, late fee, change-of-course fee, parking fee, etc.). This only applies to enrollment on a space available basis.

### Policy Implementation

It is the responsibility of the Office of Disability Services, Admissions, and Financial Aid to be fiscally obligated in implementing the TPD fee waiver procedures. The Policy is on file in the Division Offices.

1. A student confidentially discloses a disability to Disability Services and provides the necessary documentation from an agency charged with declaring and compensating such a status. Submitted documentation must include the VSCC TPD Waiver Form and/or letter officially signed by a medical doctor or agency and must state that the disability has significant impact, is permanent, and totally incapacitating.
2. The Office of Disability Services receives all documentation, notifies the Admissions, Business, and Financial Aid Offices. The original signed waiver form is forwarded to the Admissions Office. Each office - Admissions, Business, and Financial Aid will make the necessary changes on the computer database as well as the code for payment for the TPD fee waiver.
3. Once a student has been certified with the status of "Totally Disabled", then that student will not be eligible for the Agency tuition. If a student is classified as employable and later becomes unemployable, then that student cannot be reinstated to employable status.
4. Once a fee waiver has been approved, a student may register only after pre-registration has occurred and classroom space permits. If that student wishes to audit, the Office of Admissions has the responsibility for making the necessary changes.



## SOURCES

Chopart, Ira. ADA Audit Transition Plan and Policy Statement for Higher Education: Compliance Requirements and Deadlines. Association of Community College Trustees. Washington, D.C. 1993.

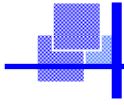
Douglas, Rick. Personal interview. October 1992.

Howard Community College. Student Support Services Handbook. 1993.

Quinn, Patricia O. M.D. ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder. New York: Magination Press, 1994.

United States. Department of Education. Health Resource Center. Resource Directory: Guide for the Student with a Disability. Washington, D.C., 1994.

United States. Department of Justice. ADA Regulations and Technical Assistance Materials. 11 December, 2003. 20 February, 2004.  
<<http://www.usdoj.gov/publicat.htm>>



# Notes