STUDENT GUIDE
TO DISABILITY SERVICES

MSCC fully recognizes all provisions of the Americans with Disabilities Act of 1991 and Section 504 of the Rehabilitation Act of 1973 and prohibits discrimination based upon disabilities. No otherwise qualified disabled individual, solely by reason of such disability, is excluded from participation in, denied the benefits of, or is subjected to discrimination in programs sponsored by MSCC.

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Student Guide
To Disability Services

Part I: Student Disabilities Services Policies

The following guide has been prepared for students, faculty, and parents who need information about Student Disability Services at Mid-South Community College.

Part I gives you an overview of policies related to receiving accommodations for disabilities, as well as services available to students with diagnosed disabilities. Part II provides a guide through the process of requesting services or accommodations for a disability. The Appendices provide a guide for documenting each disability so that you may share these with your doctor or other professional. If you need help or have questions, please contact the Office of Student Disability Services at 870-733-6830 or 870-733-6061.

Student Disability Services Coordinator

Mid-South Community College welcomes and supports a diverse student body. The College hopes to foster a learning environment that encourages as well as challenges all students. Federal law prohibits discrimination based upon disabilities in the admission, recruitment, and treatment of qualified students with disabilities.

The Office of Student Disability Services helps the College in providing both access and accommodations for students with disabilities to college courses, programs, services, activities, and facilities. The Office of Student Disability Services also serves as a resource to students, faculty, staff, and community members and provides information on the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

The designated Coordinator/Counselor for Student Disability Services is Gheric E. Bruce – Phone: 870-733-6830, E-mail: gebruce@midsouthcc.edu, Fax: 870-733-6830

We hope that this booklet will answer your questions and enable you to access the services you need to succeed at MSCC. However, if you have any concerns or need additional information, please call the Student Disability Services Coordinator or a counselor in the Student Life Office, Donald W. Reynolds Center, 130. The Office of Student Disability Services is located in the Student Life Office.
Office hours are 8 a.m. to 4:30 p.m., Monday-Friday, and evenings with appointments.

**Eligibility for Services**
Any student with a physical, psychological, or learning disability which has a substantial impact on his or her academic performance may be eligible for services. Current documentation (evaluation) of the disability from a qualified professional is required.

**Qualified professionals** include physicians to diagnose physical disabilities, psychiatrists or licensed psychologists to diagnose psychological disabilities, and licensed psychologists or educational diagnosticians to diagnose learning disabilities. For **guidelines on documentation** of disabilities, please see the appendices in this manual. The documentation should address your specific disability, including diagnostic information, limitations resulting from the disability, and any recommendations for accommodations.

It is your responsibility to provide adequate documentation of your disability and any needs resulting from it. If documentation provided is incomplete, inadequate, or outdated, the Office of Student Disability Services may require additional documentation in order to determine your eligibility for services or accommodations.

Because we recognize that students may need additional time to obtain proper documentation, the Office of Student Disability Services may provide services in good faith for up to six weeks from the date services were originally requested. After six weeks, services or accommodations for a disability will be discontinued until the required documentation is provided.

**Finding a Qualified Professional**
1. For assistance in finding a qualified professional:
   - contact the Student Disability Services Coordinator or counselor to discuss documentation needs;
   - discuss your future plans with the Student Disability Services Coordinator or counselor. If additional documentation is required, seek assistance in identifying a qualified professional.

2. In selecting a qualified professional:
   - ask what his or her credentials are;
   - ask what experience he or she has had in working with adults with disabilities.
3. In working with the professional:
   - take a copy of these guidelines to the professional;
   - encourage him or her to clarify questions with the Student Disability Services Coordinator or counselor.
   - prepare to be forthcoming, thorough, and honest with requested information;
   - know that professionals must maintain confidentiality with respect to your records and testing information, unless you request otherwise.

4. As follow-up to the assessment by the professional:
   - request a written copy of the assessment report;
   - request the opportunity to discuss the results and recommendations;
   - request additional information if you need it;
   - maintain a personal file of your records and reports.

REQUESTING SERVICES

Students should request the services or accommodations they need by meeting with the Student Disability Services Coordinator or counselor each semester. The coordinator or counselor will set up an appointment with you to fill out forms and to discuss your needs and the required documentation with you.

The Student Disability Services Coordinator or counselor will review and evaluate the documentation you present to determine whether you are eligible for any accommodations. This person will also ask you questions to help clarify your needs and condition. The final determination for providing appropriate and reasonable accommodations rests with Mid-South Community College.

It is your responsibility to let us know of any accommodations you need. Student Disability Services recommends that students maintain regular contact with our office. Don’t hesitate to call us - we are here to help.

Confidentiality Of Disability Documentation - The Student Disability Services Counselor will maintain official documentation of your disability, including information about the manifestations of the disability. The counselor will ensure that disability-related documents are kept confidential and shared with college personnel only on a limited and need-to-know basis.

Complaints - Students with disabilities are responsible for contacting Student Disability Services if reasonable accommodations are not implemented in an effective or timely way. The Student Disability Services Coordinator will work with
College personnel and students with disabilities to resolve disagreements regarding recommended accommodations. If Student Disability Services personnel are unable to resolve a situation, students with disabilities who believe they have been discriminated against on the basis of disability may file an informal complaint or grievance as outlined in the College Handbook. See Appendix J for grievance procedures.

SERVICES AVAILABLE
The Office of Student Disability Services will provide any reasonable academic accommodation that a student needs due to his or her disability. Our services are provided on a case-by-case basis because each student’s situation is unique. The following services are the ones most commonly needed; however, other special arrangements may be made for students as their situations warrant.

Registration Assistance - Every student should meet with an academic advisor or Student Life Office counselor prior to each semester for course selection and registration. You should register in accordance with the MSCC Schedule of Classes for that semester. Then contact the Office of Student Disability Services to give us your class schedule and request services for that semester.

If you have a disability such as blindness or deafness that prevents you from participating in regular registration activities, please contact the Student Life Office for assistance.

Notification of Faculty - The Student Disability Services Counselor will notify each of your instructors to inform them of your needs and to verify your eligibility for the accommodations. **It is important that you meet with the Student Disability Services Counselor prior to the first day of classes each semester to assess your progress and needs.** Providing accommodations once classes have begun is not always possible.

Alternative Testing - Alternative testing is available through the Student Life Office in cooperation with instructors. Tests administered in alternative formats help to more accurately reflect students’ achievement levels without interference from disability-related factors. Alternative formats might include extended time, recorded exams, use of adaptive equipment a private room, and/or the use of a reader or writer.

Once eligibility for testing accommodations has been determined, students should meet with their instructors during the first week of the semester to discuss disability and exam arrangements. The instructor will provide directly to the Learning Success Center the test and an outline of testing conditions, delivery and return arrangements, and the date and time of exam.
Each exam should be scheduled at the same time that the regular class is scheduled to take it. Exceptions are made only when a student has back-to-back classes. **If your accommodation allows you extra time on the test for the evening class, you must arrive early to ensure the allowed time.** If you wish to take the exam outside of the regular class time, you absolutely must obtain the instructor’s permission.

Students should arrive a few minutes early and be ready to take the exam at the scheduled time. Additional time beyond the time allowed for any accommodation will not be given for late arrivals. If a scheduled test is missed, it will be returned to the instructor. Students are responsible for contacting their instructor as soon as possible to reschedule the examination, subject to the absence and make-up policies stated in the course syllabus.

If a change in arrangements is necessary due to illness or emergency, you should contact your instructor and the Student Life Office as soon as possible. If you cancel an exam and want to reschedule, we must have written or verbal permission from your instructor.

Students are expected to uphold the integrity of the testing process and are subject to expectations for academic honesty defined and described in the College Catalog.

**Note Takers** - At the beginning of each semester, the Office of Student Disability Services will notify your instructor if you qualify for a note taker. We will assist you in locating a classmate willing to share his or her notes with you. By using a type of special carbonless paper available from the Office of Student Disability Services, the note taker can take notes for him or herself and give you the carbon copy. It is **your responsibility** to obtain the carbonless paper from Student Disability Services and deliver it to your note taker. It is also your responsibility to attend class. Note takers and instructors are not obligated to provide you with notes for classes that you do not attend. You should request note-takers at least 2-3 weeks in advance of the course to make sure you are eligible and to identify a person who can provide this service.

**Enlarged Materials** - Students who need enlarged materials should bring any books or materials to be enlarged to the Disability Services Counselor as soon as possible. This is very important, as a minimum of one week is typically needed to complete this service. It is the student’s responsibility to deliver his or her materials and obtain the enlargements in the Student Life Office.
**Classroom Relocation** - Classrooms may be relocated as necessary to correct accessibility problems. Please contact the Student Life Office as soon as the problem is discovered so that arrangements can be made.

**Digital Recorders** - As a courtesy, the Student Life Office will loan digital recorders to students who have difficulty taking notes in class due to their disabilities. Students are responsible for returning these recorders at the end of the semester or when they withdraw from school. The Finance Office and the Registrar will be notified to hold grades and subsequent registration if equipment is not returned. **Lectures recorded through this service may not be shared with others without the consent of the lecturer.**

**Campus Accessibility** - Information about locations of handicapped parking, automatic doors, and ramps is available in Office of Student Disability Services.

**Interpreter Services** - Students who qualify for sign-language interpreters should notify the Student Disability Services Counselor at least 3 weeks prior to the first week of classes.

**Responsibilities for Using Interpreter Services**

1. Request interpreter services in a timely manner. Typically at least three weeks’ advance notice is needed to make arrangements.

2. Inform the interpreter and the Disability Services Counselor when you will not be in class. Please give at least 24 hours’ advance notice when absences are predictable.

3. If the interpreter is not present when class begins, please wait ten minutes for him/her to arrive. While interpreters are expected to be on time, accidents sometimes happen. If the interpreter does not arrive, please notify the Office of Student Disability Services immediately.

4. Arrive at your classes on time. Interpreters will be instructed to wait for you for 20 minutes. If you do not arrive within that time, the interpreter may leave unless otherwise notified.

5. If you are experiencing problems with an interpreter, such as chronic tardiness, please notify the Office of Student Disability Services.

6. The Office of Student Disability Services will provide interpreters for regular class sessions and for class-related events, such as field trips.
**Sound Amplification:** Students who have hearing impairments may request use of assistive technology which will amplify sound. Such requests should be made at least three weeks prior to the beginning of the semester to ensure availability of equipment for the first day of class. Equipment may be checked out for the semester but must be returned by the last day of the term or upon withdrawal from classes. Headsets for use with computers and VCR’s are available in the MSCC Bookstore at a reasonable cost.

**Information on Disabilities:** Students or instructors needing additional information on specific disabilities, implications for teaching and learning, or appropriate accommodations may contact the Office of Student Disability Services in the Student Life Office. Handouts and other materials on disabilities are available. In addition, the Student Disabilities Counselor can work with you to help you understand your disability and to use approved accommodations and learning strategies to be a successful learner. Students who feel that they may have an undiagnosed learning disability are also urged to contact Student Disability Services.

Our goal in the Office of Student Disability Services and the Student Life Office is to enable every student with a disability to succeed at MSCC; however, most of the factors that affect your academic progress are in your control. Every student should take the following steps to ensure his or her own success:

1. Follow the Student Guide to Disability Services for requesting accommodations and using services. If these policies and procedures are not followed, provision of services cannot be guaranteed. Provide required documentation (evaluation) of your disability. You are responsible for bearing the cost of any evaluation required for documentation.

2. Meet all MSCC admission, academic, and conduct standards. Every student is held to the same standards in these areas. Please refer to the College Catalog for specific requirements.

3. Attend classes regularly. Class attendance is a reasonable expectation for any college student. If you are unable to attend classes because of your disability, contact your instructors and the Office of Student Disability Services immediately. Special arrangements in these circumstances must be made on an individual basis. Note, however, that excessive absences due to disability do not generally constitute a reasonable accommodation.

4. Contact your instructors at the beginning of each semester to discuss your accommodation needs. If you are experiencing a problem in a course, your first contact should ALWAYS be the instructor. This is vital, not only because each instructor is responsible for his or her course, but also
because they can’t help you if you don’t keep them informed. Meet with the Coordinator or Counselor of Student Disability Services at the beginning of each semester of enrollment to assess progress and to update or complete necessary forms.

**Homework Support:** Mid-South Community College is responsible for providing equal access to the educational environment and to the information which is offered to all students. MSCC offers services such as print in accessible formats, use of tape recorders in class, the use of adaptive equipment in class, or sign language interpreting. However, the College is not responsible for providing support outside the College for the completion of homework assignments.

**Course Waivers or Substitution:** In some cases, a disability may warrant a course waiver or substitution. Requests will be considered on an individual basis by a committee called by the Coordinator of Student Disability Services. Students with a disability who wish to request a course waiver or substitution should read the information in Appendix K and consult with the Coordinator of Student Disability Services.

**TEMPORARY ADJUSTMENTS**

Students are required to provide documentation of disability at the time a request for accommodation is made. However, the College may provide adjustments on a temporary basis if the condition itself is temporary or if the Student Disability Services Coordinator has reason to believe that disability does exist and that documentation is forthcoming.

Temporary conditions which **may** qualify for temporary adjustments include broken or injured leg or arm, vision or hearing injuries, or a major illness. Each request for adjustments will be evaluated on an individual basis. Students should make requests for temporary adjustments as soon as possible after the condition occurs rather than wait until the accommodation or service is needed.

**PHYSICAL ACCESS ON CAMPUS**

Mid-South Community College is committed to providing services and programs that are readily accessible to individuals with disabilities. The following information is provided to help ensure and enhance physical accessibility on campus and academic access in the classroom.
**Mobility Orientation**: Proper orientation and mobility training for students with visual or mobility impairments is very important. Some students may find it useful to "work" the campus for a day or two before classes begin with the aid of an orientation and mobility counseling. Arrangements are made through the Office of Student Disability Services.

**Campus MATA Bus Service**: The MATA Bus operates daily during the academic school year (August - May) from 7:00 a.m. to 10:00 p.m. Monday through Thursday and from 7:00 a.m. - 5:00 p.m. Friday. It is available to students, faculty, staff and visitors free of charge. Passes are available in the Student Life Office. The current plan provides transit availability every 30 minutes along W. Broadway in front of the campus and along the parking lot drive on South Campus. The MATA bus stops only at designated points.

**Snow Removal**: During the winter months, all campus sidewalks used by students with disabilities are given first priority for snow removal and salting. If you find inaccessible areas, report them to the Office of Student Disability Services (733-6830) or Maintenance (733-6750) for immediate attention.

**Elevators**: All buildings at MSCC are one story and accessible without steps or elevators. Push-button doors are available at the front entrances of each building.

**Adjusted Height Tables in Classrooms**: These tables are provided for those who cannot use the conventional seating in a classroom because of a wheelchair or other mobility impairment. Arrangements to have these tables put in the classroom should be made as soon as the schedule is completed. Contact the Office of Student Disability Services with a list of classrooms for which you will need tables and the height (in inches from the floor) to which you would like the table adjusted.

**Service Animals**: Mid-South Community College recognizes the value and need of service animals to assist some students with disabilities. The Americans with Disabilities Act (ADA) defines service animals as "... any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sound, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

The College reserves the right to ask for verification of the training that has been provided as well as the nature of the services being performed. These services must be more than providing emotional well-being. Mid-South Community College reserves the right to ask that the animal undergo additional training or be removed if it does not fit this description or if it has become disruptive.
For example, a properly trained service animal will remain at its owner's feet. It does not run freely around, bark or growl repeatedly at other persons or animals, bite or jump on people, or urinate or defecate inside buildings. An animal that engages in such disruptive behavior shows that it has not been successfully trained to function as a service animal in public settings.

The good health of the animal is the responsibility of the owner. If the animal is in ill health (bowel/bladder control problems, fleas, etc.), the owner may be asked to remove it from the College.

**Wheelchair Repair:** While every effort should be made to do preventative maintenance before you come to class, minor emergency repairs such as fixing a flat tire or changing batteries and/or belts can be done through Maintenance. Please contact the Office of Student Disability Services if you need help. No structural welding or repair of electronic systems will be done. If repairs are being paid for by Vocational Rehabilitation (VR), prior arrangements will need to be made with your VR counselor.

**Loaner Wheelchairs:** Manual wheelchairs are available for loan on a short-term basis. Contact the Office of Student Disability Services for more information.

**Activities and Organizations:** Mid-South Community College encourages participation in extracurricular activity for all students. If you need an accommodation related to disability so that you can participate in an activity or event, please contact the Office of Student Disability Services.

**Parking:** Clearly marked handicapped parking spaces and ramps are located in front and/or beside all MSCC buildings. For a map to aid in locating these handicapped spaces, please contact the Student Life Office or the Office of Student Disability Services.

**OTHER MSCC SERVICES**

The following services are available to all MSCC students:

**Career Services**

(870) 733-6702
The Career Services Counselor, located on the South Campus, Room RC 130, provides counseling and information on career options for students, as well as current job listings.


Counseling Services
(870) 733-6766
The Learning Success Center provides academic counseling to all currently enrolled students. In certain cases, referrals for personal problems will be made to external agencies.

Enrollment and Pre-Registration Services
(870) 733-6728
Students with disabilities must meet the same basic admission requirements as other students. Call the Admissions Office for admission information and applications. Information on transfer to other institutions is also available.

Financial Aid
(870) 733-6729
Students needing financial assistance, including scholarships, grants, loans, and work-study, should contact the Financial Aid Office in the Reynolds Center.

Learning Success Center/Tutoring (870) 733-6766
The Learning Success Center offers FREE individual and group tutoring by appointment, as well as drop-in tutoring, for all students. Basic instruction on use of computers, using the Internet, and word processing is provided. Videos supporting certain courses are also available. Students should check with the Student Life Office for a current calendar of tutor availability.

OTHER RESOURCES

Audio Materials - Students who desire audio materials are encouraged to register with Learning Ally as soon as possible. Learning Ally is a national nonprofit with a defined approach to help support students with learning disabilities. Many college texts are already available through its library which includes more than 75,000 publications. You may access their web site at https://www.learningally.org/ for more information. General information and application forms are available in Disability Services.

Two other organizations offer machines for sale to qualified individuals and institutions. For more information on the types of machines and price, contact:

American Printing House for the Blind, Inc. (APH)  BIT Corporation
P.O. Box 6085  52 Roland Street
Louisville, KY 40206-0085  Boston, MA 02129
502-895-2405  617-666-2488
http://www.aph.org/
**Web Resources** - The following web sites provide a few links to additional information on the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as well as information on specific disabilities. In addition, you may use any search engine to call up information on Internet about a specific disability. If you need help on locating resources on a particular topic, please drop by the Student Life Office for help.

ADA Information Line: 1-800-514-0301 (voice), 1-800-514-0383 (TDD)


U. S. Department of Education: [www.ed.gov](http://www.ed.gov) (Conduct search on your topics)

U. S. Department of Justice: [www.usdoj.gov](http://www.usdoj.gov) (Click on “Disabilities”)


Learning Ally, [https://www.learningally.org/](https://www.learningally.org/)


National Center for Learning Disabilities: [www.ncld.org/](http://www.ncld.org/)

Part II: Disability Registration and Accommodations Process

Office of Student Disability Services Contact: Gheric E. Bruce, Student Disability Services Coordinator, 870-733-6830, gebruce@midsouthcc.edu

Introduction

If you are a new college student with a disability or the parent of a student, you may have already experienced the process of requesting accommodations in high school; however, the process in college is somewhat different. If you are a student who has just been diagnosed with a disability, you may not be familiar with the accommodation process. Procedures and terminology can, unfortunately, be complicated and sometimes overwhelming. We want to help you as much as we can! You are required to self-identify your disability with the Office of Student Disability Services only if you want accommodations for your disability or if receiving VR financial assistance.

The following checklist has been developed to guide you through the process at MSCC.

Students/Parents may also request help in understanding these requirements from the Student Disability Services Coordinator.

There are four sections which follow. Section I lists the steps in disability self-identification and the accommodation process. Section II defines terms that are helpful for you to know. Section III lists policies and reminders that you need to be aware of. Section IV gives you suggestions for preparing for a conference with the Student Success Coordinator and some sample questions that they will probably ask you. Please understand that we cannot possibly provide you with every potential question, but we do want to help you anticipate what you need to know and provide when you come. We welcome suggestions for improving it!

Section I: Steps in the Student Disability Registration and Accommodation Process

1. Obtain guidelines from the Student Disability Services Coordinator on the documentation (evaluation) of your disability that you need to provide. The guidelines are also available on the MSCC web site and at the end of this handbook.

2. Provide recent documentation of the diagnosis and evaluation of each disability that you wish accommodations for. The documentation must be
provided to the Student Disability Services Coordinator. Required documentation includes the following:

- The evaluation must be performed by a professional qualified to conduct the evaluation. Name, title, credentials, and address/phone number should be provided.

- The specific diagnosis of the disability (“disorder,” “learning style,” and “learning difference” do not qualify as a disability unless there is substantiation by your evaluator that the disorder is severe enough to have substantial impact on a major life activity, including learning), the effects the disability has on your learning or other major life activity, and recommendations for accommodations for each specific disability.

3. Set up an appointment to meet with the Student Disability Services Coordinator to register for services, request accommodations, and discuss your rights and responsibilities. You will need to complete several forms during this meeting. We are making special efforts to provide students with copies of these completed forms to reduce any confusion or lack of information. If you do not get these forms as you leave, please ask for them.

4. Your documentation of your disability and your request for accommodations will be reviewed by the Student Disability Services Counselor and Coordinator, and decisions will be made regarding your requests.

5. Your instructors will be notified of the approved accommodations. You will also receive a copy of the approved accommodations in the mail and by campus e-mail. If requested accommodations have not been approved, you will receive notification of which ones haven’t been approved, that the request must be supported by additional information for consideration, or that the request is still under review.

6. Update your disability registration and request for accommodations each semester, even though there are no changes you know of. This is required before any accommodations can be approved for that semester, including summer.

- Call the Student Life Office to arrange an appointment to update your registration and request for accommodations. Do this during pre-registration, registration, or during the first two weeks of class. Having an appointment will ensure that someone is available to talk with you and to give ample time to evaluating your needs.
If you have a newly identified disability, provide the required
documentation and request accommodations for that disability, if
needed. You will follow the steps listed above.

7. Your instructors will be contacted around mid-term to determine your
progress and to determine if the accommodations are working. You will
also receive a reminder in the mail and by campus e-mail to set up a time
with the Student Disability Services Coordinator to discuss your progress
and to determine if the accommodations are working. This is one of our
support services to you. Most students fail to do this, but it can be helpful
to you.

8. If you have concerns about your accommodations, your academic
progress, or other issues related to your disability, you should first see the
Counselor or Coordinator of Student Disability Services. Please call or email
to arrange an appointment.

You may also consult the grievance procedures stated in the College
Catalog and in Appendix J of this guide.

Section II: Helpful Terms and Definitions

The terms we use in Student Disability Services may be new to you. Sometimes
they are used to mean different things at different times. Sometimes two words
are used to describe the same process. Many of these terms come out of Section
504 of the Rehabilitation Act or the Americans with Disabilities Act.

We will try to be consistent in our use of these terms, but the following terms
and definitions may be helpful to you. They are arranged alphabetically below.
You will also see cross-references to other terms listed at the end of some of the
definitions. If you need help in understanding them, please talk with the Student
Disability Services Coordinator.

Accommodation: This is an adjustment made to academic requirements to
help give you a fair chance to succeed or to have access to facilities or resources.
An accommodation must be both appropriate and reasonable for your disability.
Accommodations are provided to give you the opportunity to succeed despite
your disability, not a guarantee of success. Approved accommodations do not
mean that standards fundamental to the program or course must be altered. See
reasonable accommodation.

Accommodations Approval Form: Refers to the document verifying that you
have a qualifying disability and that the listed accommodations have been
approved. This form is sent to your instructors, and a copy is also provided to
you.
**Auxiliary aids:** These are resources used to improve your opportunity to do your academic work successfully. They include interpreters, real-time captioning, assistive listening devices, note-takers, readers or scribes, alternative test formats, adaptive access to computer labs, tape records, use of a word processor on a test, and other electronic resources. Approval of these auxiliary aids is contingent upon adequate documentation of your disability, reasonableness of the requested aid as an accommodation for the disability, and justification and/or recommendation for the auxiliary aid in the documentation of the disability. For example, assistive listening devices and interpreters are generally used with students who have hearing impairments, not for students with learning disabilities.

**Disability:** A physical, mental, or psychological condition which seriously affects a major life activity.

**Disorder:** A physical, mental, or psychological condition which creates difficulties for you. In order for a “disorder” to qualify as a disability, your evaluation must show that the disorder has a significant effect on a major life activity. See disability.

**Documentation:** Refers to the record of the evaluation of your disability by a qualified professional; it must meet specific requirements outlined in Part I above. This term is also sometimes used to refer to your formal request for accommodations, which must be on file and approved before your instructors can be notified of the accommodations. The role of documentation is (1) to establish a student’s eligibility for Disability Services, and (2) to establish a student’s eligibility for academic adjustments (reasonable accommodations), and (3) to establish a student’s need for physical accommodations.

**Enrollment:** Refers to actually taking classes at MSCC.

**Evaluation:** An assessment of your disability by a qualified professional.

**Initial registration:** Refers to the process by which you submit documentation of your disability and request accommodations for the first time at MSCC. See registration.

**Major life activity:** To qualify as a disability, a condition must have significant impact on a major life activity. Major life activities include seeing, hearing, walking, and learning. It is important to note that even though you have a certain disability, your evaluation must indicate that it also has a significant impact on your learning. See evaluation.
Qualified professional: The person conducting the evaluation of your disability must have the expertise to diagnose your disability, give an evaluation of its symptoms and effects, and make recommendations for accommodations. This person or persons will vary with the disability. A list of qualified professionals for each disability is available in the Student Guide to Disability Services located on the MSCC web site. Note: Individual Educational Plans (IEP’s), from your high school, while helpful, are not sufficient documentation of your disability.

Reasonable accommodation: Your request for accommodations is evaluated to determine that it is reasonable: that it does not cause undue administrative or financial hardship for the institution, that it is not a personal accommodation, and that it is appropriate to the disability. See accommodation.

Registration: We use this term in two ways. (1) Refers to the process by which you enroll in classes at MSCC. (2) Refers to the process by which you submit documentation of your disability and request accommodations. This process is also called self-identification. See documentation, initial registration, updated registration, and self-identification.

Self-identification: Voluntary process by which you notify the Office of Student Disability Services of your disability. In some cases, you will want to request accommodations. In others, you may want your instructors aware of a condition, but not want any accommodations. You are not required to self-identify, but you cannot receive accommodations unless you do.

Request for accommodations: When you register with the Student Disability Services Coordinator, you may request accommodations. It is your responsibility to request these accommodations—they will not be given automatically. Each accommodation must be approved before your instructors are notified. Your request for accommodations must be updated each semester. Some students do not want accommodations, just notification to their instructors in case there is an emergency in the classroom. See accommodation and updated registration.

Tutoring: Help on a subject or skill provided by students and staff in the Student Life Office. Tutoring is available to ALL students free of charge in the Student Life Office and is therefore not considered an accommodation. Because it is free, tutoring is not generally available extensively for individual support but rather is offered in small group settings.
Updated registration: Refers to the required process of meeting with the Student Disability Services Coordinator each semester that you are enrolled to make sure you have requested accommodations and to evaluate your academic progress and needs. See registration.

Section III: Reminders

It is your responsibility to be familiar with MSCC policies and procedures of the College. Reminders of these policies are listed below, as well as helpful hints.

1. It is your responsibility to identify your disability and request accommodations. However, you are not required to identify your disability unless you want to request accommodations.
2. Individual Educational Plans (IEP’s) developed when you were in school, while helpful, are not sufficient documentation of your disability.
3. IEP’s are not provided in college settings.
4. Documentation of your disability must be reasonably recent. A general rule of thumb is that the evaluation of your disability must be dated no more than three years earlier than your registration of your disability and request for accommodations at MSCC. In some cases, the documentation must be even more recent, since the effects of your disability may have worsened or improved with treatment or medication or time.
5. Documentation of your disability must be thorough and complete and must meet published Student Disability Services requirements. Rarely, if ever, will a brief doctor’s note constitute adequate documentation. We advise you to take the guidelines for documenting a disability to your doctor or evaluator so that they will know what to provide to you in a written report.
6. Securing documentation can be a costly and lengthy process. Often, there is a 3-4 month wait to get an evaluation by a qualified professional scheduled and completed.
7. Your medical insurance company may cover the cost of psychological testing, and some hospitals or psychology training sites offer low-fee psychological testing (in the case of psychological or learning disabilities).
8. Reasonable accommodations are determined on a case-by-case basis. In determining reasonable accommodations, Student Disability Services uses the following questions, each requiring a “yes” as a prerequisite to providing the accommodation:
   - Does the student have a disability which meets Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) criteria?
• Has the student provided documentation that meets Disability Services requirements?
• Is the student “otherwise qualified”? Does the individual meet the prerequisite academic and technical standards of a course or program? With (or without) reasonable accommodations, can the student perform the essential functions of the course?
• Is the requested accommodation reasonable? Section 504 and ADA criteria are applied with respect to determination of “reasonableness.” The requested accommodation must not substantially alter the essential elements of the curriculum or program. It must not pose a threat to personal or public safety, and it must not impose an undue financial or administrative hardship on the institution. Finally, it cannot be of a personal nature.

9. The College cannot and will not change students’ grades because they did not make arrangements to obtain accommodations.

10. Accommodations do not automatically carry over from one semester to another. You must request them each semester so that we can notify your instructors. In fact, you may NOT want your instructors notified after your initial registration, so we need for you to make sure to meet with us.

11. Accommodations are not retroactive. That is, they cannot be used to cover tests or other work done prior to your being approved for accommodations. This is why we require you to register with the Office of Student Disability Services before the semester gets under way. Don’t wait until the day before a test or project is scheduled!

12. Your request for a particular accommodation may not be approved. This is unusual, but it occasionally happens. Your requested accommodation must be reasonable and appropriate to your disability. It must also be supported by the documentation and evaluation of your disability by a qualified professional. You may have several disabilities, and accommodations must be approved for each one. Some disabilities may not require accommodations in the learning environment, but you may want to make your instructors aware of them.

13. Accommodations provided by another institution that you have attended will be considered. When accommodations previously provided by another institution conflict with those provided by MSCC, those provided by MSCC will take precedence.

14. Instructors cannot make disability accommodations until they have received notification of approval for these accommodations from the Student Success Coordinator. If you tell instructors that you have a
disability and are expecting accommodations but have not updated your disability registration, the instructors cannot honor your request for accommodations.

15. Disorders are not necessarily disabilities. Learning differences, learning styles, academic problems, test anxiety, math or writing anxiety, and computer anxiety are also not disabilities. All of these may create difficulties in your learning, and the Learning Success Center staff is available to help you. To qualify for accommodations, the condition must have serious impact on a major life activity.

16. There is only one copy of your disability file, and it is kept secured. This is one of the reasons why you should arrange a conference time in advance so that your file can be pulled and delivered to either the Student Disability Services Coordinator, if necessary.

17. If you need a tutor in a subject, ask at the front desk in the Student Life Office or see the Academic Coaching Coordinator in the Student Life Office.

18. We cannot talk with your parents or spouse or any other relative or friend about your disability unless you give us permission when you register. We also prefer to meet with you without your parents or spouse, especially after your first meeting with us. Sometimes parents are a little nervous about whether you will understand the process and be treated fairly, but after that first meeting, they should feel reassured. As a college student, you will need to learn how to take care of these procedures yourself. Please tell your parents that even if you give us permission to talk with them, we cannot do so over the phone; we must meet with them in person, since we have no way of proving that the person we are talking to is the person you gave us permission to speak with!

19. As a student, you have certain responsibilities:
   • Provide adequate and complete documentation of the disability; the documentation must meet published guidelines provided by Student Disability Services.
   • Assume the expense of an evaluation to document your disability.
   • Request accommodations prior to or at the beginning of each semester.
   • Notify the Office of Student Disability Services of your disability if you are seeking accommodations and follow through on securing accommodations each semester or summer term needed.
   • Meet the same academic standards and code of conduct requirements as other students at MSCC.
• Show up at the appropriate time for tests that are scheduled as accommodations.
• Meet with the Student Disability Services Coordinator periodically to evaluate your academic progress and needs.
• Know and abide by the procedures established by the Office of Disability Services.

Section IV: Preparing to Meet with the Student Disability Services Coordinator

1. Gather all your documentation to take to the meeting, especially if this is your first meeting about your disability. Make sure you keep copies. Sometimes it is helpful to bring papers that you have written or other work that you have done to help the counselor or coordinator understand your disability.

2. Make sure you have made an appointment with the person you want to meet with.

3. Anticipate questions that you might be asked. Here are some examples:
   • What difficulties do you have in learning?
   • What difficulties do you have in specific courses or subjects?
   • How does your disability affect your learning?
   • What medications are you taking for your disability? How do they affect learning? Please provide documentation about the medication and its effects.
   • Do you need help in understanding your disability and developing strategies to compensate for it?
   • What accommodations are you requesting? This question means that you should be prepared to provide information on the following kinds of questions: What kinds of help do you need to succeed in class? What kinds of help do you need to have access to facilities or resources? Do you need help getting to and from class? What services do you feel you need to succeed?
   • Do you have questions that you need to be answered?
APPENDIX A

Documentation Guidelines for a Learning Disability in Adolescents and Adults

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals.

Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed, and otherwise legible.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student’s disabilities on his or her academic performance at a given time in the student’s life. Therefore, it is in the student’s best interest to provide recent and appropriate documentation relevant to the student’s learning environment.

In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student’s current level of functioning or need for accommodations because observed changes may have occurred in the student’s performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student’s current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.
III. Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual’s current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is usually considered insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, and information processing, and a diagnosis.

A. Diagnostic Interview

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but not always formally diagnosed. Relevant information regarding the student’s academic history and learning processes in elementary, secondary and post-secondary education should be investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student’s current level of English fluency); and a discussion of dual diagnosis where indicated.

B. Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or sub-test.

Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests for diagnosing learning disabilities is included in at the end of this section. Minimally, the domains to be addressed must include the following:

1. Aptitude – A complete intellectual assessment with all subtests and standard scores reported.

2. Academic Achievement - A comprehensive academic achievement battery is essential with all sub-tests and standard scores reported for those sub-tests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

3. Information Processing - Specific areas of information processing (e.g., short-and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.
Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during test administration.

C. Specific Diagnosis

Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. It is most important to rule out alternative explanations for problems in learning such as emotional, attention or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as “suggests” or “is indicative of.” If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report.

D. Test Scores

Standard scores and/or percentiles should be provided for all normal measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations.

The tests used should be reliable, valid, and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

E. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary should include:

1. demonstration of the evaluator’s having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems and cultural/language differences;
2. indication of how patterns in the student’s cognitive ability, achievement and information processing reflect the presence of a learning disability;

3. indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and

4. indication as to why specific accommodations are needed and how the effect of the specific disability are accommodated.

The summary should also include any record of prior accommodations or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, and licensing or certification examinations).

IV. Recommendations for Accommodations

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

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degrees of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

If accommodations are not clearly identified in a diagnostic report, the Student Disability Services Coordinator will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with Mid-South Community College.

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important.

The following list of tests used in diagnosing learning disabilities is provided as a helpful resource, but it is not intended to be definitive or exhaustive.
Aptitude

Wechsler Adult Intelligence Scale - Revised (WAIS-R)

Woodcock-Johnson Psycho-educational Battery - Revised: Tests of Cognitive Ability

Kaufman Adolescent and Adult Intelligence Test

Stanford-Binet Intelligence Scale (4th ed.)

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Academic Achievement

Scholastic Abilities Test for Adults (SATA)
Stanford Test of Academic Skills

Woodcock-Johnson Psycho-educational Battery - Revised: Tests of Achievement

Wechsler Individual Achievement Test (WIAT)

or specific achievement tests such as:

Nelson-Denny Reading Skills Test

Stanford Diagnostic Mathematics Test
Test of Written Language - 3 (TOWL-3)
Woodcock Reading Mastery Tests - Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test - 3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Information Processing

Acceptable instruments include the Detroit Tests of Learning Aptitude - 3 (DTLA-3), the Detroit Tests of Learning Aptitude - Adult (DTLA-A), information from subtests on WAIS-R, Woodcock-Johnson Psycho-educational Battery - Revised: Tests of Cognitive Ability, as well as other relevant instruments.
APPENDIX B

Guidelines for Documentation of Attention Deficit Hyperactivity Disorder for Adult Learners

ADHD is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. Recommended diagnostics may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians or a combination of such professionals. The diagnostician should be impartial and not a family member.

The following guidelines are provided to assist the student, the qualified professional, and the Coordinator of Student Disability Services in determining eligibility for services and appropriate accommodations. Required documentation includes:

1. **Evidence of early impairment**: The condition must have been exhibited in childhood in more than one setting.

2. **Evidence of current impairment**: A history of the individual’s current attention symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.

3. **An interview**: The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD or other educational, learning, physical or psychological difficulties; related medical and medication history; a thorough academic history; and a review of prior psycho-educational test reports to determine whether a pattern of strengths or weaknesses is supportive of inattention and learning problems.

4. Description of **relevant employment history** (if applicable).

5. Description of **current functional limitations** in an educational setting that are presumably a direct result of problems with attention.

6. Evidence that **alternative diagnoses of explanations have been ruled out**.

   The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confuse the ADHD diagnosis.

   For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
7. An examination of the neuropsychological or psycho-educational assessments administered to determine the current impact of the disorder on the individual’s ability to function in an academic setting. Such data should include standard scores, standard deviations, and percentiles reported in table format for those sub-tests administered.

8. A specific diagnosis as per the Diagnostic and Statistical Manual-IV (DSM-IV) of the American Psychiatric Association. Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, and home) must also be identified.

9. An indication of whether the student was evaluated while on medication, and whether the prescribed treatment produced a positive response.

10. Prescribed medications, dosages and schedules, which may influence the types of adjustments provided, including any possible side effects.

11. The diagnostic report must include a specific diagnosis as well as a description of the impact, if any, and the degree of impact of the diagnosed ADHD on a specific major life activity. The report must also include specific recommendations for accommodations or modifications that are realistic and that post-secondary institutions can reasonably provide. A detailed explanation as to why each accommodation or modification is recommended must be provided and should be correlated with specific functional limitations determined through interview, observation and/or testing.

12. The name, title, and professional credentials of the evaluator – including information about license or certification as well as the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation. All reports should be typed on professional letterhead, signed and dated.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX C

Documentation Guidelines for Head Injury/Traumatic Brain Injury

Head Injury or Traumatic Brain Injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student. The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probable site of lesion;
- Documentation for eligibility must reflect the current impact that the head injury has on the student’s functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s specific request for accommodations);
- A summary of cognitive and achievement measures used and evaluation results including standardized scores used to make the diagnosis;
- A summary of present residual symptoms which meet the criteria for diagnosis;
- Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the post-secondary environment;
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX D

Documentation Guidelines for Physical Disabilities and Systemic Illnesses
(Includes but is not limited to: mobility impairments, multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy, spina bifida)

Any physical disability and systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

- A clear statement of the medical diagnosis of the physical disability or systemic illness;
- Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the student’s request for accommodations, and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
- A description of present symptoms which meet the criteria for diagnosis;
- Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;
- A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX E

Documentation Guidelines for Psychiatric/Psychological Disabilities
(Includes but is not limited to: Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorders, and Dissociative Disorders)

A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes:

- A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms;
- Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student’s functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;
- Medical information relating to the student’s needs to include the impact of medication on the student’s ability to meet the demands of the post-secondary environment;
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX F

Documentation Guidelines for Deaf/Hard of Hearing

Physicians, including otorhinolaryngologists and otologists, are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

- A clear statement of deafness or hearing loss, with an audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate;
- Medical information relating to the student's needs, and the status of the individual's hearing (static or changing), and impact on the demands of the academic program;
- A statement regarding the use of hearing aids (if appropriate);
- A statement of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX G

Documentation Guidelines for Blind/Low Vision

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

- A clear statement of vision related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores;
- Present symptoms that meet the criteria for diagnosis;
- Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program;
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate);
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impact the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. The student and the Student Disability Services Coordinator at Mid-South Community College collaboratively determines appropriate accommodations.
APPENDIX H

Documentation Guidelines for Rehabilitated Drug Addiction

Professionals who are qualified to diagnose, treat, and provide documentation for individuals who have been rehabilitated for drug addiction include physicians with a specialty in addiction, clinical psychologists, psychiatrists, licensed mental health professionals, or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Students are expected to conduct themselves in a responsible manner and abide by the College rules and regulations during all College-sponsored events and activities. Students should at all times try to promote a sense of cooperation and work to build an atmosphere that will be most conducive to the goals of higher education.

The illegal possession, use, distribution or manufacture of any narcotic, dangerous drug, or controlled substance as classified by federal, state, and local laws or appearing on campus while under the influence of any illegally obtained narcotic, dangerous drug, or controlled substance will be deemed to violate College rules and regulations and will be subject to appropriate Mid-South Community College disciplinary proceedings (see MSCC College Catalog).

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

- A clear statement of successful completion of supervised drug rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis;
- A clear statement of successful completion of supervised drug rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);
- A summary of qualitative and quantitative information which supports the diagnosis;
- Medical information related to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;
A statement of the current functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.
APPENDIX I

Documentation Guidelines for Alcoholism

Professionals who are qualified to diagnose, treat, and provide documentation for individuals with alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists, licensed mental health professionals, or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that legitimizes a student’s request for appropriate accommodations. Recommended documentation includes:

- A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms;
- Documentation for eligibility must reflect the current impact the alcoholism has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation);
- A summary of assessment procedures and evaluation instruments used to make the diagnosis;
- A summary of qualitative and quantitative information which supports the diagnosis;
- Medical information related to the student's needs to include the impact of medication on the student's ability to meet the demands of the post- secondary environment;
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if pre-existing learning disabilities or other disabling conditions are indicated.

The illegal possession, use, distribution or manufacture of any narcotic, dangerous drug, or controlled substance as classified by federal, state, and local laws or appearing on campus while under the influence of any illegally obtained narcotic, dangerous drug, or controlled substance will be deemed to violate College rules and regulations and will be subject to appropriate Mid-South Community College disciplinary proceedings (see MSCC College Catalog).
APPENDIX J

Student Non-Academic Grievance Procedure

Mid-South Community College is committed to providing fair and equitable treatment to all students. Student grade complaints are handled through the academic appeals process outlined on page 176 of this catalog. Student complaints which involve possible violations of College policies may be pursued through the Student Grievance Procedures as outlined below.

A grievance is an allegation by a student that the terms and conditions of that specific individual’s enrollment in the College have been materially adversely affected by a violation, misinterpretation, misapplication, or non-application of written Board and/or College policies.

Students should first contact the Student Disability Services Coordinator for assistance in resolving a complaint on an informal basis. A written statement of the grievance shall be submitted to the Student Disability Services Coordinator within ten (10) working days of the incident, or within ten (10) working days of the date a student could reasonably be expected to have first knowledge of the circumstances leading to the grievance.

Within ten working days from receipt of the grievance, the Student Disability Services Coordinator will arrange a meeting between the student and the alleged offender to discuss the grievance informally and attempt to resolve the grievance.

In the event that the informal discussion does not resolve a grievance and the student elects to seek further consideration of the matter, the student should, within ten (10) working days of the informal discussion, follow the College’s formal grievance procedures, as outlined below.

General Rules for Filing Grievance

1. Individuals with complaints of discrimination or harassment may file their complaint under either the grievance procedures or the discrimination and harassment procedures. Any individual filing a complaint of discrimination or harassment under one of these procedures waives the right to file the same or similar complaint under the other.

2. The statement of the grievance shall be limited to a single grievance and shall remain unchanged through each step of the procedure.

3. Any settlement, withdrawal or disposition of a grievance at any step shall not constitute a binding precedent with respect to any similar grievances subsequently filed in the future.
4. The Student Disability Services Coordinator shall maintain grievance log books in which each grievance filed shall be dated and shall assign each grievance a number. All action related to each grievance shall be recorded in the log book together with the date on which the action or event took place.

5. All prescribed actions and time commitments shall be strictly enforced. Failure by the student to take action within the time prescribed will result in dismissal, with prejudice, of the grievance and adherence to the decision reached at the prior step without further appeal of any kind.

6. Students who initiate external proceedings before filing a grievance or while grievance procedures are in progress waive their rights to pursue internal procedures.

**Grievance Procedures**

The student shall file a statement of the grievance in writing with the Executive Vice President and provide copies to the alleged offender and to the Student Disability Services Coordinator. The statement of the grievance must include (a) a statement of the nature of the grievance, (b) a statement that informal discussion has failed to satisfactorily resolve the grievance, and (c) a statement that the alleged offender and the Student Disability Services Coordinator have been notified in writing that a formal grievance is being filed. Grievances must be filed within ten (10) working days of the informal meeting with the alleged offender.

The Executive Vice President shall provide the student with written acknowledgment of the grievance as soon as possible and provide written notification to the student within ten (10) working days whether or not the grievance may be pursued. Copies of the acknowledgment and the notification shall also be provided to the Vice President of Learning Support and to the alleged offender within the stated time limits.

A decision by the Executive Vice President, with whom the grievance is filed, that the issue raised (a) is not a grievance as that term is defined in this directive, or (b) is already the subject of another pending grievance filed by the same student, or (c) has been resolved against the student in a prior proceeding instituted pursuant to this directive, is not reviewable.

If the grievance is not barred for one or more reasons described in (a) through (c) in the preceding paragraph, the Executive Vice President may proceed to investigate it. In such event, a conference shall promptly be scheduled with the student. Due consideration shall be given to the grievance, and every effort shall be made to arrive quickly and fairly at an equitable solution.

In the event the student is dissatisfied with the Executive Vice President’s resolution of the grievance or if a decision is not given or mailed to the student within ten (10) working days, the student may immediately submit an appeal to a Grievance Review Committee.
Appeals to Grievance Review Committee

If the grievance is not resolved as described in the preceding section, the student may appeal to a Grievance Review Committee (hereafter called the “Committee”) by filing a written notice of appeal (which shall state the basis of the grievance in reasonable detail) with the Executive Vice President.

Any notice of appeal to the Committee must be in writing, signed by the student and filed within ten (10) working days of the date of the decision rendered by the Executive Vice President. The Executive Vice President shall forward a copy of his/her decision and justification for it and the notice of appeal from the student (to which any relevant documents may be attached as exhibits) to the President within ten (10) working days of the receipt by the Executive Vice President of the notice of appeal. The Executive Vice President shall also forward copies of these documents to the Student Disability Services Coordinator and to the alleged offender. The appeal notice and the decision of the Executive Vice President with other documentation of the grievance shall be transmitted to the Chairperson of the Grievance Review Committee within ten (10) working days of receipt.

The President shall appoint a Grievance Review Committee of five members including at least one member who is a peer of the complainant and one whom is designated as the Chairperson with voting privileges. A majority of those members of the Committee who are empowered to review a specific grievance shall constitute a quorum for the purpose of conducting such a review and rendering a decision.

The Committee shall review the grievance by examination of the data submitted and shall take one of the following actions within fifteen (15) working days after the notice of appeal to the Committee is received by the President:

1. Uphold the decision rendered by the Executive Vice President.
2. Modify or countermand the decision.
3. Schedule a hearing.

If the Committee decides that a hearing shall be held, the student shall be notified of the date, time, and place. To the extent practicable, the hearing shall be held within fifteen (15) working days of the date of mailing of the notice of hearing to the student. The decision of the Committee shall be rendered within ten (10) working days of the conclusion of the hearing.

At the hearing, the following procedures will be utilized in the indicated order:

a. The grievance shall be a closed hearing unless both the grievant and the accused agree to open proceedings. In a closed hearing, only the grievance committee, the grievant and the accused may be present during all the proceedings. Witnesses may be called to testify and may only be present during their
individual testimony. Proceedings will be officially recorded and transcribed by an individual selected by the Committee Chair.

b. If either the grievant or the person charged elects to be represented at the hearing by a person of their choosing, the individual choosing such representation must notify the other party and the Committee Chairman of the name, address, and telephone number of the representative no less than ten (10) working days prior to the hearing. If, upon such notification, the other party also elects to have representation at the hearing, he/she must provide the Committee Chairman and the first party with the name, address, and telephone number of the representative no less than five (5) working days prior to the hearing. Representatives for either party may be present, but shall not speak or otherwise actively participate in the proceedings. Should either party’s representative assume an active role as legal counsel, all grievance proceedings shall cease.

c. Both the grievant and the accused party must deliver to the Committee Chairman and to each other, at least five (5) working days prior to the hearing, a list of witnesses to be called which includes their names, addresses and telephone numbers and copies of exhibits that will be introduced. Failure to deliver such information to the Committee Chairman or to the other party within the prescribed time will be grounds to deny the testimony of a witness not divulged and to deny the introduction of an exhibit not shared.

d. The grievant shall present an opening statement indicating the basis for his/her grievance. Such presentation shall be limited to twenty (20) minutes.

e. The accused shall present an opening statement indicating his/her response to the grievance. Such presentation shall be limited to twenty (20) minutes.

f. The grievant may call any witnesses to testify. After the grievant questions such witnesses, the accused may question any witness called. Additionally the committee may ask questions of the witnesses.

g. The accused may call any witnesses to testify. After the accused questions such witnesses, the grievant may question such witnesses. Additionally, the Committee may ask questions of the witnesses.

h. The grievant may give a closing statement. Such statement shall be limited to twenty (20) minutes.

i. The accused may give a closing statement. Such statement shall be limited to twenty (20) minutes.

j. After the closing statement by the accused, the grievant may elect to present a rebuttal statement, which shall be limited to five (5) minutes.

To assure the objectivity and fairness of all deliberations by the Committee, students shall refrain from communicating with its members regarding grievances. Similarly, committee members must act with integrity and not discuss or disclose the grievance or
committee proceedings with external parties during or after completion of the proceedings.

The Committee shall prepare a written report of its findings with respect to the grievance presented to it. Such report shall briefly summarize the grievance and shall set forth the Committee’s conclusions and decision, briefly stating the reasons therefore. A copy of such findings shall be mailed to both the student and to the accused party (by certified or registered mail, return receipt requested) within ten (10) working days of the decision by the Committee. One copy shall be delivered to the President, one copy shall be sent to the Executive Vice President, and one copy shall be retained by the Student Disability Services Coordinator for seven (7) years or for such other period as the Committee deems appropriate. Decisions of the Committee shall not set a precedent as to other grievances.

If the problem is not resolved to the satisfaction of the parties involved, either party may appeal the decision in writing to the President. The President shall review all records of the decisions reached by the Executive Vice President and the Grievance Review Committee and provide a written decision within thirty (30) working days.

Student Life Office staff will assist in the preparation of written complaints and explain the steps involved.

The Student Disability Services Coordinator will maintain files on all complaints and will monitor their outcome.
APPENDIX K

Requests for Course Waivers or Substitutions

Students with disabilities may request course waivers or substitutions. Such requests must be made in writing to the Coordinator of Student Disability Services at least four (4) weeks prior to the beginning of the semester in which the substitution or waiver is sought. Upon receipt of the written request, the Coordinator will select a committee made up of a Learning and Instruction representative, at least one faculty member in the discipline concerned, the Registrar, and one other faculty member. Each request will be evaluated on an individual basis.

Students making these requests may meet with the Student Disability Services Counselor if they need assistance in writing the request. The request should explain in detail why the substitution or waiver is needed. Additional information provided by the student’s doctor or diagnostian may be attached to the written request. The student will be invited to appear before the review committee to state his or her case and answer questions. If the student elects not to appear, that choice must be stated in writing and submitted to the Coordinator of Student Disability Services.

The committee will consider the following factors for each request:

- the adequacy of disability documentation and whether a course substitution of waiver is an appropriate adjustment;
- the qualifications of the individual who made the assessment of the disability, the criteria used, and the individual’s familiarity with the student’s condition;
- whether the course substitution or waiver is generally provided by institutions to accommodate the student’s particular disability;
- whether the student’s or college’s expert has recommended substituting or waiving the course; and
- whether the course for which substitution or waiver is sought is an essential requirement of the program the student is pursuing.

The Coordinator of Student Disability Services will chair this committee and maintain all records related to the request. The Coordinator will notify the student of the committee’s decision within seven (7) working days of the meeting (or final meeting, if more than one meeting is necessary). Committee copies of records related to the request will be taken up and destroyed at the conclusion of the meeting; one complete copy, including the committee’s decision, will remain in the student’s file in the Office of Student Disability Services.

The student may appeal the committee’s decision. This appeal must be made in writing to the Executive Vice President, who serves as the ADA Compliance Officer, within ten (10) days of notification of the committee’s decision. The Executive Vice President will review the committee’s recommendations and the student’s appeal and notify the student of a final decision prior to the beginning of the semester.