



We are all about your success....

Disability Services Student Handbook

*A guide for assisting students with accommodations
During their educational pursuits at Chattahoochee Technical College*

DISABILITY SERVICES

Welcome to Chattahoochee Technical College! You are about to embark on a journey that may very well change your life in ways you never dreamed possible. Your journey from this point will require courage, commitment, and the ability to see beyond the here and now. In many ways you will be changing yourself, your view of the world, and the way in which other people see you. So often students say, “if only things were different, I could...” And then the visualization stops. So, change yourself, modify your life plans, look into the future and cast yourself into a different role. In the process of taking control of your own destiny, you often influence the way in which other people treat you. You will encourage respect and admiration. This also can include the way you view yourself. By changing yourself in small ways, you can change one aspect of your world for the better. Let the journey begin...

Students with documented disabilities can work with Disability Services staff to bring their dreams to reality. It takes time, it takes commitment, and it takes the courage to say, “I need help.” Most students would rather pretend that they are perfectly capable of attending college, working, maintaining relationships, and keeping their worlds in perfect order, than to appear they are incapable. The truth is, we all need assistance whether we have a disabling condition or not.

The College offers a number of services to help students with disabilities succeed in their academic work. To make arrangements for services, students must meet with a Coordinator of Disability Services to create a plan for accommodations. Special services are based primarily on recent psychological reports, medical reports, and previous Individual Education Plan(s) (IEP) from a secondary or postsecondary school. Disabilities may be temporary or permanent impairments, and can include:

Physical Impairments

Visual, hearing, mobility, chronic illness, speech

Psychological Impairments

Depression, bipolar disorder, anxiety, schizophrenia, OCD

Learning Disorders

Learning disabilities, acquired brain injury, ADD, ADHD

What is a disability?

According to the ADA, a person with a disability is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities. These functions may include caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. To accommodate special needs, the office of Disability Services coordinates a variety of accommodations to assist students in their academic endeavors.



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Dear CTC Student,

Welcome to Chattahoochee Technical College! I want to take this opportunity to tell you about the support services associated with the college. One of our responsibilities in Student Support Services is working with students who have physical, emotional, or learning disabilities, which impairs or restricts one or more major life activities. While many students have successfully implemented strategies to overcome their disability, Chattahoochee Technical College has additional avenues to help you be a successful student. I would like to give you the opportunity to enroll in our "Disability Services" program in which students receive certain accommodations based on recent psychological or medical reports and high school IEPs. To request services or accommodations to fit your individual needs, the documentation should describe your disability in detail and provide suggestions as to how your disability should be accommodated. All information is held in strict confidence at all times.

One advantage to enrolling in our program is the opportunity to take the ASSET or COMPASS placement test with extended time in a distraction-free environment. If you received extended time for your tests in high school, you can appreciate the benefits of this service. If you are interested in scheduling your placement test with accommodations, please call Cindy Tobin or Mary Frances Bernard. Another advantage to our program is assistance with the application process and advance registration.

If you are interested in enrolling in our Disability Services program, please make an appointment so we can begin planning your accommodations. To begin this process, we require a copy of your most recent psychological profile (no more than 3-5 years old) and the Individual Education Plan(s) that outline the accommodations you received in high school if applicable. We will meet to discuss services tailored to your individual needs and complete an Accommodation Plan that will be distributed to each of your instructors. The accommodation letter, based on the recommendations of your documentation, defines specific services and accommodations to help you successfully complete your classes. Later we will meet to discuss your progress in class and review your services for effectiveness. It will be your responsibility for initiating needed services. Please review the entire handbook for additional information on the program services. Disability representatives are:

Disability Coordinator Cindy Tobin serves the Appalachian, North Metro, Woodstock, and Canton campuses. Office: North Metro campus: Building A, 132-O. Fax: 770-975-4084. Phone: 770.975.4099. Email: cindy.tobin@chattahoocheetech.edu

Disability Coordinator Mary Frances Bernard serves the Marietta, Austell, Mountain View, and Paulding campuses. Office location on the Marietta campus: Building G, office 1106. Phone: 770.528.4529. Fax: 404.591.5642. Email: maryfrances.bernard@chattahoocheetech.edu.

Sincerely,

A handwritten signature in cursive script that reads "Cheri L. Mattox".

Cheri L. Mattox, Dean, Student Support Services

STEPS TO A GREAT ACADEMIC YEAR

STEP ONE You may request services or accommodations to fit your individual needs by scheduling an appointment for an initial interview with a coordinator of Disability Services soon after the application process begins. One of the most important steps is to provide appropriate documentation as to the nature and to the degree of your disability. Documentation might include a psycho-educational profile to describe learning, psychological or emotional disability, or a medical report to explain a medical or physical disability. These reports must have been compiled within the past three to five years. In addition, such reports and profiles must relate how the disability would endorse specific accommodations or auxiliary aids. If you received accommodations in high school or at other post secondary schools over the past few years, you may wish to provide this information as well, although it will not be considered official documentation. All information files are held in strict confidence and maintained by the Coordinators of Disability Services.

STEP TWO After your documentation is reviewed, you and the Disability Services Coordinator will create an Accommodation Plan based on your needs. The plan defines specific services and accommodations that you most likely will need to successfully participate in an academic program. The plan will not disclose your specific disability. At the beginning of the term, the Accommodation Plan will be submitted to all the instructors. Please be sure to let Disability Services know if you change classes during the first three days so that your new instructors may receive the plan.

Talk candidly with your instructors about your needs early in the term to work out the details of your plan. Within the first week of class, make an appointment with your instructor(s) and review your accommodations privately. It is better to discuss your needs and accommodations, as well as instructor expectation in the beginning than to wait until you are doing poorly in the classroom. Also, you may have to remind the instructor prior to a test that you will receive extended time, a reader, or an isolated environment, although students who use the online test request form will have their instructors notified of testing via disability services. Please do not expect an instructor to remember all the details of your accommodation plan or simply assume your instructor is ignoring your needs. Be your own best advocate at the college.

STEP THREE Arrange a time to meet with the Coordinator mid-term to review your accommodations. It is important for us to know that accommodations are working in your favor. You may also find other accommodations need to be enacted as the term progresses. As an adult, you are the one taking responsibility for your own needs. Instructors will not provide additional accommodations without approval from Disability Services. Accommodation plans are automatically sent to your Instructors each term.

ACCOMMODATIONS

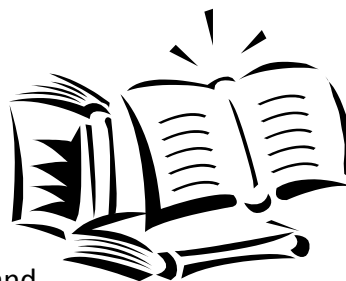
We are here to help you succeed in your program of study. We can help you learn to feel more comfortable talking to your instructors and how to coordinate accommodations. We encourage you to come to us with questions or concerns at any time. The following are some of the most common examples of accommodations available to students. See sample accommodation plan in next section.

- Testing Accommodations
- Preferred Seating
- Book and Page Holders
- ZOOMTEXT Magnify/Read
- Equipment Modification
- Text Help Gold
- Large key Keyboard
- Screen Glare Reducers
- Note taker Assistance
- Magnification Devices
- Alternative format texts
- FM Listening Device
- Adaptive Equipment
- OVAC Video Magnifier
- Color overlays for dyslexia
- Computer Screen Magnifier
- Tape Recorders
- Enlarged Print
- Limited Tutoring
- Scribe
- Reading Machine
- JAWS
- Turbo Track Mouse
- Recorder Pens

WHAT CAN I REQUEST?

Alternative Media for Books (see sample request form)

If you require books on DVD or in a downloadable format, we will help you obtain those through AMAC. If the textbook is not in their library it will have to be produced. This type of accommodation requires time to secure the material so notify us immediately after you register for classes by contacting your disability coordinator. Provide the course and name of text as soon as possible before the start of the term.



Note Taker

If you qualify for note taker assistance, this will be listed on your Accommodation Plan and given to your instructor(s). During your initial meeting, let the instructor know you will need notes from a classmate. The instructor will make an announcement in class that a volunteer note taker is needed to share his or her notes. (Sometimes the instructor may need to make the announcement a few times before someone volunteers.) If you want to remain anonymous, the instructor or Disability Services staff can meet with the volunteer and retrieve the notes. The notes will be given to you at the next class period. If confidentiality is not an issue, you may get the notes directly from the note taker. Carbon paper can be provided to the note taker.

Readers



If you qualify for a reader, you will arrange those services through Disability Services. Most readers are utilized for quizzes and exams, although reading software is also utilized for tests in Word

format. If you require a reader for all your tests, make arrangements at the beginning of the term by providing a list of scheduled tests for the term via the online test accommodation request form. Disability Services will notify you of the specifics once the test notification is received. The student must immediately communicate any changes to the test schedule, since readers and private rooms are arranged well in advance of the testing dates. You must request a reader at least four days in advance of a test. TextHelp Gold and other software are available for use as well. Students may also request testing accommodations and reader via a web request form.

Scribes

If you have a visual or motor impairment that impedes writing skills, the services of a scribe can be arranged. Most students use a scribe in testing situations or certain classroom situations that require writing projects during class. Scribes, like tutors, are arranged for and paid by Disability Services. It is a good idea to arrange for a scribe before the beginning of the term, especially if you need one in class.



Taped Lectures

It is a matter of courtesy to get the instructor's permission before taping a class lecture. When permission is granted, you may check out a voice-activated tape recorder or SmartPen from Disability Services. Recording devices are returned at the end of each term. Sit where the recorder has the best chance of catching the instructor's voice clearly. If the taped recordings are

fuzzy or have a lot of background noise, you may wish to purchase a small microphone to attach to the recorder to enhance sound quality. Digital recorders and pens are available first come, first served.

Assistive Hearing Device

The "Hearing Helper" personal FM system is designed to provide hearing assistance for anyone with mild or moderate hearing loss. The instructor wears the transmitter and clip-on microphone. The instructor's voice is broadcast as an FM radio signal to the pocket receiver and earphone or headphone worn by the student. Since the instructor's voice is transmitted directly to the earphones, background noises are reduced. A neckloop telecoil coupler allows the system to be used with telecoil (T-switch) equipped hearing aids.



Assistive Computer Software

Students with limited hand mobility may utilize *Dragon Naturally Speaking* voice recognition software. Once trained to your voice patterns, spoken words are transcribed onto your screen and into your document. You can also start programs, open menus, and click buttons via voice activation. Students with low vision also may benefit from the magnification and reading software,

ZOOMText. This software can be installed on classroom computers to magnify and read the display of graphics, word-processing, spreadsheet, and database programs. *Text Help Gold* is a software program that speaks written text and includes word prediction, pronunciation tutor, speech maker, and OCR scan. Documents can also be imported and read. *JAWS* is a screen reader to output the contents of the computer screen. Hand held and page magnification devices are also available for use.

Assistive Devices and Accommodations

Assistive devices, such as book/paper holders, footrests, turbo trackball mouse, and forearm supports are available. Students with low or light sensitive vision can use anti-glare computer screen filters. If you require magnified notes or textbook pages you may contact Disability Services in advance to have copies made. Enlarged keyboard letters, numbers, and symbols are available to affix to your classroom computer keys. Students may check out and use the large key keyboard. Students who have been diagnosed with dyslexia may consider using colored templates when reading, as some studies have shown it helps readers with dyslexia focus and make sense of printed text.

Equipment Modification

If you have a physical disability or use a wheelchair, you may require a special seating arrangement in the classroom. Most computer classrooms and the open facilitative lab are equipped with an adjustable computer table to accommodate a wheelchair. If you are scheduled in a classroom housing desk/chair combination seats, you may wish to request a separate desk that will accommodate a wheelchair or ergonomic chair. If you require an ergonomic chair due to a physical disability, you may request one from Disability Services. The number of chairs is limited and assigned on a first request basis.

Testing Accommodations (see sample request form)

You may request extended testing time in a distraction-free environment if your documentation recommends it. Consult the course syllabus for projected test and quiz dates to arrange your accommodations for the upcoming term in advance. You may wish to take your tests/quizzes in the classroom with extended time *or* arrange for an isolated testing environment. A **three (3) business day advance request**, (weekends are not considered business days) is required if you require a reader or scribe to assist you during the test. The reader or scribe cannot clarify or answer test questions for you; his or her sole responsibility is to read the presented material and/or record your responses. Make advance testing arrangements with your instructor and submit an online *Testing Accommodations Request* if you require a separate testing area, a reader, or assistance from a scribe.

If you do not request testing services in advance, you will be asked to take your test with the class under regular conditions. If you are taking a test through Disability Services, you must be aware of the following policies and procedures:

- Accommodations need to be discussed with your instructor at the beginning of the semester. Instructors have a lot of students to keep up

with and may need a reminder before every test that you are taking the test through disability services.

- Sign up for each test (including the final exam) for the entire semester via the Test Accommodation form on the Disability Services website and notify DS of any schedule changes throughout the semester. If you prefer to schedule each test individually during the term you must sign up ***no less than 3 business days prior to the test*** and ***no less than one week prior to any final exam***. Weekends do not count as part of the three-day notification! This allows our office time to obtain the test and secure a space and a proctor.
- All testing accommodations (outside of extended time) need to be stated at the time you sign up for your test (e.g. use of a computer or reader).
- We will consult with your instructor to receive the test, test instructions, approved materials, means of return the completed test, etc.
- Check in with Disability Services at the designated time of your test. Be sure to return the test to Disability Services to return to the instructor.

Interpreters or Captioning

Students with a hearing impairment may request a sign language interpreter or captionist. The captionist – at the discretion of the disability coordinator -- may be in the classroom with the student or caption the lecture via remote services off campus. The student checks out a laptop in order to receive real-time captioning of the class. The student will be supplied with a hard copy of the lecture within the week.

Tutoring

Tutoring services are offered in academic areas to include Math, English, Composition and Rhetoric, and Introduction to Computers in our Student Success Center on all campus locations. Some program areas may not be conducive to tutoring because so few tutors exist; yet, every effort will be made to meet your request. It takes approximately three days to secure a tutor who can meet at the time you specify. To request a tutor in a subject not offered by the Success Center, complete a “Tutor Request Form.” *An instructor’s signature is required to initiate a search for a tutor.* This is to ensure that you discuss your areas of difficulty with your instructor. An instructor can often provide additional help if he or she knows you are having problems with the course. The instructor will make the final decision concerning tutoring, based on your class attendance, participation, and academic progress. You may ***receive 3 hours*** of tutoring per week during the term. Review “Tutoring Guidelines” in this handbook for further information on this service. You will be asked to sign a “Memo of Understanding” stating that you agree to guidelines presented. Consider your requests for a tutor carefully; ***no more than three***



tutoring opportunities will be provided while you complete your program of study. If a subject is already offered in the Success Center, such as Math or English, an individual tutor can be arranged to provide supplemental learning. Tutoring is limited to **2 hours** per week for the term.

WHAT DO I NEED TO KNOW TO GET STARTED?

First, and most important: make an appointment – at the beginning of every term – with the disability coordinator who serves your campus. The coordinator can help you arrange the accommodations you will need to get started successfully. The accommodations you are entitled to are important; they may spell the difference between academic success and academic failure. Too often, new students are anxious to “try out” college on their own terms, without the accommodations that helped them successfully reach their goals in the past. It’s not worth the chance. Take advantage of all the accommodations and services you are entitled to; education should be challenging – not daunting. Chattahoochee Technical College faculty and staff are here to help you meet the goals you have established for yourself.

O.K. LET’S GO!

Bring with you the following information so accommodations can be implemented:

1. A copy of your schedule
2. A class syllabus from all your classes with test schedule
3. Instructor’s name and class location
4. Current home and work phone number
5. A list of accommodations and services if different from those established
6. The name and phone number of your vocational rehabilitation counselor if you utilize these services. You will need to sign a “Consent to Disclose” form in order for the disability coordinator to discuss your needs if VR requests information to supply additional services.
7. Please notify your disability coordinator at once if you make any changes to your schedule at any time during the term.

MEETING WITH YOUR INSTRUCTORS

Make an appointment to talk privately with each of your instructors in his or her office during the first week of class. Disability Services can help you prepare to talk with your instructors and complete paperwork to request taped lectures, note takers, scribes, tutors, or test taking accommodations. If you are new to school and feel uncertain about talking with your instructors alone, you may request the disability coordinator to attend your initial meeting or make a call to the instructor before your meeting to break the ice. We also can practice role-playing and assertiveness skills. Some things to think about before your meeting:

- Talk to your instructor honestly about your strengths and weakness.
- Talk to your instructor about your needs and the services you will receive.

- Take all the necessary forms so your instructor will have all the information on file.
- Ask the instructor to read the forms while you are in the office, so he or she will know what accommodations and services you will be entitled to during the term.
- Keep in mind that the instructor has academic freedom or has constraints in standards set by the college or TCSG. You may not get all the accommodations you wish to have or implemented in the way requested. In addition, accommodations provided in high school can be vastly different from those provided in college.
- Be an active self-advocate
- Present yourself as motivated and hardworking – do not appear demanding, hostile, unpleasant, or incapable.

Resist the urge to talk about accommodations during an impromptu hallway meeting or in the classroom. Bringing up disability issues at the spur of the moment puts you and your instructors at a disadvantage. You will feel rushed to explain your situation and the instructors will not have the opportunity to give you their full attention. It is better to set an appointment to talk with your instructors privately. This provides you the opportunity to express yourself clearly and helps the instructor consider everything you have to say.

STRATEGIES FOR SUCCESSFUL STUDENTS

Planning Your Academic Schedule

- Take a balanced course schedule. Distribute your classes over four days rather than just two days a week. Students with learning disabilities are advised to take no more than 12 credit hours; that is four classes. However, students who have chronic or reoccurring illness lapses may consider fewer courses.
- Meet with an academic advisor each term to help plan your schedule. You should be knowledgeable about your program of study, course pre-requisites and co-requisites. You should be able to communicate with your advisor possible courses without the advisor processing the entire schedule on your behalf.
- Avoid scheduling long classes back to back, particularly if they involve difficult concepts or long lectures. Use time in between classes to study.
- Use a daily planner. Take it with you at all times to record your activities, classes, homework assignments, and other commitments. Also, block off study times and stick to those sessions. Avoid the temptation to study “whenever.” Write down time blocks when you plan to study and adhere to it just as you would class time.
- Use your planner to break down long assignments and projects into smaller increments. Record goals/assignments so you know precisely what you will work on that day. For example: “On Wednesday, I will read Chapter 2 in the English

textbook and answer questions 1-7.”

- Schedule your classes when you are at your optimum. If you have difficulty getting up in the morning, schedule your classes later in the day. Always allow ample time to get from home or work to school. Anticipate traffic or other delays in your commute.

Study Smarter, Not Harder

- First, have a positive attitude. Your success in school is directly related to what you expect to get out of the books, lectures, and projects. Many students find that they get back what they put into their education.
- Study your most difficult subject first. Plan to study every day in small blocks of time – one hour for each subject, divided into two thirty-minute periods with a break in between.
- Set the same time each day to devote to studying. Your mind will become trained to get down to business immediately. A general rule of thumb is to study two hours for every one hour of class. Divide the time evenly throughout the week. Study when you are at your best and most alert.
- Avoid distractions by conditioning family members to allow you to concentrate during your study time. Shut off your cell phone or let voice mail take messages. Study in a quiet place conducive to concentration. If you must have music in the background, opt for classical music.
- Review your notes soon after class to fill in incomplete information or any abbreviations you are likely to forget after several days. If using a tape recorder, review the recorded material to fill in missing information.

In Class

- Sit in front of the classroom, close to the instructor and any audio or visual aids. Sit away from potential distracters such as open doors, windows, or disruptive class members. Focus on the instructor and on what he or she is saying.
- Use a recording device to capture lectures. After class, review the information to ensure your notes are complete and you understand what was said in the lecture. It is also helpful to compare your notes with those of another classmate.
- Take brief breaks to stretch or get a drink of water. You may want to discuss your needs for breaks with your instructor beforehand if concerned that this may disrupt the class. This may be added to your Accommodation Plan.

Test Taking Strategies

- Arrange to take a test in a distraction-free environment if your documentation recommends it, especially if you are easily distracted by rustling papers or movement from other class members. Remind your instructor a few days in advance if you have test taking accommodations such as readers, scribes, extended time, or an isolated environment. Use the online Testing Accommodations request form to contact Disability Services 4 days in advance especially if you require a reader, extended time or quiet environment.
- If you choose to take your test with the rest of the class, sit where you will be least distracted. Allow at least one empty desk between you and the next student on all sides.
- Listen to all verbal instructions from the instructor, *and then* read the test directions.
- Look at all parts of the test before you get started so that you can determine the amount of time each section will take to complete in the time allotted. Also consider the amount of points the item is worth when you are deciding how much time to allocate to it. In this time budget, leave at least five minutes for reviewing your work. Resist the temptation to change a response unless you are absolutely sure your first answer is incorrect. Some students find it helpful to use blank sheets of paper to isolate one question at a time.
- Begin working on a section that is easiest for you. This enhances feelings of confidence and success. By the same token, don't obsess over any one item. Place marks next to items you are unsure about and come back to them later. Often you will find answers in other questions or response choices.
- Take brief breaks from the test to stretch and to refocus.
- Before responding, look at all the choices. Sometimes two choices are similar, but one response is usually "more correct." Think of the answer before you review the choices.
- Before beginning an essay or short answer question, organize your points in a brief outline first. Ask your instructor if you can have blank scratch paper during the test organize your thoughts. Make your points concise, with adequate detail. Instructors are quick to recognize filler material.

Some Things To Think About

- Get your instructor's feedback about your classroom performance and see if he or she can offer any helpful study or test-taking strategies. Make sure you are focused in class and on the instructor. Some students tend to drift off or become distracted by what other students are doing in the classroom.
- Clarify, Clarify, Clarify. If you do not understand a concept presented or do not understand an assignment, take a few moments to talk to the instructor. Ask questions in class if you become confused by the material being presented.
- It is helpful to use the course syllabus to review material that will be presented in a forth-coming class. Read any assigned materials before the class lecture or demonstration so you are familiar with what is to be covered.
- Pick up copies of the booklets "How To Make Good Grades in College," "Test-Taking Strategies," "Study Skills," "Reading Skills," "Note Taking Skills," "Enhancing Your Memory," "Coping with Test Anxiety," and "Time Management" from Disability Services. There are also books and videos available that can help you improve your study and test-taking skills.
- Review your notes and materials daily to keep information fresh in your mind. Consider using other books and resources to help clarify or explain new information. Many instructors can recommend valuable websites, for example.



Chattahoochee Technical College Disability Services Accommodation Plan

Date: July 08, 2012 Student: **Ima Student** ID #: 900000011

| Instructor | Instructor Email | Course | Term |
|-------------------|--|----------------|--------|
| Hale, Beverly d | bghale@ChattahoocheeTech.edu | 10210 SCT 100 | 201312 |
| Jolley, Dennis W. | djolley@ChattahoocheeTech.edu | 10846 ENG 0090 | 201312 |
| Rutherford, James | jrutherford@ChattahoocheeTech.edu | 11184 MAT 0090 | 201312 |

This student has documentation of a disability. The following accommodations are approved:

| Accommodation | Accommodation Description |
|-----------------------------|--|
| Extended Testing Time - 1.5 | |
| Notetaker | Call for student volunteer who will share notes. Carbon Copy notetaker tablet available in Disability Services. |

With instructor approval, may request an extra two calendar days to complete assignments without penalty.

Accommodations are required under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose is to provide the student with an environment to obtain information and demonstrate mastery of information being tested by minimizing or eliminating the impact of the disability. **If any of the above academic adjustments result in a fundamental alteration of this course, please contact the Disability Services office.**

All information regarding a disability is confidential. Each student is encouraged to explain why an accommodation is needed; however, the student has the option not to disclose the specific disability.

Service Provider

Student

Instructor

Attached you will find an accommodation plan for a student enrolled in your class this term. This student may have a physical, mental, or learning disability that requires modification in the way we teach or deliver information. You will not be expected to compromise curriculum content, only the way in which it is presented.

Please give the student this accommodation plan and have him/her sign it after reviewing the accommodations. This is confidential information, so please allow only the represented student access to this document. Once the student has signed it, please sign it, make a copy, and return the original to me so that I know it has been enacted. Do this as soon as possible so the students receive accommodations right away. Please read over the accommodations; if you have any questions, please feel free to contact me. There is a handbook that provides suggestions for working with disabled students if you are interested in obtaining a copy. Progress reports will be sent out mid term.

Mary Frances Bernard
(770) 528-4529
maryfrances.bernard@chattahoocheetech.edu

Cindy Tobin
(770) 975-4099
cindy.tobin@chattahoocheetech.edu

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____



Documentation & Sample Documents

DISABILITY SERVICES

Documentation Guidelines

Chattahoochee Technical College requires current professional documentation from students citing learning disabilities, psychological, physical, or medical disabilities in order to receive accommodations. Official documentation guidelines are outlined below. All information is kept on confidential file for seven years with the Coordinator of Disability Services. Verification documentation forms are on the website.

Learning Disabilities

- 1) Average broad cognitive functioning demonstrated on an individually administered intelligence test, which may include the following: WAIS-R, WISC-R, WISC-III, Stanford-Binet, Kaufman Tests.
- 2) Specific Cognitive Processing deficits documented with an assessment instrument. Individually administered IQ test and tests in the following areas: executive functions, memory, fine motor skills, selective attention/perception, visual spatial abilities.
- 3) Oral language assessment required in addition to cognitive processing measures.
- 4) Social-emotional assessment required which does not suggest primary emotional basis for results.
- 5) Significant specific achievement deficits relative to potential must be documented. Assessment results should be provided across the following areas:
 - a) Written language to include spelling and written expression
 - b) Reading to include decoding and comprehension
 - c) Mathematics to include word problems and calculations
- 6) Utilization of assessment instruments with appropriate age norms for high school seniors/college freshmen or age appropriate to older students.
- 7) All standardized measures must be represented by standard scores or percentile ranks based on norms.
- 8) Documentation is *preferred* for that constituting an adult level (18 years or older).
- 9) Current and relevant high school IEPs that outline accommodations received. (This documentation provides a background for the disability coordinator and does not mean that these accommodations will be used on a college level.)

Medical/Health Disability

- 1) Documentation of an adult level (18 years and older) evaluation
- 2) Diagnosis by a licensed medical doctor or other licensed health care professional to include:
 - a) Summary of procedures and instruments used to make diagnosis
 - b) Summary of evaluation results, if available
 - c) Past and present symptoms that meet criteria for diagnosis
 - d) Medical history relating to current use of medication and impact of medication

- on the student's ability to meet the demands of the academic program.
- e) Statement of impact and limitation on student's academic performance
- f) Recommendations for academic adjustments to compensate for the disability
- 3) Medical health disabilities must include documentation from the health care professional citing specific medical/health disabilities, limitations of said disabilities, recommendations for accommodations, and any prescribed medications.

Physical Disabilities

- 1) Documentation at an adult level (18 years and older) evaluation.
- 2) Diagnosis by a licensed medical doctor or other licensed health care professional:
 - a) Summary of procedures and instruments used to make diagnosis
 - b) Summary of evaluation results, if available
 - c) Past and present symptoms that meet criteria for diagnosis
 - d) Medical history relating to current use of medication and impact of medication on the student's ability to meet the demands of the academic program.
 - e) Statement of impact and limitation on student's academic performance
 - f) Recommendations for academic adjustments to compensate for the disability
- 3) Hearing impairments: Documentation must include a current (within 5 years) audiological report from a licensed audiologist.
- 4) Visual impairments: Documentation must include a current (within 5 years) eye examination from a licensed ophthalmologist.

Psychological Disability

- 1) Documentation of an adult level (18 years or older) evaluation.
- 2) Diagnosis by a licensed psychiatrist, licensed doctoral-level clinical education psychologist, or a combination of such professionals. The documentation also includes:
 - a) Clear statement of the DSM-IV diagnosis with Axis
 - b) Summary of procedures and instruments used to make the diagnosis
 - c) Summary of evaluation results, including standardized scores
 - d) Past and present symptomology which meet the criteria for diagnosis
 - e) Medical history relating to current use of medications and the impact of the medications on the student's ability to meet the demands of the academic program
 - f) Statement of impact and limitations on student's academic performance
 - g) Recommendations for academic adjustments to compensate for the disability
- 3) Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

Students who require accommodations are encouraged to speak with the one of the disability coordinators when applying to Chattahoochee Technical College for assistance in the application process and arrangements for extended time for the ASSET placement

test. The COMPASS TEST is not timed. The advance preparation allows the student an opportunity to talk with an advisor and register for classes prior to open enrollment.

Accommodations are determined on an individual basis, and may include:

- Extended time on exams and assignments and exams in a quiet environment,
- Individualized test administration and alternative test formats to include oral and enlarged print
- Readers, scribes, note takers, tutorial services
- Short breaks during class
- Assistance with enrollment and registration
- Preferential seating
- Assistive devices such as alternative media textbooks, auxiliary aids, Zoom text, Text Help Gold, JAWS, voice recognition system, tape recorders, Pronto reader, orbital trackball mouse, screen magnifiers, and adaptations of standard equipment, such as desks and chairs.
- Interpreters, classroom captionists, and remote captioning

It is the student's responsibility to make any needed changes to their accommodation plan each term. Once an accommodation plan is in place, it will automatically be sent to your instructors at the beginning of every term. In most cases, an initial plan will serve as the outline for future accommodations. Students are encouraged to meet with the Disability Services Coordinator during the term to discuss the effectiveness of the accommodations. Students must be aware that changes should be made at the beginning of the term. Additional accommodations requested mid-term may take 7-10 days to implement. Documentation must support the requested accommodations.

Learning Disability Accommodations

Chattahoochee Technical College has **no formal** program especially designed for students with learning disabilities. However, services and accommodations exist that can be essential to a student who has been diagnosed as having a learning disability, an acquired brain injury, or an attention deficit disorder. These diagnoses fall under the label "learning disorder," and are collectively referred to as "LD."

- A. To receive services pertaining to learning disabilities, a student must provide current, official documentation, no more than three (3) years old. The documentation must include assessments that clearly define the learning disability, brain injury, or attention deficit disorder. Documentation also must include suggested accommodations based on the disability. High School IEPs also are accepted to *complement* the psychological report but do not replace it.
- The Coordinator for the program will arrange accommodations for students with learning disabilities. Accommodations will be set in place when the intake is

complete and accommodations are decided upon. The Coordinator is available to advise, to counsel, to special test, and to assist with registration, by appointment. Students, who choose to disclose a disability after classes have started, may find that accommodations cannot be initiated right away; any assignments or tests cannot be made up after the fact.

- B.
- C. The Coordinator prepares a written explanation of the nature of the disability and the student's academic strengths and weaknesses based on the documentation provided if desired by the student. The student is encouraged to give a copy of this report to his or her instructors, along with the Accommodation Plan and *Individual Student Report*. The Accommodation Plan, drafted by the Coordinator and student, outlines the accommodations to be provided by Chattahoochee Technical College faculty and staff.
- D. Common services provided to students with learning disabilities, may include, but are not limited to: testing accommodations to include extended time on tests, quiet testing environment, extended deadline on assignments, tutoring, readers, scribes, note takers, specialized advising and registration, preferred seating, taped lectures, voice recognition software, text help software, magnification, and books on DVD or alternative media.
- E. Students are responsible for initiating accommodations plan and review sessions.
- F. Class lectures may be recorded on tape with the instructor's permission. Tape recorders are available through Disability Services. As a courtesy, the student should ask permission of the instructor on the first day of class.
- G. For students who are unable to take adequate notes, the instructor can be asked to assist in finding a class member to share notes. Instructor lecture notes can also be requested. Copies of the notes can be made on the student's behalf.
- H. Students who have reading disabilities or visual information processing difficulties may request a reader for tests. It is the student's responsibility to request audio books from their Disability Coordinator several weeks prior to the term, preferably at the time the student registers for classes.
- I. Personal, career, and academic counseling is available to all Chattahoochee Technical College students *at no charge*. By appointment.
- J. Chattahoochee Technical College has no special admission provisions for learning disabled students, but extended-timed ASSET testing can be arranged.

The test can also be read to eligible students through advance arrangement. The ASSET test on CD also is available. Students may choose to take the COMPASS, which has no timed elements, although students must complete all parts within four hours. Scribes can assist students with marking answers. The student must make advance arrangements with the Disability Services to receive these services, and documentation must be provided **before** testing accommodations are provided. ***Accommodations made for exit testing from certain learning support courses must be approved in writing by the student's instructor before requesting this service from Disability Services.***

- K.** Any student with a disability is given the opportunity to register at the very beginning of the term registration process, to enable the student to have choice of instructors, times, and locations before classes are closed out. However, it is the student's responsibility to meet with an academic or faculty advisor before registration opens. ***Disability Services does not provide academic advisement.***
- L.** Students should be aware that ***calculators are not allowed for some of the Math 0900 modules.*** Calculators are allowed for subsequent chapters. In addition, calculators are not allowed on some of testing modules. TCSG and CTC standards require a student to possess some basic operating abilities.



HOW TO INITIATE SPECIFIC SERVICES

The following paragraphs will explain how to use the forms presented in this handbook. You probably will not use all the forms each term nor will a disability coordinator use the exact forms.

INDIVIDUAL TEST ADMINISTRATION for Placement Testing

To be eligible to take the test with extended time, a reader, a scribe, or the use of a calculator, please submit current documentation that supports these accommodations. This current, official documentation should be submitted prior to the anticipated test date, especially when requesting placement testing at the time of application to the college. The test date will be arranged with the disability coordinator who represents your campus. The test date may not necessarily correspond with the regularly scheduled placement tests administered for admission. Students, who make the decision to test during the standard administered COMPASS tests, and do poorly, must follow the guidelines for re-testing as set forth by admissions. The COMPASS test is not timed.

REQUEST FOR ASSISTANCE/MEDICAL OR PHYSICAL DISABILITY

This document gives Disability Services a brief overview of your needs and disability, and acts as an official request for services at Chattahoochee Technical College. Upon receipt of this document, an initial interview is set up to learn more about you and your special needs. It also gives us the opportunity to contact your rehabilitation counselor if you have one, and arrange services between the two organizations.

ACCOMMODATION PLAN

Prior to your first day of classes – **each term** – you are encouraged to make an appointment to discuss services and accommodations necessary for you to succeed in the classroom. Please meet with a disability coordinator one week before classes begin to complete or amend an accommodation plan outlining requested modifications. The accommodation plan will be distributed to your instructors at the beginning of the term. It is not advisable to wait until you have problems in the classroom to initiate an accommodation plan. Students, who choose to disclose a disability after classes have started, may find that accommodations cannot be initiated right away. Faculty has seven calendar days to initiate an accommodation plan after the beginning of the term. Any assignments/tests taken prior to the formulation of an accommodation plan are part of the student's academic record. A student cannot re-take a test (unless this option is given to all students) nor allowed to submit missed or late assignments based on a disability disclosed after the fact.

MEMO OF UNDERSTANDING

The Memo of Understanding outlines some of the most requested services and the

guidelines we expect our students to adhere to when utilizing them. Such services include personal and academic counseling, vocational education plans, tutoring, and interpretation. We address these guidelines in our initial meeting.

CONSENT TO DISCLOSE INFORMATION

This form is signed by the student, allowing information to be exchanged between the Disability Services Coordinator and instructor and the parent(s) and a third party such as Vocational Rehabilitation. When a student is 18 or older, little information can be related to the parents about academic progress. The consent form outlines specific guidelines as to what the instructor or Coordinator can relay to the parent, and allows the parent a role in the monitoring process.

STUDENT RESPONSIBILITY AGREEMENT

Every student is required to sign a Student Responsibility agreement outlining a student's responsibility in his/her quest for education. The agreement outlines responsibilities of the disability provider versus those responsibilities required by the student.



DISABILITY SERVICES

Individual Test Administration

The goal of Disability Services is to assist learning disabled individuals, or those with special needs, experience success at Chattahoochee Technical College. Due to confines of their disability, individuals with special needs may find that testing in a group setting, under timed conditions, is difficult. In these instances, it is the responsibility of the student to discuss his or her specific needs with the Disability Services Coordinator. Students with current medical or psychological documentation may be eligible to test on an individual basis. A student must present official documentation of his or her disability before the test session is scheduled. Students, who make the decision to test in a group setting under timed conditions, may not re-test under extended testing conditions at a later date. Students who are granted special testing accommodations will have a notice placed in their records indicating that accommodations were provided. Due to the confidential nature of disability issues, details supporting the need for accommodations are not provided.

Document A

Statement of Approval for Individual Test Administration

The following student has been deemed eligible for an individually administered ASSET Placement Test in which certain accommodations are provided. Official documentation is on confidential file.

Student Tested _____

Student Identification # _____

Date of Test _____

Administered By _____

Program of Study _____

Application on File ☐ Yes ☐ No

Date of Application _____

Writing _____

Reading _____

Numerical _____

Elementary Algebra _____

DISABILITY SERVICES

Request for Assistance Intake Form

Upon request, persons with special needs are provided certain services and assistance to enable them to succeed in their program of study. Special needs students may have an emotional, learning, or physical impairment that substantially impairs or restricts one or more life activities. If you wish to apply for special services, please submit this completed form to Disability Services.

Name _____ SS# _____
Address _____ Phone _____
City/State _____
Program of Study _____
Disabling Condition _____
Reason for Support Services _____

– Provide current documentation of your disability to support accommodations requested –

Do you have a rehabilitation counselor? *Please check a response*

Yes Name _____
 Address _____
 Phone _____

O No

Check the support service(s) you require:

- Testing Accommodations for ASSET Test
- Counseling – Career/Personal/Academic
- Referral to Community Resource(s)
- Extra Time for Tests or Class Work
- Audiotaped Reading Materials
- Magnification or Other Visual Aid
- Note-Taker
- Voice Activated Tape Recorder
- Tutoring in Academic Subject
- Room Modification or Adaptive Equipment
- Reader or Scribe for Tests
- Other Testing Accommodations _____
- Interpreter or Captionist
- Assistive software to include ZoomText, JAWS, TextHelp Gold
- Other Accommodation

DISABILITY SERVICES

Sample form: Medical or Physical Disability

Name _____ Date _____

Social Security Number _____ Program _____

Term _____ Year _____

Documentation Provided:

_____ Medical Evaluation _____ Psychological Evaluation _____ Visual Screening

_____ Vocational Rehabilitation _____ IEP _____ Other _____

Please describe the disabling condition you are experiencing and accommodations you are requesting. Submit current, official documentation supporting the request.

Description of condition _____

Services or Accommodations Requested:

1. _____

2. _____

3. _____

4. _____

5. _____

When was your disabling condition identified? _____

Name and credentials of person who identified your disability: _____

Are you receiving treatment or medication at this time? _____

Name and address of vocational rehabilitation counselor: _____

This information will be used to complete an Accommodation Plan each term. Accommodation Plans are given to instructors at the start of every term unless a written request to end services is received.



Disability Services: Student Responsibilities

Students must be aware that accommodations and services may be offered to alter the way in which material is presented, but in no ways modifies course content or program requirements as established by Chattahoochee Technical College or the Technical College System of Georgia.

- I understand I will not be eligible to receive services until I provide current documentation of my disability that has been issued within the last 60 months. Accommodations requested after the start of the term will be implemented 5-7 days after notification of the disability and agreement to accommodations. These services will not override grades, activities, tests, quizzes or other student responsibilities prior to the date of request.
- Certification of a disability will be requested only once unless the disability is determined temporary or the disability diagnoses changes. Classroom accommodations are based on the documentation you provide. If I find that I need additional help, I will notify the coordinator who serves my campus. It is my responsibility to keep CTC Disability Services informed of my progress and to notify the coordinator of any schedule changes during the term.
- I understand that it is my responsibility to consult with my instructor at the beginning of the term to ensure that he/she understands my needs and that he/she has received a current Accommodation Plan.
- I understand that it is my responsibility to meet with a faculty advisor each term and register myself through Banner Web.
- I understand that it will be my responsibility to schedule an appointment to meet with Cindy Tobin or Mary Frances Bernard each term to request services and discuss accommodation needs such as special equipment or books from AMAC. I am encouraged to discuss educational and career goals and issues related to my success at CTC.
- I understand that a copy of the accommodations(s) deemed appropriate will be retained in my confidential file while I am a student at Chattahoochee Technical College.
- I understand that it is my responsibility to use my official CTC email account and understand that is one of the ways in which CTC administration will communicate with me.
- I understand that it is my responsibility to remain updated on the policies and procedures of Chattahoochee Technical College and the Disability Services Office. This includes proper withdrawal from courses, the advisement and registration process, financial aid eligibility, student code of conduct, and so on.
- It is my responsibility to keep all support organizations to include Vocational Rehabilitation, the Veterans Administration, etc., up to date on my progress. It is not the responsibility of the college to send financial aid verification, grades, progress reports or class schedules.
- I understand that if I choose not to implement accommodations, such as testing in a quiet environment or ensuring that I am receiving extra time or a reader, that I cannot request these accommodations after the fact. I also understand that I must request a reader or quiet environment three days in advance via the online request form and that my instructor(s)

acknowledges this.

- I understand that a calculator cannot be used in some portions of Math 090 nor on some parts of the module exams as outlined by Academic Affairs and TCSG standards.

Students with disabilities have the *responsibility* to:

- Meet the qualifications and essential technical, academic, and institutional standards of Chattahoochee Technical College. Accommodations that compromise the academic integrity of a course are not allowed.
- Identify themselves in a timely manner as an individual with a disability when seeking an accommodation;
- Provide CTC Disability Services official, current documentation from an appropriate source that verifies the nature of the disability, functional limitations, and the need for specific accommodations prior to the beginning of initial enrollment or term;
- Follow the procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids;
- Use accommodations appropriately;
- Follow the Student Code of Conduct set forth by Chattahoochee Technical College.

Students with Disabilities have the *right* to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through Chattahoochee Technical College;
- Reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis;
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as by law and administration need to know;
- College information available in accessible formats.

I, _____, Student ID 900 _____,
Student Name

acknowledge that I have discussed the items above with a coordinator or her designee from the office of CTC Disability Services.

Student Signature

Date

Appalachian Campus/North Metro/ Canton Campus – Disability Coordinator Interim, Cindy Tobin at North Metro Campus, Building A, Room 132O. Phone: 770-975-4099. Email: cindy.tobin@chattahoocheetech.edu

Marietta Campus – ADA/Section 504 Coordinator, Mary Frances Bernard 980 South Cobb Drive, Marietta, GA 30060, Building G, Room 1106. Phone: 770-528-4529. Also serves the Mountain View, Paulding, and Austell campuses. maryfrances.bernard@chattahoocheetech.edu

Please obtain a copy of the Disability Services Handbook which outlines documentation requirements, services, accommodations, success strategies and available assistive technology

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DISABILITY SERVICES

CONSENT FORM

Consent to Disclose Information

To comply with the provisions of the Family Educational Rights and Privacy Act of 1974, an institution must obtain signed consent before it can release student information to a third party.

I, _____, hereby authorize the following Chattahoochee Technical College administrator(s) and/or faculty member(s) to release specific information pertaining to academic progress, academic records, psycho educational information, class attendance, observed work ethics, or related information to the following person(s):

Name _____ Relationship _____

Name _____ Relationship _____

The purpose or need to disclose this information is _____

The specific information to be released includes _____

The names and titles of the following Chattahoochee Technical College faculty and/or administrators are given permission to release the aforementioned information. Unless otherwise indicated this Consent to Release form will also apply to future teaching faculty.

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

I understand that as an adult student, I may revoke this consent, in writing, at any time to the parties listed above, except to the extent that any previous action has been undertaken, or information released. I understand that all information released is specifically indicated and will be released only to individuals named on this form. All other information remains confidential.

Student Signature

Date

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DISABILITY SERVICES

Early Warning Alert

Early Warning

*Please complete this form only if this student with a disability has a D or F in your class. Once it is completed, please review the form with the student before returning it to either Cindy Tobin at Mailbox or Mary Frances Bernard at Mailbox MG 106. **Please return this form within 2 weeks of receipt.***

Date: February 27, 2013 **Student ID:** 900000008 **Student Name:** Student, Ima

Term: 201314 **Course:** 41091 PSYC 1101 **Instructor:** Kittrell, Steve

The student isn't performing well in this course because (check all that apply):

____ Student is not completing homework or has not submitted other required assignments.

____ Student has performed poorly on test(s).

____ Student is missing too much class by absences, tardiness and/ or leaving early.

____ Student does not appear to have gained the prerequisite skills or knowledge.

____ Other

The following recommendations may help you to improve your performance in the class:

____ Complete and submit all assignments.

____ Attend class regularly; do not come to class late or leave early.

____ Seek help from tutors in the Learning Center or via LC website.

____ Other

By signing this form, I, the student, acknowledge that I have received early warning that I am not performing well in the course listed above. If my performance does not improve, I am likely to earn a grade of D or F in this course.

Student Signature

Date

Instructor Signature

Date

***Please return to Mary Frances Bernard (Cobb/Paulding/Mt. View/Austell campus locations) or
Cindy Tobin (North Metro/Jasper/Woodstock/Canton) campus locations***

DISABILITY SERVICES

Guidelines for Ordering Books in Alternative Format

- Contact each instructor to discuss alternative text needs for each course. Identify required textbooks, in-class handouts, and any other required reading materials.
- Request materials as soon as possible or immediately after priority registration of each semester to ensure your books arrive at the beginning of the term or earlier.
- Provide the Alternative Media office with a copy of syllabus for each textbook requested.

Production of materials can take up to 2 weeks or more. Please allow sufficient lead time.

- According to copyright laws, textbook purchase is required for each request. Proof of receipt will be requested.
- Pick up alternative text materials in a timely manner. You will be notified via email when your materials are ready. At the time of pick up you will be asked to sign for your material.
- Notify the Alternative Media Coordinator immediately of changes to class schedule or course syllabus.
- Return all alternative text and/or equipment leases to Disability Services by the last day of finals. Failure to comply will result in a hold on your record.
- All electronic files downloaded to your computer must be deleted. Materials may not be reproduced or shared.
- Adhere to the Academic Honesty Policies as stated by Chattahoochee Technical College office of the Vice President for Instruction (OVPI) Academic Affairs
- Adhere to the Chattahoochee Technical College Code of Conduct as stated by the office of Academic Affairs

The Alternative Text Request form may be submitted in any of the methods below:

- ONLINE: Access the form at www.chattahoocheetech.edu and EMAIL completed form to jewel.akpose@chattahoocheetech.edu or shaneuga.warrington@chattahoocheetech.edu
- Disability Services Office: Meet with the coordinator or staff to complete and submit form.
- For Braille Users: Make arrangements to meet with the DS prior to start of each semester. Some materials must be requested **two semesters** in advance.
- In an effort to expedite completion of your audio request, when your textbooks are available through the extensive library of **Recording for the Blind & Dyslexic (RFB&D)**, the Alternative Media office will utilize this source first.
- Many instructors use different textbooks. Please include the CRN # for the Course (found on your class schedule). For textbooks, include ISBN, Year of Publication, Edition, Title and Author. Not completing all information on request form can result in conversion of incorrect textbook and may delay delivery of materials.

***Contact the Disability Coordinator for assistance
if a difficulty should arise regarding your request.***

ALTERNATIVE TEXT REQUEST FORM

To ensure prompt order please return form **ASAP** to Disability Services Coordinator
Mary Frances Bernard: Marietta Campus (770)528-4529 Fax: (404)591-5642

Email: Shaniqua.warrington@chattahoocheetech.edu

Cindy Tobin: North Metro Campus (770) 975-4099 Fax: (678) 222-4848

Email: jewel.akpose@chattahoocheetech.edu

| | | | |
|-------------------|----------------|------------------------|------|
| Student Name | CTC ID # (900) | Semester | Year |
| Student Contact # | Student Email | Name of DS Coordinator | |

****Please provide information in all fields for each book request****

| | | | |
|--|--------------------------------|--------------------------------------|----------------------------------|
| Title of Book/Course Packet | Year | Edition | |
| Full Name of Author(s) | Publisher | ISBN# of book (not packets) | |
| Course Name | Course # | Instructor Name | |
| Format: <input type="checkbox"/> E-Text | <input type="checkbox"/> Audio | <input type="checkbox"/> Large Print | <input type="checkbox"/> Braille |

| | | | |
|--|--------------------------------|--------------------------------------|----------------------------------|
| Title of Book/Course Packet | Year | Edition | |
| Full Name of Author(s) | ISBN# of book (not packets) | | |
| Course Name | Course # | Instructor Name | |
| Format: <input type="checkbox"/> E-Text | <input type="checkbox"/> Audio | <input type="checkbox"/> Large Print | <input type="checkbox"/> Braille |

E-Text: Electronic Text - Exact digital copy of your textbook. Features include - search/find, bookmark, zoom, highlighting and commenting. File format is Adobe PDF delivered thru eLC.

E-Text with Audio - Listen via installed program on your computer. Software downloads options available on eLC:

PDF Equalizer: Displays and reads an electronic copy of your textbook. Utilizes same features as e-text, and includes a dictionary, and human-like text to speech voices with variable speed playback. Training videos and quick start guide are provided online. (Windows OS only) Claro Read: Text-to-speech floating toolbar with human-like voices, word prediction, and dictionary. Reads E-text, web pages, and word documents. (Windows and Macintosh OS)

Digital Audio Files - Listen via portable audio player. Equipment lease required. Player options include Digital Audio Player and Victor Reader. Both players allow for complete navigation of textbook and bookmarking. Some textbook titles are not available.

LARGE PRINT- An enlarged copy of your textbook. Paper size as large as 11x17. Font size based on student preference. Binding and multiple volumes options available.

BRaille - Universal system of writing and printing for the blind. Binding and multiple volumes options available.

If you have more than two classes please use another form to add the classes

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STEPS TO ACQUIRE A NOTE TAKER

STEP ONE At your accommodation plan planning meeting, request a *Note taker Assistance* form for each class needed. The note taker request also will be noted on your Accommodation Plan.

STEP TWO Meet with your instructor privately and explain your need for a note taker. Also ask the instructor to share lecture notes or PowerPoint presentations. Make sure the instructor knows whether or not you wish to remain anonymous to the note taker. Your name will not be mentioned in the class announcement.

NOTE: If you wish to remain unknown to the note taker for confidential reasons, disability coordinator and the instructor will make arrangements to retrieve/copy class notes. If you want to meet with the note taker after class, include that in the announcement. You and the note taker can make arrangements to get copies made. The note taker can use carbon paper, or may bring the notes to Student Support to have copies made.

STEP THREE Keep Disability Services informed as to the quality of notes you are receiving. If the note taker is not doing a good job, or is frequently absent from class, other arrangements can be made. It is a good idea to have a backup note taker, as well. Unless other arrangements are made, a peer note taker will be utilized.

STEPS TO ACQUIRE A TUTOR

STEP ONE A student first must utilize the services provided by the Student Success Center. If a tutor is not available, pick up a *Tutor Request* form from Student Services. Make an appointment to speak with your instructor about your need. He/she will recommend a tutor based on your academic need, class performance, and grade.

STEP TWO Return your *Tutor Request* form to Disability Services. The form must have *all* parts completed to be accepted. List the exact course title and course number for the class. Also, please note your specific difficulties in class. This assists us in locating a tutor with specific knowledge and skills. It takes about three days to hire a tutor, particularly in technical classes. Please allow time for paper to be processed through the business office. Your requested time period is given consideration when a tutor is chosen, although flexibility on your part is required.

STEP THREE Make arrangements to meet with your tutor on a weekly basis. The tutor is given your name and phone number and asked to contact you. You will be given the tutor's name and phone number and may wish to contact him or her as well. Your tutor can meet with you up to 5 hours a week until the term ends or until you no longer need those services. If tutoring is available in the Success Center, you must utilize this service first and limited to 2 hours a week in supplemental one-on-one tutoring. You will be required to sign a *Memo of Understanding* outlining guidelines. You may be asked to evaluate the tutor at the end of the term.



REQUEST FOR TUTOR

Program of Study _____ Date _____

Name _____ ID# _____

Home Phone _____ Work Phone _____

Best Time to Call

☐ Home

☐ Work

☐ Leave Message

Course of Difficulty _____

Course Time and Date _____ Term _____

Best Time to Meet _____

Instructor Name _____

Instructor: To be eligible for tutoring, the student must meet the following criteria: Has not been absent for more than 20% of the class meetings; has made a diligent effort to complete and submit assignments on time; comes to class on time and stays for the duration of class. The student must currently have a grade of "C" or lower.

Instructor Signature _____

Describe the particular difficulties you are experiencing _____

Chattahoochee Technical College will cover the cost of tutoring; however, you must first talk with your instructor about your difficulties before contacting Disability Services. He or she will help determine if a tutor is advisable. Please allow at least three workdays for a tutor to be assigned. Tutoring is limited to three hours per week during the term. If subject is offered in the Success Center, a student is limited to two hours per week.

I have read the Tutor Guidelines and understand how they apply to me.

Student Signature _____

Tutor _____ Phone _____

Date Request Received _____ Tutor Contacted _____

Term Tutorial Hours _____ End of Term Grade _____

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TUTOR GUIDELINES

The college offers tutoring services in many academic areas to include Math, English, and Introduction to Computers in the Student Success Center. *Some program areas, such as higher level CIS classes, may not be conducive to tutoring because so few tutors exist.* Every effort will be made to meet a student's request in a timely manner.

A student demonstrating need for academic assistance other than subjects tutored in the Student Success Center is required to complete a "Tutor Request Form" available from Disability Services. An instructor's signature is required to initiate a search for a tutor. This is necessary to open a discussion of the student's difficulty in class with the instructor. An instructor can often provide additional help if the concerns are brought to his or her attention early in the term. The instructor will make the final decision concerning need for tutoring based on the following factors:

- ❑ The student is making a diligent effort to prepare for his or her classes each day.
- ❑ The student completes 90% of the assignments to the best of his or her ability.
- ❑ Requested assignments are submitted 90% of the time.
- ❑ The student comes to class on time and stays for the duration of class, utilizing time in an efficient manner.
- ❑ The student has not missed or has been tardy for no more than 20% of the class meetings.
- ❑ The student currently has a grade of "C" or below.

Once a tutor is selected, a "Memo of Understanding" is signed by both the tutor and the student tutored. This contract provides guidelines to which both parties are expected to adhere. It is at the discretion of the Disability Services Coordinator to reinstate or consider future services if procedures are not met. The following are guidelines for receiving tutorial services:

- A student may request one tutor for one subject each term. A student receiving tutorial services can receive up to four hours per week with the tutor.
- Over the completion of the program of study, a student may request no more than three tutorial opportunities. This cap on services prevents a student from requesting a tutor for each of his or her classes. If a student finds a particular program of study difficult over several classes, career counseling is recommended to determine if the program of study is appropriate to the student's needs and goals.
- A student receiving assistance from an "in class" tutor must contact the tutor prior to any class absence or anticipated tardiness – preferably 24 hours in advance. If the student is unable to reach the tutor, the Coordinator of Disability Services must be contacted. If a student receiving tutoring assistance misses **two** classes or **two** tutoring sessions without notifying the tutor in advance, he or she will lose those services for the term.

- If a student cannot attend a pre-arranged tutoring session due to an illness or emergency, it is his or her responsibility to contact the tutor immediately. Many of the tutors contracted make a special trip to campus to provide these services.
- When assigned a tutor, the student is expected to correctly record the name and phone number(s) of the tutor and email address, if available, and have it accessible at all times. The Coordinator is responsible for initially contacting a tutor to assist the student in his or her area of difficulty; however, it is the responsibility of the student to contact the tutor to make arrangements to meet each week.
- If the tutored student chooses to drop course(s) during the term, he or she may not be eligible for a tutor upon re-enrollment for the same class. The student must also notify the tutor and Student Support Services of the decision to drop the class.
- Tutors may not be requested during the last week of class, as there is not enough time to arrange for a tutor. It takes approximately four business days to hire a tutor.
- Tutors may not be requested during the first ten days of class. This is to give the student the opportunity to succeed in class without assistance, and to fully understand the teaching methods of the instructor, and the amount of time the class will require.

Qualifications

Qualified tutors are Chattahoochee Technical College students (who are otherwise not employed by the college) or outside consultants who have certain areas of expertise and have volunteered to help students outside the classroom. Chattahoochee Technical College pays each tutor \$10.00 an hour for his or her tutorial services. Tutors have the option of working with more than one student during the course of the term. The tutor will work with the student 2-3 hours per week. Prospective tutors are interviewed for subject knowledge, commitment to the role of tutor, and times and days available for tutoring. At times, a student may request tutoring for a subject in which a tutor is not immediately available. A search is initiated once the "Request for Tutor" is turned in. As part of the search, recommendations from faculty and staff are sought and class announcements made.

Evaluations

The tutor will review the student's progress weekly and report to your disability coordinator. The tutor will observe the student for preparedness, completion of assignments given by the tutor and/or the instructor, and diligence in meeting with the tutor on a regular basis. By the same token, students receiving tutorial services also have the opportunity to evaluate the tutor for knowledge of material, ability to effectively teach the subject, and adherence to meeting dates and times. Either the tutor or the student has the option of ending the tutorial sessions at any time with advance notice.

STEPS TO ACQUIRE TESTING ACCOMMODATIONS

STEP ONE If you require testing accommodations, a *Testing Accommodations* form is completed online via the Disability Services website. Ensure all testing dates and times are noted, if it differs from the scheduled classroom times and location.

If you do not request testing services in advance, you will be asked to take your test with the class under regular conditions. If you are taking a test through Disability Services, you must be aware of the following policies and procedures:

- Accommodations need to be discussed with your instructor at the beginning of the semester. Instructors have many students to keep up with and may need a reminder that you are taking the test through disability services.
- Sign up for each test (including the final exam) for the entire semester via the Test Accommodation form on the Disability Services website and notify DS of any schedule changes throughout the semester. If you prefer to schedule each test individually during the term, you must sign up ***no less than 3 business days prior to the test*** and ***no less than one week prior to any final exam***. Weekends do not count as part of the three-day notification. This allows our office time to obtain the test and secure a space and a proctor.
- All testing accommodations (outside of extended time) need to be stated at the time you sign up for your test (e.g. use of a computer or reader).
- We will consult with your instructor to receive the test, test instructions, approved materials, means of return the completed test, etc.

STEP TWO Disability Services will make arrangements for securing the test and/or retrieving the test log on information if necessary. Arrive at the pre-arranged time and location to begin your test. While taking the test, remain in the designated area. Arrange breaks and other needs with the test administrator before you begin. When you finish with the exam, notify Disability Services Coordinator so the test can be sealed in an envelope prior to its return to the instructor.

STEP THREE Notify the Disability Services Coordinator if you have in changes in your testing times or dates in advance, especially if you are utilizing the services of a reader or a scribe.

Academic honesty is essential to the integrity of Chattahoochee Technical College.

Testing Accommodations Form *(complete and submit via website)*

First Name: *

Last Name: *

Your Email: *

Student Number (Include all digits): *

Class Title: *

Instructor's Name: *

Instructor's Email: *

Select Your Service Provider: *

☐

Cindy Tobin/Jewel Akpose

☐

Mary Frances Bernard/Shanequa Dyer Warrington

Class Location: *

Requested Test Date: *

Requested Test Time: *

What Accommodations do You Need?:

☐

Isolated Testing

☐

Extended Time

☐

Interpreter

☐

Writer

☐

Reader

☐

Zoomtext

☐

Enlarged Print

A WORD ABOUT COUNSELING SERVICES

Students often face a myriad of obstacles and troubling situations while in school; not all of them based in academics. A counselor is often called upon to help students with career, academic, and personal concerns in an effort to help students experience success in all facets of their life experiences. In light of this mission, counseling services are offered through the Chattahoochee Technical College Student Support Services. Limited session, solution based personal, educational, or career counseling is a free service offered to full and part time students.

TYPES OF COUNSELING AVAILABLE ON CAMPUS

Academic Counseling

Students who have difficulty attending class on a regular basis or those with excessive absences may need assistance in dealing with issues that impede academic progress. The counselor and student, with the help of faculty, attempt to determine the source of the problem(s) and propose possible solutions to problems. Academic counseling focuses on concerns a student might express about classes and course requirements. This can include issues such as learning disabilities, deficient study skills, test anxiety, time management, and presentation anxiety, as well as other difficulties in the classroom. In some cases, academic counseling may result in a referral to tutorial services, in the Student Success Center located on all campuses.

Personal Counseling

Personal counseling is designed to help students share problems with an objective, non-judgmental person who is trained to help with reflection, support, and solutions. Brief counseling therapy is often utilized to help students resolve issues over a short period of time. The counselor is aware of the problems that are unique to non-traditional students. Each client and each issue is dealt with by an understanding and respectful counselor for the time period required to fully address the issue(s).

Arranging Counseling Services

Personal and career counseling, as well as academic advising and guidance, is provided by a nationally certified and state licensed counselor. Counseling and educational guidance are provided to students on an emergency walk-in basis or by appointment. An appointment is strongly recommended. Students may make day or late afternoon appointments. Counseling services might include career, personal, relationship, or academic. The counselor may choose to make outside referrals to trained counselors or agencies in the community with the student's consent. Contact Cheri Mattox-Carroll, M.Ed, LPC, NCC, DCC at cheri.mattox-carroll@chattahoocheetech.edu or 770-975-4152.

Career Counseling

Pre-enrollment career counseling is provided based on the needs, interests, and

aptitudes of the potential student. The counseling activities are designed to ensure that students are placed in a program where there is reasonable assurance of success. Students without well-defined interests, as they relate to a program of study, are encouraged to make an appointment with a counselor. The counselor will speak with the student about roles in which they imagine themselves, leisure activities, life-style considerations, occupational values, and courses they enjoyed in the past. Emphasis is placed on helping students formulate career plans, as well as short and long-term goals as they relate to education and the world of work. Possible occupational clusters are considered and investigated. Sources that generate this information include CareerScope, Self-Directed Search, Career Decision Making System, Georgia Career Information Center, FOCUS and GCIS, as well as several other sites on the Internet.



Students who lack the knowledge about career opportunities are given the option of completing interest, aptitude, ability, and/or personality tests that may include DISCOVER, Focus, CareerScope, the Self-Directed Search (SDS), Ability Explorer, Keirsey Temperament Survey, or other assessments as proposed by the career specialist.

While students may utilize FOCUS, CareerScope, and other assessments independently, it is encouraged that assessment results be evaluated by the Career Services coordinator with the student. Based on these findings and student career goals, occupations and job families are narrowed and researched as to the type and amount of education desired, resulting employment opportunities, hiring trends, and occupational outlook over the next decade. Students are directed to such resources as *"The Occupational Outlook Handbook," "The Guide for Occupational Exploration," "SDS Occupations Finder," "Georgia Career Information Systems,"* and the *"Dictionary of Occupational Titles,"* and O*NET to learn more about occupations and educational standards. A shorter occupation list is generated and course work and short-term educational goals are planned. Orientation to a program of study may include classroom observation (with permission of instructor) and a meeting with lead faculty members. Students expressing interest in a particular program are academically advised by a faculty member within that program of study.

Email: careersvcs@chattahoocheetech.edu

ADDITIONAL RESOURCES

Workshops and Seminars

Students, who are not candidates for individual counseling per se, yet could benefit from services promoting personal development, coping ability, and life management skills, are encouraged to attend workshops and seminars offered by Student Support Services.

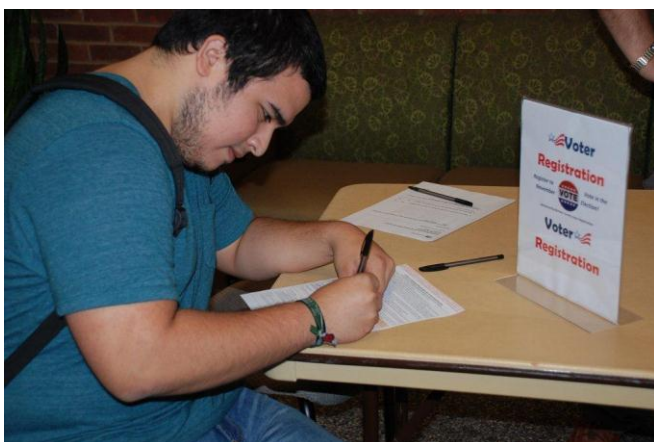
Student Success Centers

The Student Success Center on all campus locations offers tutorial assistance in basic computer, math, and English to students at no charge. This center is a learning environment that provides students an inviting place to study, receive support, and the encouragement to practice newly learned skills. Learning resources include one-on-one tutorial assistance, study skills, supplemental resources, online help sites, and tutorial software. Students may make an appointment or come in during posted hours Monday through Friday. Appointments must be made for assistance in other subjects. The open facilitated lab is also located in this area for computer usage.

Disability Labs

Disability Services has opened two quiet Disability Labs in Building F, room 2127 Suite C Marietta campus and Building 100, room 101A on the North Metro campus. These labs part of a pilot program to assist students with a quiet area for study. Hours are 9 a.m.- 12 noon and 1 pm to 4 p.m. Monday - Friday. Study Lab assistants are available during some of these hours to provide assistance to students. No appointments are necessary.

Voter Registration Assistance



Students with disabilities may obtain information and assistance in voter registration. Staff will help students fill out and submit voter registration cards. For more information, students may view the link to "Georgia Student Voting Information", which is a website specifically devoted to college and high school students who are interested in voting.

<http://www.sos.ga.gov/ivote/>

DIFFERENCES BETWEEN DISABILITY SERVICES IN HIGH SCHOOL AND COLLEGE

| HIGH SCHOOL | COLLEGE |
|---|---|
| Under IDEA, Students with disabilities are entitled to a “Free and Appropriate Public Education”. | College students with disabilities have equal access to a college’s educational programs and physical facilities. Students with disabilities are not entitled to a college education but do have civil rights as college students. |
| Section 504 in public schools includes “Free and appropriate public accommodations” and these accommodations may include the shortening of assignments or the use of notes on tests when other students cannot. | Section 504 is civil rights legislation. It states that the college is not required to change the standards or demands of its courses if it would compromise the integrity of the course. Shortening or waiving assignments or allowing notes/other materials when testing would be considered unreasonable accommodations. |
| Plans, either IEP’s or 504’s, the list all services and accommodations; all teachers, counselors and parents are involved. | An individual accommodation plan is developed by disability services and students with disabilities. Students are adults; there is no contact with parents. Students must sign a Consent to Disclose if information is to be shared between parents and college staff. The student determines what material may be released and to whom. |
| Students are qualified for public education by being the appropriate age and because they have a disability. | Students with disabilities must be “otherwise qualified” which means that students meet all entrance and academic requirements and technical standards to include competitive programs. |
| Staff members at the school know about students’ disabilities in advance; their teachers would know about the students before classes start. | Once a student agrees to an accommodation plan, it is automatically sent to instructors each term. Disability Services does interact with faculty on a student’s behalf at times. Students are encouraged to advocate for themselves when requesting agreed-upon accommodations. |
| It is the school’s responsibility to identify students with disabilities, and it is the school’s responsibility to access students’ disabilities and provide appropriate accommodations. | To receive reasonable accommodations, students with disabilities must request disability services and must provide current documentation of their disabilities. |
| Students may receive “un-timed” tests if they have a disability. | Un-timed tests are considered unreasonable accommodations. Extended testing time, such as time and a half or double time, is allowed. |
| Teachers are expected to learn all they can about the disabilities of students in their classes. | Instructors only know which accommodations their students with disabilities require in their classes. They are not made aware of the specific disabilities. |

Rights and Responsibilities

The College, The Student, The Faculty

Faculty Implications

One of the roles of Coordinator of Disability Services is to support faculty by collaborating to provide academic adjustments and to advise the faculty of their obligations and their rights.

Faculty has the Right to:

- Maintain the academic standards set by Chattahoochee Technical College, educational division and TCSG;
- Request a copy of the accommodation form and/or ask the student to complete the accommodation process before providing accommodations every term;
- Ask a student to meet with them to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids;
- Consult with student and/or the Coordinator of Disability Services, about the selection of equally effective and appropriate accommodations, adjustments, and/or auxiliary aids;
- Deny a request for accommodation if the student has not been approved for such accommodation after consulting with the Coordinator of Disability Services;
- Expect all students to follow the College's published code of conduct
- Refuse to provide an accommodation, academic adjustment, and /or auxiliary aid that is inappropriate or unreasonable because they may:
 - pose a threat to the health and safety of others
 - constitute a substantial change or alteration to an essential element of a course or program
 - pose undue financial or administrative burden on the College

Classroom Behavior

All Chattahoochee Technical College students must adhere to the college code of conduct (refer to college catalog) regardless of disability. Infractions of this code should be directed to the Division Chair, and if necessary to the Dean. If the student has been identified as a student with a disability, this information should be provided to the Division Chair and/or Dean to facilitate collaboration with the Dean of Student Support Services.

Faculty has the Responsibility to:

- Inform students with disabilities of College procedures for accommodating students by directing them to Disability Services,
- Ensure that college courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings,
- Refer students when necessary to the Coordinator of Disability Services,
- Provide handouts, videos, and information in accessible formats upon request,
- Work with Disability Services to recruit note-takers and readers, isolated testing

- environments with extra time if allowed,
- Make oneself available to students to discuss accommodations, clarify information, recommend ways to secure tutors, etc.,
 - Evaluate students on their abilities, not their disabilities,
 - Provide reasonable and appropriate accommodations, academic adjustments, and auxiliary aids for students with disabilities upon timely request by the student as recommended by Accommodation Plan ,
 - Allow student to tape record lectures for the purpose of note-taking (students sign a consent form agreeing to use the information for notes only—form is kept in their file in the coordinator of disability services office),
 - Maintain confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student either verbally or via a “Consent to Disclose” form,
 - Provide book requirements and other class materials in a timely manner to allow for them to be tape recorded or reproduced in some other alternate format.

Students with disabilities have the Right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the College,
- Reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis,
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law,
- College information available in accessible formats.

Students with disabilities have the Responsibility to:

- Meet the College’s qualifications and essential technical, academic, and institutional standards to include College’s code of conduct,
- Identify themselves in a timely manner as an individual with a disability when seeking an accommodation,
- Meet with the coordinator of disability services at least once during the term to review the effectiveness of the accommodations and assistive technology,
- Provide the Coordinator of Disability Services official documentation (no more than three to five years old) from an appropriate source that verifies the nature of the disability functional limitations, and the need for specific accommodations,
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids,
- Use accommodations appropriately
- Read, understand and sign the Agreement of Student Responsibility

- Notify the disability coordinator four days in advance of special testing accommodations, as well as notify the instructor that such an accommodation is being requested. Students who do not make arrangements in advance may not receive special consideration.

The Coordinator of Disability Services has the Right to:

- Maintain the College's academic standards,
- Request current documentation (no older than three to five years) from a student that is completed by an appropriate professional who has the credentials to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids to include assistive technology,
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's verbal or signed consent authorizing such discussion,
- Delay the implementation of accommodations 5-7 days if request is made after the term begins to give faculty/staff the opportunity to prepare for the implementation of requested service or accommodation.
- Select among equally effective and appropriate accommodations, adjustments, and auxiliary aids in consultation with student with disabilities,
- Deny request for accommodation if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested service, the documentation is older than three years, or the documentation is not provided in a timely manner,
- Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is/are inappropriate or unreasonable because they may:
 - Pose a threat to the health and safety of others
 - Constitute a substantial change or alteration to an essential element of a course or program,
 - Pose undue financial or administrative burden on the College.

The Coordinator of Disability Services has the responsibility to:

- Ensure that the College courses, programs, services, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings
- Provide information regarding policies and procedures to students with disabilities and assure the availability in accessible formats upon request
- Counsel student on appropriate career options to include the essential components required of the career, but not to counsel them into more restrictive career paths based solely on their disability
- Provide reasonable and appropriate accommodations, academic adjustments,

- and/or auxiliary aids for students with disabilities upon a timely request by the student
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student.



DISABILITY SERVICES

FREQUENTLY ASKED QUESTIONS BY STUDENTS

- ***What should I know when applying to Chattahoochee Technical College? Are there any special procedures?*** Requirements for admission to Chattahoochee Technical College are the same for all students: Application for admission, submission of SAT/ACT/COMPASS or ASSET placement test scores (no older than five years), a final official high school transcript or GED transcript. Students with disabilities must apply to CTC through the regular admissions procedure. However, you are encouraged to notify Disability Services during the admissions process and set up an appointment to apply for further accommodations and make arrangements for Placement Test accommodations if appropriate. ***Students with a Special Education Diploma or Certificate of Completion cannot be accepted into any program of study.*** You must make certain cut scores on the ASSET or COMPASS placement tests (if you do not have minimum SAT or ACT scores). Developmental courses are no longer offered at CTC. If you do score in the developmental range, you can receive a minimum of 30 hours of tutoring (in the subject in which you did not meet the minimum score) in the campus Success Center and re-test garnering the appropriate score before being admitted. You must make the appropriate test scores in Reading, Writing, Numerical Skills and Elementary Algebra areas to be accepted at CTC.
- ***What is considered a disability?*** An individual with a disability is defined as any person who “has a physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks), has a record of such an impairment, or is regarded as having such an impairment.”
- ***What is a reasonable accommodation?***
A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability. Some common academic accommodations include extended time on tests, use of peer note takers, and provision of sign language interpreters and captionists. Students who received accommodations in high school may not have the same accommodation plan in college.

- ***Where do I find the Disability Services office? How do I register with DS?*** Call the disability coordinator who serves your campus to schedule an appointment. An intake meeting will take place and accommodations will be determined based on current official documentation of a disability. An accommodation letter, based on the accommodations established, will be issued to the student and to the appropriate faculty at the beginning of each term. Please be sure to schedule an intake appointment prior to the beginning of the term to ensure services are in place when the term begins.

Disability Coordinator Mary Frances Bernard serves the Marietta, Austell, Mountain View, and Paulding campuses. Marietta campus office: Student Affairs building G, office G1106. Phone: 770-528-4529. Email: maryfrances.bernard@chattahoocheetech.edu. Her assistant is Shanequa Warrington, located on the Marietta campus G1104, 770.528.5813.



Disability Coordinator Cindy Tobin serves the Appalachian, North Metro, and Canton campuses. Appalachian campus office (by appointment): Student Services suite, office 122. Phone: 706-253-4422; North Metro campus office: Building A, office 132-O, Phone 770.975.4099 Email: cindy.tobin@chattahoocheetech.edu. Her assistant is Jewel Akpose, located on the NM campus 132Q. 770.529-2356.

- How do I qualify for services?*** To be eligible for services you must provide current, written documentation from a qualified professional on the nature of the disability. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question. Information should include test results, if appropriate, and a report, functional limitations of the disability and medications, and academic recommendations. Once the documentation is received, it will be reviewed and discussed with you during an intake meeting. An appointment should be scheduled with a Disability Coordinator to discuss your potential need for services and to gather resource and referral information. In some cases, you may be referred to your local Vocational Rehabilitation office if your documentation appears insufficient. To receive services, the student must provide the certain official documentation, which is no older than three years to five years or normed on adult scales: Physical or Medical/Health: Current documentation of the disability from a qualified health professional. Psychological or Cognitive: Current documentation of an adult level evaluation, test scores to include I.Q., achievement, processing, oral expression, sub-test scores, and evaluation report from a qualified examiner. High School IEPs or other 504 plans are insufficient documentation, but can be included as part of a more comprehensive assessment battery. During the intake, appropriate accommodations will be determined. Students, who choose to disclose a disability after classes have started, may find that accommodations cannot be initiated right away; any assignments or tests cannot be made up after the fact.
- What services do Disability Services provide?*** Some of the services that are provided by our office include accommodation letters to faculty, information and referral to campus and community support services, special placement testing, extra time for tests in a quiet environment, interpreters and remote- or on-campus captioning, alternative format for textbooks, note taking assistance, scribes and readers for tests, assistive technology, and use of disability study labs (North Metro and Marietta). When you meet with the disability coordinator, the accommodations that are appropriate and reasonable for your disability will be determined as per the documentation provided.
- Does Student Disability Services provide personal services or aides?*** No. Personal services or aides are not provided. Students must be otherwise qualified to attend college. Services related to daily living needs are the responsibility of the student to include the ability to maneuver to and from classes. This includes ownership of equipment such as a wheelchair as well as services related to personal care if needed.

- ***What can I do if I encounter an accessibility issue on campus?*** If you encounter a facility access barrier on campus such as a malfunctioning elevator, broken automated door, or other physical barrier, you can report it: Disability@chattahoocheetech.edu
- ***I had an Individualized Educational Plan (IEP) in high school. Can I use the IEP as documentation? Can I have the same accommodations?*** The IEP is a valuable resource of information, but cannot be used as the sole documentation of the disability. In addition, many of the accommodations offered in high school are not available on a college level. Colleges are required to provide any reasonable accommodation that may be necessary for equal access to education. They are not required to design special programs for students with disabilities or honor high school Individualized Educational Plans (IEPs). Please consult the link on our website that spells out the differences between high school and college accommodations.
- ***What role do my parents play in the process?*** Students who are 18 years old or older are legally recognized as adults. In this case, you are responsible for your own accommodation requests and disability-related decisions. However, you are encouraged to have an open dialogue with your parents regarding services, academic difficulties, and enrollment decisions. Parents can be a valuable source of support. Please consider signing a “Consent to Disclose” so that we can converse with your parents and VR counselor if needed.
- ***I have a physical disability and have trouble getting around. What types of accommodations are geared just for me?*** Students with physical disabilities are encouraged to register with Disability Services every semester so that their disability coordinator can help them with access to buildings and other campus activities. Campus police is provided a list of students with mobility, hearing, and sight disabilities so that if a crisis occurs on campus, students can be assisted in leaving the building or taking cover in the event of dangerous weather.
- ***I suspect I have a learning disability; can Disability Services conduct the assessment to provide a diagnosis?*** Colleges are not required to conduct or provide testing. The student is responsible for seeking a disability diagnosis, providing current documentation, and any additional testing to support the requested accommodations. However, Disability Services does provide referral information for local evaluators to include Vocational Rehabilitation.
- ***I am working with Vocational Rehabilitation. Is there anything special I should know?*** If you have a VR counselor, you are encouraged to stay in contact with him or her on a regular basis. If you sign a “[Consent to Disclose](#)” we can communicate with your counselor on a regular basis as well if a question arises.

However, it is your responsibility to keep the VR apprised of your current schedule, release of grades, and all other information the counselor requires from you to provide connective services. Students are also responsible for keeping their VR counselor apprised of financial aid awards on a regular basis. Your disability counselor will not supply this information on your behalf.

- ***What do I need to know about testing accommodations?***

If you do not request testing services in advance, you will be asked to take your test with the class under regular conditions. If you are taking a test through Disability Services, you must be aware of the following policies and procedures:

- Accommodations need to be discussed with your instructor at the beginning of the semester. Instructors have a lot of students to keep up with and may need a reminder before every test that you are taking the test through disability services.
- Sign up for each test (including the final exam) for the entire semester via the Test Accommodation form on the Disability Services website and notify DS of any schedule changes throughout the semester. If you prefer to schedule each test individually during the term you must sign up ***no less than 3 business days prior to the test*** and ***no less than one week prior to any final exam***. Weekends do not count as part of the three-day notification! This allows our office time to obtain the test and secure a space and a proctor.
- All testing accommodations (outside of extended time) need to be stated at the time you sign up for your test (e.g. use of a computer or reader).
- We will consult with your instructor to receive the test, test instructions, approved materials, means of return the completed test, etc.
- Check in with Disability Services at the designated time of your test. Be sure to return the test to Disability Services to return to the instructor.

- ***Will my disability and documentation remain confidential?***

Yes. Americans with Disabilities Act (ADA) mandates that all documentation provided to Disability Services be filed, secured, and considered confidential. Neither the specific disability nor the documentation is disclosed to anyone, to include faculty, unless requested by the student in writing.

- ***How are the Accommodation Plans distributed?***

Once you and the Coordinator establish reasonable accommodations, an accommodation plan is distributed directly to the instructors at the start of the term. ***It is your responsibility to notify Disability Services immediately if you change your course(s) during the first three days of the term.*** You and the instructor sign the letter and the original is returned to Disability Services. A copy is retained by the instructor.

This Accommodation Plan will be distributed automatically every term until you no longer require one, based on written instructions to discontinue the practice. There may be times when a faculty member contacts a disability coordinator to receive clarification on the accommodation plan; this is standard practice and does not violate student confidentiality. You are encouraged to meet with your instructor and provide more information on the actual accommodations needed within the classroom and to verify that the instructor has received the plan. ***The student cannot discuss additional accommodations that do not appear on the plan.*** It benefits you to become your own advocate for success. If you feel you require additional accommodations at any time, you must schedule an appointment with your Disability Coordinator.

- ***Who will be my academic advisor?*** There are advisors in all departments. Academic advisement is strongly suggested through the program advisors. Contact information is available on the CTC website. General advisors are also available on each campus. It is important that you understand the requirements of your program of study and the course co- and pre-requisites. Students are encouraged to be a team player during their academic advisement.
- ***Is financial aid available for students with disabilities?*** PELL and HOPE awards are available to assist with tuition, and fees, and depending upon the aid, book allowances. There are no grants specifically available to students with disabilities. You must meet and maintain certain criteria in order to retain their financial aid award: 1) maintain a 2.0 GPA for PELL/3.0 for HOPE; 2) complete 67% of your courses overall; 3) finish your program within maximum time limits. Begin by filling out and submitting the FAFSA to determine aid eligibility. You must apply every year for aid around tax time. Students may also check into additional resources provided by Vocational Rehabilitation services, although students are required to prove that other financial aid options are not available through HOPE, PELL, SEOG, and are often required to be a full time student.
- ***If I have a documented disability in a certain subject area, will I be exempt from taking those classes?*** No. However, reasonable modifications may occur to support your academic success.
- ***Will I be in a special education class because of my disability?*** No. Classes and program standards are the same for all students. Most courses have a maximum of 30 students in the classroom.

For more detailed information, please consult the current CTC catalog or contact the disability coordinator who serves the campus location of your choice

ADA COMPLIANCE STATEMENT

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and its amendments you may be able to receive accommodations to assist in programmatic and physical accessibility. We recommend that you contact the Disability Services coordinator who represents the campus you wish to attend. Disability Services can assist you in formulating a reasonable accommodation plan and provide support in developing appropriate accommodations to aid in your success. Course requirements will not be waived, but accommodations may be made to assist you in meeting the requirements. Assistive Technology may also be available in some areas.

As set forth in its student catalog, Chattahoochee Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). *The following persons have been designated to handle inquiries regarding the nondiscrimination policies: the Chattahoochee Technical College Title IX Coordinator Cheri Mattox-Carroll, 5198 Ross Road, Room 132N, Acworth, GA 30102, (770) 975-4152 or cheri.mattox-carroll@ChattahoocheeTech.edu and the Chattahoochee Technical College Section 504/ADA Coordinator Mary Frances Bernard, 980 South Cobb Drive, Building G1106, Marietta, GA 30060, (770) 528-4529, or MaryFrances.Bernard@ChattahoocheeTech.edu.*



Chattahoochee Technical College Disability Coordinators

Appalachian Campus/North Metro /Canton Campus – Disability Coordinator, Cindy Tobin, Room 1320 North Metro campus. Phone: 770.975.4099. E-mail is cindy.tobin@chattahoocheetech.edu or disability@chattahoocheetech.edu

Marietta Campus – ADA/Section 504 Coordinator, Mary Frances Bernard at 980 South Cobb Drive, Marietta, GA 30060, Building G, Room 1106. Phone: 770.528.4529. Also serves the Mountain View, Paulding, and Austell campus locations. maryfrances.bernard@chattahoocheetech.edu or disability@chattahoocheetech.edu

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college's accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.