



Disability Support Services Handbook

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INTRODUCTION

This handbook is designed to provide information about the Disability Support Services available at Central Baptist College. It will identify the mission statements; the laws that govern disability services; the services that are available; the documentation and forms required for services; and further information to support student, educational goals.

The office of Disability Support Services coordinates support for students whose disabilities impact learning.. Disability Support Services assists the college in creating an accessible community where students with disabilities have an equal opportunity to fully participate in the CBC educational experience.

Further assistance can be gained by visiting the Disability Support Services office, located in the Watkins Building, on the second floor, within the PACE suite. You may also contact the DSS office by emailing pbender@cbc.edu or by calling (501) 205-8926.

CENTRAL BAPTIST COLLEGE MISSION STATEMENT

Central Baptist College, a community of learners dedicated to the integration of Christian faith and academic excellence, exists to instill in our students a commitment to lifelong learning, spiritual development, and service to God, through a program characterized by academic rigor, practical experience, and spiritual direction in a Christ-focused environment.

DISABILITY SUPPORT SERVICES MISSION STATEMENT

Disability Support Services strives to maximize each student's educational potential, while ensuring that students with disabilities have equal access to the educational experience at Central Baptist College.

LAW

According to Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (ADA) of 1990 and the reauthorized Americans with Disability Act Amendment Act (ADAAA) of 2008, colleges and universities receiving any form of Federal assistance must offer qualified students with disabilities access to the same programs and services available to non-disabled students.

Section 504 prohibits discrimination against an otherwise qualified individual with a disability, solely on the basis of the disability, in any program that receives federal financial assistance.

American with Disabilities Act (ADA1990) provides broad discrimination protection for individuals with disabilities. ADA defines a disability as a physical or mental condition which substantially limits one or more life activities (such as walking, seeing, hearing, working, or learning).

Section 504 and ADA state students must be “otherwise qualified”. Students must be able to meet the technical and academic qualifications for entry into the school to be considered “otherwise qualified”.

DISABILITY SUPPORT SERVICES PROCEDURES

According to Section 504 and ADA, post-secondary students are to self-identify with the office of Disability Support Services, in order to be considered for an accommodation plan. The following protocol indicates the Disability Support Services process.

- Student self-identifies by completing the Disability Support Services Registration form. (see forms section)
- Student provides appropriate documentation (see Eligibility and Documentation section)

- Documentation is collected and verified. Student is certified for accommodations.
- Committee (DSS officer, student and one faculty member) will meet to design the accommodation plan.
- Plan is communicated to student's participating faculty. Faculty sign accommodation plan.
- Student meets with individual faculty members to discuss implementation of accommodation plan.

IMPORTANT INFORMATION TO REMEMBER

1. Documentation must be on file with DSS before accommodations are made.
2. Accommodations provided to students with disabilities may vary depending on nature of disability and course requirements.
3. Retroactive accommodations are not made.
4. Accommodations are not provided unless DSS procedures are followed.
5. Students are encouraged to self-identify with instructors and to make contact with them during office hours.

DOCUMENTATION OF A DISABILITY

Students seeking accommodations must have adequate documentation on file in the Disability Support Services office, in a timely manner before accommodations can begin. Students should not assume that this disability information is known to the DSS office merely because the student's application indicated the need for accommodations.

To initiate accommodations, students must complete an DSS application form, provide DSS with valid documentation, sign a form for release, and meet with the DSS office to determine eligibility.

Note: The law stipulates that in the post-secondary setting, a student does not qualify for services until they have registered

with the Disability Support Services office and have been certified for eligibility.

Successful college students disclose their disabilities to the appropriate staff in a timely manner. This is typically done during the admission process. Choosing not to disclose can potentially lead to unnecessary frustration and disappointment.

It is in the student's best interest to provide recent and appropriate documentation that is not more than 3 years old for learning disability/ psychological disorder and 5 years for physical disabilities. Accommodations and services are based upon a case by case assessment of the impact of the disability on academic performance, at a given time in the student's life.

Students with temporary disabling conditions may be provided services on a case by case basis. Such students may need to re-document their conditions periodically before services can continue.

ATTENTION DEFICIT DISORDER

Attention Deficit/ Hyperactivity Disorder (ADD/ ADHD) is a condition that affects the area of the brain that helps to control impulses, concentrate, and organize.

Documentation from a licensed professional must be current and include the following information:

- The exact multi-axial diagnosis and specifications of the diagnostic criteria on which the diagnosis is based (DSM-5)
- Medical histories including age of initial diagnosis
- Current treatment plan, including medications prescribed for the relief of ADD/ADHD symptoms and possible side effects
- A summary of assessment findings that explains the relationship between the condition and the problems the student has been encountering in academic and other settings.
- A clear statement that ADD/ADHD does/does not exist
- A clear statement specifying limitations in one or more major life activities
- Recommendations for reasonable accommodations as well as the rationale for these accommodations
- Professionals signature, certification and date

AUTISM

Autism Disorder, Pervasive Developmental Disorder- Not Otherwise Diagnosed, Asperger Syndrome Autism Spectrum Disorders are a group of developmental disabilities that demonstrate deficits, to a varying degree, in social interaction, verbal or nonverbal communication and behavior. They often demonstrate repetitive behaviors and/ or exclusive interests.

Documentation from a trained specialist, must be current and include the following:

- Clear and direct statement of diagnosis, multi-axial diagnosis (DSM-5)
- Observations, and / or interviews
- Summary of assessment findings that explains the relationship between condition and the problems that are encountered in academic and other settings
- Functional limitation in an educational setting
- Recommendations for reasonable accommodations
- Medications taken and possible side effects (if applicable)
- Professional's signature, certification and date

CHRONIC MEDICAL CONDITIONS / HEALTH RELATED DISABILITIES

Chronic health related disabilities covers a wide range of disorders. Students with chronic illnesses will often experience episodic exacerbations of their condition, at which time temporary accommodations may be necessary. Some of the most severe symptoms of the disability are caused by side effects of the medications used in treatment.

Although a student may not be experiencing an active condition, it is especially important to discuss in advance how the medical condition can be accommodated when the student is symptomatic.

Documentation from a medical professional must be current and include the following:

- Diagnosis, including permanent and/or temporary physical disabilities
- Medical history identifying age of diagnosis
- If condition is degenerative, include possible timeline of symptoms
- Treatment plan to include medication and possible side effects
- Functional limitations within the academic setting
- Functional limitations within the physical setting

- Recommendation for reasonable accommodations
- Doctor's signature and date

HEARING IMPAIRED

A Hearing Disability is an impairment in hearing whether permanent or fluctuating, that adversely affects a student's ability to process linguistic information through hearing with or without amplification. Many hearing impaired students who have residual hearing use some type of hearing aid while also relying on speech, sign language or lip-reading.

Documentation needed from a licensed professional, must be current (no more than 3 years old), and state the following:

- Degree of hearing loss
- Stability of condition
- Functional limitations in an educational setting
- Functional limitations in a physical setting
- Means of communication the student has used
- Suggested accommodations and their rationale
- Professional's signature, certification and date

LEARNING DISABILITY

A condition that interferes with a student's ability to store, process or produce information. Learning Disabilities can affect one's ability to read, write, speak, compute math and reason. It may also affect attention, memory, social skills and emotional maturity. Characteristics and severity of Learning Disabilities can vary.

Documentation administered by a licensed professional must be current and include a psychological evaluation with comprehensive achievement battery stating the following:

- Tools used to determine the disability
- Scores on the tools administered
- Diagnosis
- How the disability affects academics

- Recommendations for reasonable accommodations
- Medications taken and the possible side effects
- Professional's signature, certification and date

MOBILITY DISABILITY

There are various forms of mobility impairments, which include, but are not limited to musculoskeletal, respiratory, cardiac, and neurological disorders. These impairments vary in degree and may range from partial to total paralysis, which can directly affect coordination, dexterity, mobility, and impairment in speed. Many chronic health related impairments can also affect mobility. They will often be episodic and unpredictable in severity and when active, have impact on the ability to function.

Although a student may not be experiencing an active condition, it is important to discuss in advance how the medical condition can be accommodated when the student is symptomatic.

Documentation from a medical professional must be current and include the following:

- The diagnosis, including permanent and /or temporary physical disabilities
- Medical history identifying age of diagnosis
- If the disability is degenerative, include a possible timeline of symptoms
- Treatment plan identifying medications and possible side effects
- Functional limitations in an educational setting
- Functional limitations in a physical setting
- Recommendations for reasonable accommodations
- Doctor's signature and date

PSYCHIATRIC DISABILITY/ MENTAL HEALTH DISABILITY

A mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Documentation from a licensed professional must be current (within 3 years) and include the following.

- Exact multi-axial diagnosis based on DSM-5
- Documentation of mood or anxiety disorder to include age of onset, and course of illness.
- If condition is progressive, include possible timeline of symptoms
- Treatment plan to include medication and possible side effects
- Recommendation for reasonable accommodations and their rationale
- Professional's signature, certification and date

VISUAL IMPAIRMENT/ BLINDNESS

Impairment in vision, that even with correction, adversely affects a student's educational performance.

Documentation from a licensed professional, must be current (no more than 3 years old) and include the following:

- Diagnosis
- Symptoms
- Progression of diagnosis
- Functional limitations in an educational setting
- Functional limitations in a physical setting
- Recommendations for reasonable accommodations
- Professional's signature, certification and date

ACCOMMODATIONS AND SUPPORT SERVICES

REASONABLE ACCOMMODATIONS

Reasonable accommodations are designed to support the documented disability. They are determined on an individual basis, therefore not all accommodations are appropriate for every student. Course requirements also determine which accommodations are appropriate for a specific course.

Requests for accommodations are reviewed on a case-by-case basis. After review of documentation/ eligibility a committee made up of the student, a DSS officer and a faculty member will determine reasonable accommodations. Accommodations that compromise the integrity of the course or degree requirements are not considered reasonable. Accommodations are intended to provide **access**, not ensure **success**.

EXAMPLES OF POSSIBLE ACCOMMODATIONS

Test/ Exam:

- extended time (generally time and a half)
- distraction-reduced setting
- reader and/or scribe
- calculator, spell check
- study guides/ advance notice of tests/quizzes
- enlarged font exams

Classroom:

- note taker
- tape recording class
- enlarged/enhanced material
- magnifier
- textbook via alternate format
- assistive technology
- assisted listening system/devices
- teacher power points via technology/ hard copy
- preferential seating

COMMUNICATING ACCOMMODATIONS WITH YOUR PROFESSORS

It is helpful to the professors, and to you, to have a discussion about your disability and accommodation needs during the first week of classes. The professors will have received a copy of your accommodations plan from the Disability Support Services office. By speaking with your professors, you are opening a door of understanding. Some information to include in your discussions with professors are as follow:

- name disability
- explain how it affects you in the classroom
- explain how it affects your academics
- explain how it affects test taking
- discuss accommodations
- refer to DSS office when professors have questions

OTHER SUPPORT SERVICES AVAILABLE ON CAMPUS

- counseling
- medical nurse
- tutoring center
- Study Skills course
- housing accommodations
- technology resources through library
 - Large screen computer monitor
 - Scanner
 - Magnifier
 - IPad with magnification

RESPONSIBILITIES

Students who attend college are considered to be adults, protected by the Family Education Rights and Privacy Act (FERPA). Academic information cannot be shared with parents without the student's signed consent.

Students act as responsible adults when disclosing disabilities and requesting accommodations. Central Baptist College expects students to be responsible for:

- Disclosing his/her disability to the DSS office
- Providing current and complete documentation to DSS
- Providing and updating student information each semester
- Checking CBC email for communications from DSS and instructors
- Notifying DSS if classes have been dropped/added
- Advocating for himself/herself (not parent advocating)
- Discussing accommodations with instructors
- Arranging for personal attendants or specially designed assistive technology

Disability Support Services exists to provide, persons with disabilities, access to programs and activities at Central Baptist College. DSS is responsible for:

- Reviewing disability documentation and determining eligibility for accommodations and services at CBC
- Keeping disability related information confidential
- Supporting faculty and staff as they provide reasonable accommodations
- Advocating responsibly for rights of persons with disabilities
- Sharing current information with administration, faculty and staff related to accommodations and access as required under current federal and state law

Faculty and staff at Central Baptist College are responsible for:

- Including a syllabus statement for each course, informing students about DSS and availability of reasonable accommodations
- Referring students to DSS
- Keeping disability related information confidential
- Providing reasonable accommodations

- Making reasonable classroom adjustments that do not alter the integrity or essential components of a course or program

GENERAL SUGGESTIONS FOR SUCCESS

1. Never miss class! Be on time.
2. Sit near the front or in least distracting seat possible.
3. Preview text, and review your notes before class.
4. Keep calendar of assignments, tests and appointments.
5. Use computer for all written assignments. Use spell check and grammar check aids.
6. Access class notes, power points and comments made available by professors.

NATIONAL RESOURCES AND ORGANIZATIONS

Americans with Disabilities Act (ADA)
U.S. Department of Justice-Civil Rights Division
P.O. Box 66118
Washington, DC 20035-6118

Association of Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
www.ahead.org

Attention Deficit Disorder Association (ADDA)
P.O. Box 543
Pottstown, PA 19464
(484) 945-2101
(610) 970-7520 fax
www.add.org

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Suite 150

Landover, MD 20785
National Resource Center on AD/HD
(800) 233-4050
(301) 306-7070
(301) 306-7090 fax
www.chadd.org
Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
www.ldaamerica.org

International Dyslexia Association (IDA)
Chester Building, Suite 382
8600 LaSalle Road
Baltimore, Maryland 21286-2044 USA
www.interdys.org

Epilepsy Foundation of America (EFA)
4351 Garden City Drive
Landover, MD 20785-7223
www.epilepsyfoundation.org

Brain Injury Association of America (BIAA)
8201 Greensboro Dr., Suite 611
McLean, VA 22102
www.biausa.org

Tourette Syndrome Association, Incorporated (TSA)
42-40 Bell Boulevard
Bayside, NY 11361-2820
www.tsa-usa.org

United Cerebral Palsy Association, Incorporated (UCP)
1660 L Street, NW, Suite 700
Washington, DC 20036
www.ucp.org

Autism Society of America (ASA)
7910 Woodmont Avenue, Suite 300

Bethesda, Maryland 20814-3067
www.autism-society.org

National Alliance for Mentally Ill (NAMI)
Colonial Place Three
2107 Wilson Blvd., Suite 300
Arlington, VA 22201-3042
www.nami.org

National Mental Health Association (NMHA)
2001 N. Beauregard Street, 12th Floor
Alexandria, VA 22311
www.nmha.org

National Association of the Deaf (NAD)
814 Thayer Avenue Suite 250
Silver Springs, MD 20910-4500
www.nad.org

American Association of the Deaf-Blind (AADB)
8630 Fenton Street, Suite 121
Silver Spring, MD 20910-4500
www.aadb.org

American Council of the Blind (ACB)
1155 15th Street, NW, Suite 1004
Washington, DC 20005
www.acb.org

American Foundation for the Blind (AFB)
11 Penn Plaza, Suite 300
New York, NY 10001
www.afb.org

Recordings for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, NJ 08540
www.rfbd.org

