



**ANNE ARUNDEL  
COMMUNITY COLLEGE**

DISABILITY SUPPORT SERVICES (DSS)

**Counseling, Advising and Retention Services  
Disability Support Services (DSS)**  
Student Services Building, Room 200  
410-777-2306

[www.aacc.edu/disability](http://www.aacc.edu/disability)  
[dss@aacc.edu](mailto:dss@aacc.edu)

# **DISABILITY SUPPORT SERVICES POLICIES AND PROCEDURES**

**2016-2017**

## **MISSION STATEMENT**

In concert with the mission statement of Anne Arundel Community College, the Disability Support Services office, pursuant to the Federal Americans with Disabilities Act, strives to support and accommodate those students with disabilities in order that they have equal access to educational opportunities.

## **AFFIRMATIVE ACTION**

The College Affirmative Action Plan, as adopted by the Board of Trustees, shall be adhered to as it relates to all services in Counseling, Advising and Retention Services.

No individual shall be denied services because of their age, sex, sexual orientation, race, disability, religion, creed, citizenship or veteran status, national origin, or political affiliation. Nor will the quality of services be based on an individual's age, sex, sexual orientation, race, disability, religion, creed, citizenship or veteran status national origin or political affiliation.

No individual shall be referred or subjected to service providers known to participate in discriminatory practices.

All services will be promoted, posted, and made available to all students of the College.

The Office of Disability Support Services shall be open and staffed in such a manner that all students, both day and evening, have access to services.

## DISABILITY SUPPORT SERVICES STAFF

Courtney J Sales  
Program Manager  
Disability Support Services  
Counseling, Advising and Retention Services/SSVC 208  
[cjsales@aacc.edu](mailto:cjsales@aacc.edu) phone 410-777-2306 fax 410-777-4070

Kelly Sweeny  
Assistant, Disability Support Services  
Counseling, Advising and Retention Services/ SSVC 222-J  
[klsweeny@aacc.edu](mailto:klsweeny@aacc.edu), phone 410-777-2165 fax 410-777-4070

Mira Wachs  
Specialist, Disability Support Services  
Counseling, Advising and Retention Services  
[mawachs@aacc.edu](mailto:mawachs@aacc.edu) fax 410-777-4070

## SENIOR ADMINISTRATORS

Federal Compliance Officer  
[Complianceofficer@aacc.edu](mailto:Complianceofficer@aacc.edu)  
410-777-1239

Dr. Jacqueline S. Jackson  
Dean of Student Services/SUN 222  
[jsjackson@aacc.edu](mailto:jsjackson@aacc.edu), 410-777-2829

.  
Bonnie Garrett  
Director  
Counseling, Advising and Retention Services/SSVC 212  
[bjgarrett@aacc.edu](mailto:bjgarrett@aacc.edu), 410-777-2503

## **NON-DISCRIMINATION POLICY**

In complying with applicable laws and in pursuing its own goals of diversity Anne Arundel Community College shall not discriminate on the basis of race, color, religion, sex, sexual orientation, citizenship status, age, veteran status or disabilities in employment, education and all other areas of the college. For information on AACC's compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact:

Federal Compliance Officer  
Anne Arundel Community College  
101 College Parkway, CRSC 232 B  
Arnold, MD 21012-1895  
Telephone: 410-777-1239  
Maryland Relay: 711 or 800-735-2258 (outside Maryland)

## **AMERICANS WITH DISABILITIES ACT POLICY\***

Upon request and submission of appropriate documentation, Anne Arundel Community College will provide reasonable accommodations to all qualified individuals with disabilities. Eligibility for use of Disability Support Services (DSS) will be established by a DSS advisor. A letter from a physician, psychologist or other licensed professional clinician certified in the field of disability may be required to validate the student's disability. Students wishing to use any college service provided to students with disabilities should present written verification of his/her disability to DSS, located in Counseling, Advising and Retention Services. Should the presented documentation not be comprehensive or if the documentation is inadequate, the student will be informed of what documentation is needed in order to receive services.

## IMPORTANT NOTES

1. **Disability Support Services (DSS)** will identify and fund all approved accommodations.

2. **Relatives**, defined as:

- a spouse
- a child
- a father or mother
- a father or mother of a spouse
- a brother or sister
- a grandparent
- a grandchild
- or any other relative by marriage
- or any other person living in the immediate household of the student

are not permitted to serve as personal aides, lab assistants, sign-language interpreters, note takers, or in any other sanctioned capacity, in any area of the college related to teaching and learning.

3. A student's reasonable accommodations are unique to his/her disability and the courses in which he/she is enrolled, and must be supported by appropriate documentation and educational need. Accommodations for one course may not always be reasonable and effective for every course; there may be exceptions to the provision of accommodations as allowed under ADA, in order to protect the core competencies of a course. Faculty instruction, testing practices and classroom procedures outside of accommodations identified by the DSS office are not considered binding accommodations.

4. A Request for Documentation form is available for those students requiring a copy of their documentation.

## **VETERANS AND DISABLED AFFIRMATIVE ACTION**

### **Anne Arundel Community College's Statement of Policy**

As stated by its President, Anne Arundel Community College will not discriminate on the basis of a physical or mental disability or an individual's status as a disabled veteran or veteran of the Vietnam Era with regard to recruitment or recruitment advertising, hiring, training, promotion, and other terms and conditions of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. The College does and will take affirmative action to employ, advance in employment, and otherwise treat qualified disabled individuals, qualified disabled veterans, and qualified veterans of the Vietnam Era without discrimination based upon their physical or mental disability, or veterans' status in all employment practices as follows:

- Personnel actions or programs that affect qualified disabled individuals, disabled veterans, and veterans of the Vietnam Era, such as employment, upgrading, demotion or transfer, recruitment, advertising, termination, rate of pay or other forms of compensation, and selection for training will continue to be made without regard to the individual's physical or mental disability or veterans' status.
- The College makes and will continue to make reasonable accommodations to promote the employment of qualified disabled individuals and disabled veterans unless such accommodations would impose an undue hardship on the College's business.

The College's Diversity and Federal compliance Officer,, administrative Staff and other supervisory personnel will take an active part in the College's affirmative action program to ensure that qualified disabled employees, disabled veterans, or veterans of the Vietnam Era and prospective employees are considered and treated non-discriminatorily with respect to employment decisions.

Furthermore, Anne Arundel Community College will solicit the cooperation and support of all employees to effectuate the College's policy and affirmative action programs. The Diversity and Federal compliance Officer has been assigned responsibility for periodically reviewing progress in the compliance and implementation of the policy of affirmative action for the disabled, disabled veterans, and veterans of the Vietnam Era. In accordance with public law, this program of affirmative action for the disabled, disabled veterans, and veterans of the Vietnam Era is available for inspection in the Affirmative Action Office during regular business hours upon request.

## DEFINITIONS

**“DISABLED VETERAN”** a person entitled to disability compensation under laws administered by Veterans Administration for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

**“QUALIFIED DISABLED VETERAN”** a disabled veteran who is capable of performing the essential functions of a particular job when reasonable accommodations are made to his or her disability.

**“VETERAN OF THE VIETNAM ERA”** a person who (i) served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released there from with other than a dishonorable discharge, or (ii) was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964 and May 7, 1975.

**“DISABLED INDIVIDUAL”** a person who (i) has a physical or mental impairment that substantially limits one or more of his or her major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment.

A disabled individual is **“substantially limited”** if he or she is unable to perform a major life activity that an average person in the general population can perform, or is significantly restricted as to the condition, manner or duration under which the disabled individual can perform a particular major life activity as compared to the condition, manner or duration under which an average person could perform the same activity.

**“QUALIFIED DISABLED INDIVIDUAL”** a disabled individual who is capable of performing a particular job, with or without reasonable accommodation for his or her disability.

“Service Animals” are defined by the ADA as dogs that are trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

## MEMORANDUM

**TO:** ALL EMPLOYEES  
**RE:** AFFIRMATIVE ACTION FOR THE DISABLED  
**FROM:** FEDERAL COMPLIANCE OFFICER

The Rehabilitation Act of 1973 prohibits certain employers from discriminating in employment because of physical or mental disability and requires affirmative action to be taken to employ and advance qualified disabled individuals and to make reasonable accommodation for their limitations.

Recent amendments to the Rehabilitation Act and Executive Order 11758 further define an employer's responsibilities to assist the disabled in securing, retaining, and advancing in employment. The Act defines a disabled person as one who in the past has had, now has, or is considered to have a physical or mental impairment that substantially limits one or more life activities.

The College takes seriously its responsibility to comply with the law; therefore, Anne Arundel Community College:

1. will not discriminate against any applicant because of physical or mental disability if the person is otherwise qualified for the position.
2. will recruit the disabled by notifying local agencies for the disabled of available positions.
3. will make any reasonable accommodation(s) in physical facilities and/or job scope which would not hamper business efficiency or constitute an undue hardship to the college, but would allow a disabled individual to perform the essential functions of a job that could not be done without such accommodation(s).
4. will not discriminate in training, promotion, transfer, compensation or administration of benefit plans of a qualified employee because of his/her disability..

If you have a disability and would like to be considered under Anne Arundel Community College's Affirmative Action Plan for the Disabled , please contact the college's Federal Compliance Office in writing, giving:

1. Your name.
2. Your present position.
3. The position for which you would like to be considered.
4. Any special methods, skills, or procedures, which qualify you for a position that you might not be able to do otherwise.
5. Any accommodation(s), which you believe, would enable you to perform the essential functions of that job safely and properly.

All information is voluntary, and refusal to provide it will not subject you to any disciplinary or discriminatory treatment. Information obtained shall be kept confidential, except that:

1. Managers, supervisors and others with a need to know may need to be informed regarding necessary accommodations and/or restriction on work,
2. Safety personnel may need to be informed if the condition might require emergency treatment,
3. Government officials investigating compliance with the Act may need to be informed.



## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Advising Students with Disabilities

---

### PROCEDURE

Students with disabilities may seek academic advising from any academic advisor. Students with disabilities are assigned to an advising team, as are all other all students. When seeking advising to develop an educational plan or to select courses the student is encouraged to meet with an advisor on his or her advising team. During peak registration periods, such as ARENA ADVISING, the student may meet with any advisor to discuss class selection.

If, during academic advising, the student has a concern related to receiving or not receiving his/her accommodations, the DSS staff should be consulted immediately.

### IMPLEMENTATION

1. Students with disabilities will adhere to the same rules and regulations that all students follow.
2. Students requesting to meet with their caseload advisor or with a Disability Support Services (DSS) advisor must make an appointment.
3. During walk-in hours all students must sign in and wait in turn. Policies that require a student to wait his/her turn are not a denial of access or denial of reasonable accommodations.
4. Exceptions to this policy are students experiencing emergency or crisis situations.
5. Students seeking advising related to self-identification and classroom accommodations:
  - Will receive a checklist, or otherwise informed as needed, clearly detailing the steps necessary to receive services.
  - Will be given online access to the DSS Administrative Policies and Procedures Manual and will be given an overview and an opportunity to ask for further clarification.
  - Will be asked to sign a form confirming that the DSS Administrative Procedures Manual has been explained.

(Continued)

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Advising Students with Disabilities

---

**IMPLEMENTATION** (Continued)

6. Once a student has been determined to be eligible for reasonable accommodation(s) based upon sufficient documentation, the student will be given accommodation forms and instructions for having the forms signed by each instructor or appropriate staff member.

**QUESTIONS, COMPLAINTS AND APPEALS**

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Personal Aides

---

### PROCEDURE

Personal aides are not provided by the college and are the responsibility of the student to obtain. Students who are authorized by the college to use a personal aide in any instructional activity are required to acquire written authorization in the form of a Course Accommodation Form from Disability Support Services (DSS). Relatives as defined herein are not permitted to serve as aides in the classroom, the Testing Center, or in any other area of the college related to teaching and learning. Examples of when personal aides may be allowed in the classroom include, but are not limited to, when a student with physical and/or mobility issues needs assistance with the manipulation of course materials such as page turning, the retrieval of papers and/or other class material, and to assist with other personal needs of the student. Personal aides are not allowed for behavior management of the student or to assist with classroom instruction.

### IMPLEMENTATION

1. Students with disabilities, who require the assistance of a personal aide in any situation involving teaching and learning, must make all arrangements to secure an aide.
2. The college will not provide any compensation for a personal aide engaged by a student.
3. Students, for whom personal aides are necessary in the classroom and/or any other learning environment, must first register with the DSS office by self-identifying and presenting proper documentation of their disability. This documentation must also contain a statement of need for the personal aide to assist in the learning environment. No personal aides will be allowed in the learning environment without written authorization by a DSS advisor.
4. Faculty will be notified, via the course accommodation form, that a personal aide will accompany the student in the classroom.
5. Personal aides shall not become active participants in the learning environment, and are restricted to performing only those duties that assist the student as identified on the course accommodation form.
6. Both the student and the personal aide must sign and date the DSS Personal Aide Agreement Form.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

**Questions and Concerns**

---

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
**DSS Checklist**

---

### DSS CHECKLIST for Students Seeking Accommodations

- If a comprehensive evaluation report that diagnoses your disability is not available, have your physician, psychologist or other certified clinician complete and sign a *Disability Verification Form* available at [www.aacc.edu/disability/file/DisabilityVerificationForm.pdf](http://www.aacc.edu/disability/file/DisabilityVerificationForm.pdf) that provides a diagnosis and the tests administered to reach the diagnosis. Secondary school information, such as an Individual Education Plan (IEP) or 504 Plan may also be submitted, but such documents should also include a psychoeducational report.
- All disability documentation should be current and relative to the accommodations requested.
- If you do not have current and/or complete documentation and do not have a resource for evaluation, please call the DSS office at 410-777-2306 for evaluation referral resources or visit [www.aacc.edu/disability/file/EvaluationResources.pdf](http://www.aacc.edu/disability/file/EvaluationResources.pdf).
- Students registering for the first time with the DSS office should call 410-777-1411 to check appointment availability with a DSS advisor. Disability documentation must be presented for review to the DSS office at least 4 days in advance of your appointment.
- The student's appointment with the DSS advisor will be a collaborative endeavor in order to determine reasonable accommodations.
- Once reasonable accommodations are established with the student, the DSS Advisor will complete accommodation forms for each course based on the documentation and the information provided by the student. The student shall present such documentation to his/her instructor in a timely manner so that the accommodations may be implemented. The student will be coached on presenting the accommodation forms to faculty and the testing center.

***\*Please note: Documentation must support each accommodation you request.***

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Determining Eligibility

---

### PROCEDURE

Eligibility for use of Disability Support Services (DSS) will be established by reliable documentation from a psychiatrist, psychologist, diagnosing physician or other licensed clinician who is certified in the field of the student's disability. Challenges to documentation will be made by the college when appropriate. The DSS staff will respond to documentation in a timely and reasonable manner.

### IMPLEMENTATION

Students wishing to use any college service provided to students with disabilities should present to DSS, located in the Counseling, Advising and Retention Services Center, written verification of the existence of a disability by a physician or psychologist or other professional clinician qualified in the field of the student's disability to make such a judgment. IEP's should contain complete information including the most recent psychological/ psychoeducational evaluation.<sup>1</sup> Submitted documentation, including diagnosis of the disability and the appropriate tests administered, must be current and relevant<sup>2</sup> so that DSS staff can make the necessary decisions regarding accommodations. The nature of the disability will dictate the shelf life of the documentation. This written documentation will be filed in the DSS Office/Counseling, Advising and Retention Services Center. Should the information not be a comprehensive evaluation or if the documentation is inadequate, a Disability Verification Form will be provided to the student and/or sent to the physician or other certified professional clinician to be completed and returned to DSS. Disability Support Services has primary consideration in the selection of note-takers, readers, scribes and sign language interpreters.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

---

<sup>1</sup> Note: If necessary, students should contact their former high school to request a copy of their last IEP and psychoeducational evaluation report.

<sup>2</sup> While four years is a standard set by some agencies, DSS reserves the right to require and/or accept documentation that is either less or more than four years old, depending upon the disability and the accommodation request.

**DISABILITY VERIFICATION FORM  
TO BE COMPLETED BY THE PSYCHIATRIST/PSYCHOLOGIST/DIAGNOSING  
PHYSICIAN OR OTHER LICENSED CLINICIAN**

Eligibility requirements for support services for students with disabilities:

1. Student provides verification of diagnosis and severity.
2. Student is assessed as having a functional limitation in the educational setting.

To ensure provision of reasonable and appropriate services for students with disabilities, students needing such services are required to provide current and comprehensive documentation of their disability. This documentation should include information which diagnoses the disability, describes the difficulties and functional limitation in an educational setting, indicates the severity and longevity of the condition, and offers recommendations for treatment. To facilitate the gathering of such critical information, we ask that you respond to the following questions:

Please provide the following information about:

\_\_\_\_\_ Date of Birth: \_\_\_\_\_  
*(Print student's name)*

1. Diagnosis: \_\_\_\_\_  
*(Include the DSM code for all mental disabilities)*

2. Level of severity (check one):             mild             moderate             severe

3. Date of diagnosis: \_\_\_\_\_

4. Describe the procedures used to assess/diagnose:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please attach the diagnostic report. (Learning disability evaluation/psychological testing information and results.)**

5. Describe symptoms which meet the criteria for this diagnosis with approximate date of onset, if appropriate:  
\_\_\_\_\_  
\_\_\_\_\_

6. Describe this student's functional limitations in an educational setting:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What measures were used to assess current educational achievement?  
\_\_\_\_\_  
\_\_\_\_\_



8. Do you have any recommendations to make regarding effective academic accommodations to equalize this student's educational opportunities at the post-secondary level? (Describe services/accommodations in exam administration, classroom or study activities, or course requirements.)

---

---

---

9. Provide a medication history related to this disability.

---

---

---

10. Could the medication interfere with student's ability to achieve academically?

Yes \_\_\_\_\_

No \_\_\_\_\_

11. In addition to the diagnostic report, please attach other information relevant to this student's academic adjustment.

---

Signature: \_\_\_\_\_

Print Name and Title: \_\_\_\_\_

License/Certification Number: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this completed form to: Anne Arundel Community College  
Counseling, Advising and Retention Services  
Disability Support Services/SSVC 200  
101 College Parkway  
Arnold, MD 21012

**Notice of Nondiscrimination:** AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days' notice. For information on AACC's compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact Kelly Koermer, J.D., federal compliance officer, at 410-777-7432 or Maryland Relay 711.

Rev. 6.15



## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Documentation for Learning Disabilities

---

### PROCEDURE

Disability Support Services requires documentation for Diagnosis of Learning Disabilities and will provide reasonable accommodations based on need.

### IMPLEMENTATION

1. A learning disability is indicated by a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, basic reading skills and comprehension, mathematical calculations and reasoning. A disability that is the result of visual or hearing problems, motor handicaps, mental retardation, behavioral or emotional disturbance, or environmental, cultural, English as a second language, or socio-economic factors is not a learning disability for the purposes of this policy.
2. The tests used in the evaluation must be administered by a clinician licensed to provide a learning disability evaluation and must meet the criteria listed in the appendix. Minimally, domains to be addressed include but are not limited to:
  - aptitude (such as the WISC, WAIS, or Woodcock John Psychoeducational Battery)
  - achievement
  - information processing
  - memory
  - general psychological evaluation (e.g., diagnostic interview or structured personality inventory).

Each diagnosis of a learning disability must contain the names and results of tests (including standard test scores), specify the nature and effects of the learning disability upon college -level academic and related endeavors, and suggest appropriate educational compensation strategies and accommodations. The evaluator must address the student's ability to function effectively in a university environment (e.g., ability to focus on assignments, organize one's time, attend class, work in groups or alone, do independent research, and take projects to completion).

(Continued)

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Documentation for Learning Disabilities

---

### **IMPLEMENTATION** (Continued)

3. Diagnostic Tests for Learning Disabilities used to assess the student's intellectual ability and academic achievement shall be:
  - (a) current; (b) reliable as demonstrated by reliability coefficient of .85 or above; (c) normed on representative national samples; and (d) individually administered and interpreted by a licensed clinician in accordance with the standardized procedures described in the test manuals. Assessment materials, procedures, and instruments used for the purpose of assessment and placement shall be selected and administered so as not to be racially or culturally discriminatory. All tests and other evaluation materials shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure.
4. The diagnostic report is to be used for two purposes: 1) to document the existence, nature, and extent of the learning disability and 2) to identify reasonable accommodations. Learning assessments should be the most recent available and should not be more than five years old. Learning assessments shall be based on adult-level learning. Assessments made at the student's elementary or junior-high level, for example, do not qualify as acceptable documentation of a learning disability because they do not reflect adult capabilities or the academic demands of higher education.
5. If the diagnostic report does not include recommendations for accommodations, Disability Support Services (DSS) may request permission from the student to contact the licensed psychologist for recommended accommodations.
6. On a case-by-case basis, DSS will work with the otherwise qualified student with a disability to identify reasonable accommodations. The College shall make reasonable accommodations unless they fundamentally alter the nature of the College's curriculum, pose an undue financial or administrative burden on the College or otherwise constitute an undue hardship. DSS shall attempt to find alternate accommodations in cases where the preferred accommodation of an otherwise qualified student with a disability is not made. If DSS is unable to identify accommodations that do not impose an undue hardship, DSS will refer the request to the ADA Coordinator for review.

### **QUESTIONS AND CONCERNS**

Questions and/or appeals are directed to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. Contact the Dean of Student Services and then the Federal Compliance Officer if a resolution is not forthcoming. Decisions will be written and sent to the student within two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, she may file a complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Attention Deficit/ Hyperactivity Disorder

---

### PROCEDURE

An assessment for Attention Deficit Hyperactivity Disorder (ADD/HD) should be current (preferably within the last four years) and be made by a professional such as a psychiatrist, clinical psychologist, neurologist or a combination of such professionals who have expertise in diagnosing ADD/HD in adults and who have expertise in diagnosing other psychiatric disorders which might resemble symptoms of ADD/HD. In addition, it is important that the diagnostician be able to screen for learning disabilities.

### IMPLEMENTATION

The assessment should include the following:

1. A list of the questionnaires, interviews and observations used to identify the ADD/HD behaviors. A summary of this information should include information regarding the onset, longevity and severity of the symptoms.
2. Information concerning the impact of ADD/HD on the educational setting including functional limitations.
3. Medication history and current recommendations regarding medication.
4. The exact DSM diagnosis.
5. A list of appropriate recommendations for accommodations.
6. Information concerning co-morbidity.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Service

**Subject:**  
Request for Conditional Accommodations

---

### PROCEDURE

Students requesting classroom or testing accommodations who are unable to present current or complete documentation of their disability may be granted conditional accommodations. This will allow the student to receive accommodations for a specified period of time only, unless the requested disability documentation is submitted to the DSS office. Upon receipt of specified documentation, the student's DSS status will be moved from "conditional" to "permanent" and the student will be eligible for ongoing accommodations.

Requests for conditional accommodations are made through the Disability Support Services Office. (DSS) Requests and services will only be granted through the DSS office and must be made in an adequate amount of time prior to the desired onset of the service. Requests must be made as early as possible, in some cases at least 30 days prior to the start of classes to guarantee the consistent delivery of the services throughout the term.

### IMPLEMENTATION

1. Students requesting classroom or testing accommodations who are unable to present current or complete documentation of their disability should consult with a DSS staff member.
2. Students receiving conditional accommodations will be informed of and given a copy of all administrative procedures and college policies.
3. Students will be asked to sign a statement confirming they have been informed that complete and/or current documentation must be received before the end of the term for which conditional accommodations are being provided in order to continue receiving accommodations.
4. Students may be provided with a Disability Verification Form. The form should be completed by a clinician certified in the area of the disability and returned to the DSS Office before the end of the term for which temporary accommodations are being provided.

## **QUESTIONS, COMPLAINTS AND APPEALS**

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services

**Subject:**  
Proper Notice/  
Request for Accommodations

---

### PROCEDURE

Requests for accommodations and services must be made in an adequate amount of time prior to the desired onset of the service. Documentation and requests must be made as early as possible, in some cases at least 30 days prior to the start of classes, to guarantee the consistent delivery of the services throughout the term.

### IMPLEMENTATION

1. DSS staff will contact all students with disabilities two times per year in writing in order to remind them to request their accommodation forms in a timely manner.
2. Students seeking sign language interpreter services, books in alternative format, and/or assistive technology, but who do not request accommodations 30 days prior to the beginning of the term, cannot be guaranteed accommodations by the first day of class.
3. Returning students can request accommodations in writing through email to the DSS office or advisor or by completing an Accommodations Renewal Form in person at the CARS front desk. Requests for course accommodations that are received 30 days prior to the beginning of a term will be completed prior to the first day of class. Requests for accommodations received by the DSS office less than 30 days prior to the beginning of a term will be completed as quickly as possible but may not be completed by the beginning of the term, if there is a high volume of late requests.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Accommodation Forms/  
DSS Student Records

---

### PROCEDURE

As a service, Student Accommodation Forms will be made available to all students qualifying for and requiring assistance from Disability Support Services (DSS). These forms shall consist of the student's identifying information and a class section. It will also serve as a record of the classroom accommodations for which the student is eligible. The student will present this form to his/her professor(s) and the testing center, as appropriate.

### IMPLEMENTATION

1. The DSS advisor completes the necessary accommodations forms for each enrolled class.
2. The student will meet with each instructor for the purpose of reviewing the course accommodations forms. The student and instructor will sign off on and date the appropriate course accommodations forms. Accommodations will go forward from the date the respective forms are signed by the student and instructor. The student is responsible for returning to DSS the office copy of the signed forms.
3. The Counseling, Advising and Retention Services Center shall keep each form in a locked file. This file is kept separate from all other student records.
4. DSS records are purged whenever a student has not been enrolled for 7 years. Students returning after such a period will be required to re-submit and/or update documentation.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Testing Accommodations

---

### PROCEDURE

Students seeking extended time or other testing accommodations for course related and all other college-related tests must self-identify with the college's DSS Office before receiving the accommodation. The amount of the extended time is based on the student's needs as well as the disability documentation provided and is specified on all forms.

College placement testing (Accuplacer) is not timed and all students may use calculators. Students seeking accommodations (i.e. reader, scribe) for the Accuplacer placement tests must first self-identify to the DSS office, presenting disability verification documentation for review by a DSS advisor. Accommodations requests for other program-specific placement tests will be considered on a case-by-case basis.

### IMPLEMENTATION

1. Extended time will be granted when a student advises of a disability to DSS staff and provides appropriate documentation to the DSS Office. Students will be given a course accommodations form to be signed by each instructor and a testing accommodations form to present to the Testing Center, a copy of each which will be returned to the DSS Office.
2. Testing accommodations other than extended time (i.e. scribe or reader) must be arranged by the student with the Testing Center, 72 hours prior to the delivery of services.
3. For students who receive extended time as an accommodation, all in-class, timed activities will be sent by the instructor to the Testing Center unless this accommodation is declined in writing by the DSS student on the DSS Student Accommodations form.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.



## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Sign-Language Interpreters

---

### PROCEDURE

The college shall endeavor to provide a sign language interpreter or transcription services for any deaf or hard of hearing student who has a documented need for these accommodations and has registered for classes. Students requiring such services cannot be guaranteed the services unless their complete class schedule is received by DSS at least 30 days prior to the start of classes for each term the student wishes to receive sign interpretation services.

The sign language interpreters shall have advanced training in American Sign Language and are certified and/or have the proper training and/or experience in interpreting. Transcribers shall have advanced training and experience in providing transcription services. The DSS Office has primary consideration in the selection of note-takers, readers, sign language interpreters, and/or college representatives to fulfill student accommodations.

### IMPLEMENTATION

1. Once a student who is deaf registers for a class or classes, procedures for arranging an interpreter will begin.
2. At the beginning of a term, when interpreters' assignments are made, a sign language interpreter will be provided the following materials: (1) a schedule of classes of his/her assigned faculty; (2) a map of the campus and additional directions; (3) contact information of both the college contact person and the student.
3. Interpreters are paid to interpret for each assigned class or tutoring session. The hourly rate covers only the time period during which actual service is provided. For example, an interpreter cannot charge for an hour break between classes.
4. The student is responsible for notifying the DSS Office in a timely manner that allows DSS staff to contact the assigned interpreter if he/she is unable to keep an appointment. Three failures to notify the DSS office or three instances in which the office is not contacted in a timely manner will result in termination of college funded interpreting services to that student.
5. When a student does not show for class, the interpreter must wait for at least 30 minutes. After this time, if the student has not shown, the interpreter may leave. The interpreter will be paid for a full hour.

(Continued)

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Sign-Language Interpreters

---

### IMPLEMENTATION (Continued)

6. When an interpreter does not show for a session, the interpreter will not be paid. Furthermore, if the interpreter has no valid reason for missing the class and fails to call, the interpreter shall be placed on a "probationary status." A second failure to attend class, without valid excuse, will be sufficient cause for termination.
7. It is the interpreter's responsibility to reach the student at least 24 hours in advance if the interpreter cannot attend a session and the interpreter must notify the college representative, the Program Manager for Disability Support Services, as well.
8. Sign language interpreters will not be contracted to interpret for family members except in the case of emergencies.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Reader or Lab Assistant  
for Students with Disabilities

---

### PROCEDURE

“Readers” and/or lab assistants for students who demonstrate a documented need for this type of service will be provided, with at least 30 days notification/request to the DSS office. Readers and lab assistants are prohibited from engaging in activities that could be misconstrued as completing assignments for the student with a disability. The DSS Office has primary consideration in the selection of note-takers, readers, sign language interpreters, and lab assistants.

### IMPLEMENTATION

1. A student in need of a lab assistant should contact the DSS office to discuss this accommodation.
2. Once the reader or lab assistant has been identified, the student shall supply the reader, through the DSS/Counseling, Advising and Retention Services Center, with a copy of all materials needed to fulfill the assistive role, such as the class syllabus. The DSS Office will provide the reader with a copy of the text.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college’s Discrimination and Harassment Complaint Procedures

## **AACC ADMINISTRATIVE PROCEDURES**

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Note takers

---

### **PROCEDURE**

The College will provide "note takers" for students who require services. The note taker may be identified by the classroom instructor or by the DSS Office. The DSS Office has primary consideration in the selection of note takers, readers and sign language interpreters.

### **IMPLEMENTATION**

1. A student in need of a note taker should contact the Disability Support Services (DSS) office located in the Counseling, Advising and Retention Services Center. The student is given Accommodation Forms by DSS and in turn gives them to his/her professor(s).
2. The professor(s) will identify a note taker, whenever possible. If a note taker cannot be recruited from the class, DSS staff will recruit a note taker or make other provisions for notes.
3. The note taker shall provide a copy of each session's lecture notes to his/her professor(s) or to the DSS student.
4. Note takers may work on a volunteer basis or may be paid a small fee for their notes.
5. Instructors are not compelled to provide their classroom notes to a student with a disability, since the notes are only one factor of the learning environment. For example, instructor notes do not reflect classroom discussion. Thus, instructor's notes do not capture the total learning environment.

### **QUESTIONS, COMPLAINTS AND APPEALS**

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Equipment Loan Policy

---

### PROCEDURE

Students with disabilities are eligible to borrow equipment from the DSS office, located in the Counseling, Advising and Retention Services Center, based on individual need. Equipment available, at this time, consists of digital recorders, books on CD, spell checkers, smart pens, and assistive listening devices.

### IMPLEMENTATION

1. A student desiring to borrow equipment must sign an Equipment Borrower's Form.
2. The equipment must be returned at the conclusion of each term in which it is borrowed. Failure to return borrowed equipment may result in a hold being placed on the student's account until the equipment is returned, which may prevent future registration for classes. The Equipment Borrower's Form is made available through DSS.
3. Students who do not return equipment or lose or damage equipment are required to replace the equipment before borrowing additional equipment and before their college account will be released.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Course Substitution

---

### PROCEDURE

While the faculty of AACC views the learning of math to be an important component of a community college education and degree, it recognizes that otherwise qualified students with disabilities may find the conditions of the MHEC/AACC Math General Education Requirement to be a barrier to degree completion.

Course substitutions related to the AACC Math General Education Requirement will be made for students who have documented learning disabilities in math which affect their ability to learn mathematics and for whom there is documentation to support this claim.

Students who seek a course substitution based on a specific learning disability are advised that:

- Completion of a course approved for substitution based on a disability may not be considered as also satisfying a required prerequisite for another general education course; and
- Full consideration should be given to the impact of the proposed substitution to his/her degree of study at AACC or any other transfer institution.

A complete waiver of the Mathematics General Education Requirement is not granted by AACC. However, a course substitution for a specific mathematics course may be granted. The procedure for obtaining a mathematics general education requirement course substitution includes the following:

- The student must be registered with Disability Support Services (DSS) and have on file complete and current (within the last 3 years) documentation of a specific learning disability in math calculation. The documentation must indicate how his/her disability condition affects the ability to learn math.
- The DSS office will evaluate all documentations to determine the appropriateness and thoroughness of the documentation for the purpose of establishing the presence of a specific learning disability in math calculation. All documentation must follow the general guidelines for determination of a learning disability found on page 17 of this manual.
- If, after review of the submitted documentation the DSS office determines the documentation meets all requirements for establishing the presence of a specific learning disability in math calculation, the DSS office will then determine, on a case-by-case basis:
  - If the student must demonstrate a good faith effort to pass the math course in which he/she placed, using DSS accommodations and all other available support services; or
  - If the student is eligible for a course substitution without attempting the required course.

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**  
Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**  
Course Substitution

---

- In those cases in which the student is not required to register for the required math course, the DSS Program Manager or designee will provide written justification in support of the student's request for an immediate course substitution and the Program Manager will assist the student in preparing a petition for the Committee on Academic Standards to request the course substitution be approved.
- Courses the Committee on Academic Standards will consider as possible substitution for the math general education course include:
  - ASL 111 – American Sign Language
  - BIO 107 and/or BIO 108 – Environmental Science and/or Ecosystems and the Environment
  - CHE 103 – The World of Chemistry
  - MAT 100 – The Nature of Math
  - MUS 101 – Fundamentals of Music
  - PHL 100 – Critical Thinking
  - PHS 100 – General Physical Science
  - PHS 109 – General Oceanography
  - PHS 111 – History of Science
  - PHS 113 – Physical Geology

## AACC ADMINISTRATIVE PROCEDURES

**Department or Division:**

Counseling, Advising and Retention Services/  
Disability Support Services

**Subject:**

Release of Information

---

### PROCEDURE

Information regarding a student's disability is provided on a need to know basis. Release of educational records shall be governed by the Family Rights and Privacy Act (FERPA) of 1974.

### IMPLEMENTATION

Release of information to those outside of the institution, other than to the student, is not permissible unless the student authorizes the release of academic, personal, psychological or medical information by his/her signature on a Release of Information Form.

### QUESTIONS, COMPLAINTS AND APPEALS

Questions, complaints and appeals should be directed first to the Program Manager for DSS, then the Director of Counseling, Advising and Retention Services. If a satisfactory resolution is not obtained contact should be made with the Dean of Student Services and/or the Federal Compliance Officer. Decisions regarding accommodations shall be written and provided to the student no later than two weeks of receiving a written complaint or appeal for an accommodation. Should a student believe he/she has been discriminated against on the basis of his/her disability, the student may file a written complaint with the Federal Compliance Officer pursuant to the college's Discrimination and Harassment Complaint Procedures





**Counseling, Advising and Retention Services  
Disability Support Services (DSS)**  
101 College Parkway  
Student Services Building, Room 200  
Arnold, MD 21012

[www.aacc.edu/disability](http://www.aacc.edu/disability)  
[dss@aacc.edu](mailto:dss@aacc.edu)  
410-777-2306

**Notice of Nondiscrimination:** AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30-day notice. For information on AACC's compliance and complaints concerning discrimination or harassment, contact Kelly Koermer, J.D., federal compliance officer, at 410-777-7432 or Maryland Relay 711.