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**COASTAL ALABAMA**

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COMMUNITY COLLEGE

**ADA MANUAL**



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# COASTAL ALABAMA

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## COMMUNITY COLLEGE

Coastal Alabama Community College complies with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) of 1990. In an effort to provide these services to our students, we established an Office of ADA Services.

The Office of ADA Services serves all campus locations. The office works in partnership with students, faculty, and staff to provide a physically and educationally accessible college environment that ensures an individual is viewed on the basis of ability, not disability. The ADA Specialist works individually with students to determine appropriate accommodations that enable all students to have access to the same programs and services. Contact info is as follows:

*Lee Barrentine, ADA Specialist*

Neal Building

Brewton, AL 36426

**Phone:** 251-580-2109

**Email:** [lee.barrentine@coastalalabama.edu](mailto:lee.barrentine@coastalalabama.edu)

*Dr. Brooke Head, Director of Student Development*

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Bay Minette, AL 36507

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*Dean Vinson Bradley, Dean of  
Student Services/ADA Coordinator*

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COASTAL ALABAMA COMMUNITY COLLEGE complies with non-discriminatory regulations under Title VI, Title VII, and Title IX of the Civil Rights Act of 1964; Title IX Educational Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries concerning this policy may be directed to the ADA Coordinator in the Student Development Division. Grievance Procedure Forms are available from the ADA Coordinator's office. Coastal Alabama Community College is an equal employment/equal educational opportunity institution.

## Information for Prospective Students

The Office of ADA Services welcomes you to Coastal Alabama Community College. The purpose of this office is to facilitate reasonable and appropriate academic accommodations to college students with documented disabilities. The information in this manual is designed to help you get started should you wish to request academic accommodations as an undergraduate student at Coastal Alabama Community College.

## Registration with the Office of ADA Services

Registration with ADA Services is a separate process from applying for admission to Coastal Alabama Community College. Interested students should contact the ADA Specialist regarding any questions. The first step is to complete the online ADA services application by visiting the following link: <https://augusta.accessiblelearning.com/CoastalAlabama/ApplicationStudent.aspx>

The student will be able to upload their documentation during this process. Once the student has completed their application, the ADA Specialist will review the student's application as well as the documentation. Returning students do NOT need to reapply each semester. The student must however, log in and request accommodations from their class schedule. Class schedules may take 24-48 hours to sync with the ADA portal. It is imperative that the student check their student email in order to receive updates regarding their status. If the student is approved, they will receive an email notification of their Eligibility Letter. The student must follow the directions at the bottom of the Eligibility Letter email. It involves logging in with the student's single sign on (email address and email password) and simply clicking on the student's schedule of classes. The student selects the classes and accommodations that they desire and clicks submit. The ADA Specialist will then approve the request and the ADA portal will send an email to the student as well as the instructors listed on the student's schedule. The process is very easy as well as convenient for students and faculty. However, if the student needs assistance the ADA Specialist is always willing to assist the students of Coastal Alabama. The ADA Specialist can be reached at [lee.barrentine@coastalalabama.edu](mailto:lee.barrentine@coastalalabama.edu) or by calling 251-580-2109.

## ADA Services

The ADA Specialist (Lee Barrentine) is the central point-of-contact for students with documented disabilities. Services for students with documented disabilities focus on providing individualized accommodations while promoting student's responsibility and self-advocacy. The ADA Specialist views the provision of reasonable accommodations for students with documented disabilities as a collaborative effort, requiring the cooperation of faculty, staff, and students.

It is the student's responsibility to request accommodations and to provide appropriate documentation to the Office of ADA Services; however, students who choose not to self-identify when they enter Coastal Alabama, do not forfeit their right to receive accommodations at a later date. Additionally, Coastal Alabama is not obligated to provide accommodations or services for students with documented disabilities until they are registered with the Office of ADA Services and make known their need for accommodations each academic term. Accommodations only start at the point forward and are not considered retroactive.

## Parking

Accessible parking areas are available to students who are certified for disability parking by their home state. Students who use the handicapped parking spaces must validate their parking permit or be subject to a parking violation and/or having their vehicle towed.

## **Verification of Disabilities**

Students with documented disabilities who are seeking services from Coastal Alabama Community College are required to submit documentation. This documentation is necessary for the verification for eligibility of services under Section 504 of the Rehabilitation Act and/or the Americans with Disability Act.

The documentation must specify a major life activity (such as walking, eating, writing, or learning) that has been substantially limited by a disability. The following guidelines ensure that documentation of disabilities is appropriate to verify eligibility and to support requests for accommodations. These guidelines correspond with federal guidelines, Alabama Community College System guidelines and Coastal Alabama Community College policies.

## **Confidentiality of Disability Verification Documents**

The Office of ADA Services is the only party that will review disability verification documents. The ADA Services office will NOT release disability documentation to any party without the student's consent. Strict confidentiality is maintained in all verbal communications with Coastal Alabama Community College faculty and staff unless a student grants written permission, or the ADA Services office is required to do so by law or court order.

## **How Reasonable Accommodations are Determined**

An academic accommodation is essentially a problem-solving process. The task is to determine the necessary adjustments that will enable students with disabilities to have the same programs and services available to students without disabilities, and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of the college courses and programs.

The ADA Services office determines reasonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist, or other clinician that diagnosed the student's disability. The ADA Services office also ascertains accommodations that previously have been used in educational settings with the student and gives consideration to the student's preferences for accommodations. In addition, the ADA Specialist consults with faculty to assist with developing reasonable accommodations for individual course requirements. The ADA Specialist can meet individually with students to discuss accommodations. Although some persons may have similar disabilities, each request for accommodations is considered on a case-by-case basis. Accommodations provided will depend upon:

- a. Nature and type of disability
- b. Requirements of course or activity
- c. Skills and functional limitations of the student

Requests for accommodations must be made each term of enrollment. In addition, in making reasonable accommodations, an educational institution is not obligated to waive or modify program requirements to lower academic requirements which are reasonable and nondiscriminatory.

## **Accommodations and Services**

The ADA Services Office may recommend the following accommodations and services. ASO recommends specific accommodations based upon documentation received and individual class requirements. The following examples of common accommodation requests may not be appropriate in all situations. Furthermore, these examples are not an exhaustive listing of all possible accommodations that may be implemented in the classroom setting.

**Priority Registration**—provide all registered students with priority registration. The student is responsible for regular advisement through individual college advisors.

**Testing Accommodations** – Testing accommodations may include extended time, distraction reduced testing environments, taped or rally administered tests, readers, and/or scribes.. Students should discuss testing accommodations with their instructors at the beginning of each term.

**Alternative Formats for Assignments** – In some cases, assignments may be submitted in formats other than those stated in course requirements.

**Tape Recording and/or Note Takers** – Students may be permitted to tape record class lectures and/or may request peer note takers.

**Academic Classroom Aids** – In many cases, students may be permitted to use calculators, dictionaries, word processing software, spell checkers, and/or grammar checkers for in-class and out-of-class work.

**Academic Assistance** – Academic assistance may be provided through note takers, scribes, readers, and /or sign language interpreters. However, federal law does not require Coastal Alabama to provide a service that places an undue administrative or financial burden upon the college. The college is not required to provide services of a personal nature, including assistance with eating, using the restroom facilities, or mobility.

**Course Substitutions and Adaptions** – Course substitutions are an option for students with disabilities who are inhibited from continuing their degree because of a required course in a curriculum. The substitution change in a curriculum and the course to be substituted is done on an individual case. The Dean of Instruction and the ADA Coordinator will determine if any substitutions and adaptions are to be made.

## **Services of a Personal Nature**

Services of a personal nature are not considered accommodations in post-secondary education. Examples of personal services include but are not limited to tutoring, attendant care, transportation assistance, and mobility.



# Criteria for Disability Documentation

## Learning Disabilities (LD)

### Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator, including information about license or certification (i.e., licensed psychologist) as well as the specialization, employment, and state in which the individual practices, must be clearly stated in the report. The following professionals are generally considered qualified to diagnose learning disabilities:

1. Clinical psychologists
2. School psychologists
3. Neuropsychologists
4. Learning disability specialist
5. Diagnostician
6. Psychiatrist

All reports should be on letterhead, dated and signed.

### Comprehensive Documentation

All evaluations should be no more than three (3) years old. Documentation should substantiate the need for services based on the student's current level of function. Clear statement of presenting problem; diagnostic interview

1. Relevant test data with standard scores which support conclusions, including at least:
  - a. Woodcock-Johnson Psychoeducational Batter-Revised, including Written Language
  - b. WAIS-R
  - c. Woodcock-Johnson cognitive Processing Battery to substantiate any processing problems
2. Clearly state diagnosis of a learning disability based on DSM-V Criteria
3. Defined levels of functioning and any limitations, support by evaluation data

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

## **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator must be clearly stated in the report. The following professionals are generally considered qualified to evaluate ADD/ADHD: physician, clinical psychologists, neuropsychologist, neurologist, and psychiatrist. A diagnosis of ADD/ADHD by someone whose training is not in these fields is not acceptable. All reports should be on letterhead, dated, and signed.

## **Current Documentation**

All evaluations should be no more than three (3) years old. Documentation should substantiate the need for services based on the student's current level of function. The following should be included in the report:

1. Clear statement of presenting problem; diagnostic interview
2. Evidence of early and current impairment in at least two different environments (comprehensive history)
3. Alternative's explanations and diagnosis are ruled out.
4. Relevant test data with standard scores which support conclusions, including at least:
  - a. Woodcock-Johnson Psychoeducational Batter-Revised, including Written Language
  - b. WAIS-R
  - c. Woodcock-Johnson cognitive Processing Battery to substantiate any processing problems
5. Clearly state diagnosis of an Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) based on DSM-V criteria
6. Defined levels of functioning and any limitations, supported by evaluation data

# **Health Condition, Mobility, Hearing, Speech or Visual Impairment**

## **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are generally considered qualified to evaluate mobility, sensory and systemic disorders:

1. Treating physician
2. Orthopedic specialist
3. Audiologist
4. Speech pathologist
5. Ophthalmologist

All reports should be on letterhead, dated, and signed.

## **Current Documentation**

Evaluations should be no more than one year old. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current function. The following should be included in the report:

1. A clearly stated clinical diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication

## **Psychological Disorders**

### **Qualifications of the Evaluator**

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate psychological disorders:

1. Clinical psychologist
2. Neuropsychologist
3. Psychiatrists
4. Licensed professional counselors.

All reports should be on letterhead, dated, and signed.

### **Current Documentation**

Evaluations should be no more than one year old. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the initial diagnosis was made. Documentation should substantiate the need for services based on the student's current function. The following should be included in the report:

1. A clearly stated clinical diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication

## **Traumatic Brain Injury (TBI)**

### **Qualifications of Evaluator**

The name, title, and license/certification credentials of the evaluator should be stated in the report. The following professionals are considered qualified to evaluate Traumatic Brain Injury (TBI):

1. Rehabilitation counselor
2. Speech-language pathologist
3. Orthopedic specialist
4. Neuropsychologist
5. Other Specialists as appropriate who have expertise in evaluating the impact of TBI on an individual's educational performance.

All reports (post-rehabilitation and within one year) should be on letterhead, dated, and signed.

### **Current Documentation**

Evaluation should be no more than two years old. Documentation should substantiate the need for services based on the student's current functioning. The following should be included in the report.

1. Assessment of cognitive abilities, including processing speed and memory
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within one (1) year, dated and signed).

### **Temporary Injuries and/or Illness**

Students with temporary injuries and/or illness are not eligible for service under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Examples include but are not limited to ankle sprains, colds, and the flu.

# Academic Accommodations Differences Between High School and College

The important issue for potential and current college students with disabilities is to understand the difference between the applications of disability rights laws in secondary and post-secondary institutions. The most basic distinction between services for students with disabilities in high school and college is secondary settings are geared towards least restrictive settings, whereas post-secondary institutions are obliged to provide access. In other words, more responsibility is placed on student initiative in higher education.

The student’s responsibilities dramatically increase as they move from secondary to post-secondary education. The chart below illustrates differences between secondary and post-secondary obligations of students with accommodation requests.

Comparison of Responsibilities in High School under P.L. 94-142/IDEA/504 and in College under Section 504 and ADA		
Issue	Responsibility at Secondary Level	Responsibility at Post-Secondary Level
Identification of disability	School	Student
Assessment of disability	School	Student
Programming	School/Parent	Student/Institution
Advocacy	School/Parent	Student
Decision Making	Placement Team	Institution/Student
Transition Planning	School/Student	N/A
Placement Team	Student	N/A

Brinckerhoff, L.C. Shaw, S.F. and J.M McGuire, J.M. (1992), “Promoting Access, Accommodations, and Independence for College Students with Learning Disabilities” *Journal of Learning Disabilities*, 25 (7), 419-429. Copyright 1992 by PRO-ED, Inc.

There are key differences in the laws that establish the obligations of pre and post-secondary institutions to support students with disabilities. Under the ADA and its amendments and Section 504 of the Rehabilitation Act, students at the post-secondary level must meet the established entrance, course, and graduation requirements with or without reasonable accommodations. Students who wish to receive academic accommodations on the post-secondary level are required to request them in advance and to provide acceptable documentation of their disability to the institution. In contrast, all students in the K-12 system have access to a free, appropriate education in an “integrated” setting with their non-disabled classmates.

<b>LEGAL</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Services provided under IDEA or Section 504	Services provided under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
School district responsible for identifying and evaluating disability at no cost to student or family.	Student must self-identify and provide documentation of disability.
	Student must pay cost of evaluation.  College is responsible for costs involved in providing accommodations and/or essential auxiliary aids student needs based on documentation of disability.
<b>ACADEMIC ENVIRONMENT</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Special education teacher is the liaison and buffer between student, other teachers, administrators, and parents.  The decision to receive accommodations is made by educators and parents. Students have little or no choice.	Student is responsible for self-advocacy.  Student can choose not to seek services and accommodations and can choose to function independently.  Student must self-identify disability and request services from college.  Student required to provide recent documentation of disability.  Documentation must clearly support requested accommodations.
Help is readily available.	Student must independently seek help using effective communication skills.  Services must be requested in advance (i.e. you cannot wait until the day of a test to ask for accommodations).
Student is “labeled” as a special education student.  Student is possibly serviced separately from the other students.	Students not “labeled” or served separately from other students.  Other students and faculty will not know about student’s disability.  Faculty only notified of required accommodations.
Personal talks freely with parents about student’s progress and planning.	Personnel cannot discuss student without student’s written permission.

## The Accommodation Process

Students who have a documented disability are eligible to register for services with the ADA Services Office. Disabilities may involve physical or mobility impairments, vision or hearing impairments, learning disabilities, a psychological diagnosis or any other relevant diagnosed condition.

It is the student's responsibility to provide proper documentation and to request accommodations each term. Registered students may request accommodations at any point during the term; however, students that do not give sufficient notice of accommodation requests are not guaranteed that optimal accommodations will be implemented. Students have an obligation to inform Coastal Alabama Community College in a timely manner of their accommodation request.

### Registration Steps

1. <https://augusta.accessiblelearning.com/CoastalAlabama/ApplicationStudent.aspx>  
Complete the ADA Services Application by using the above link
2. Upload required documentation while filling out ADA Services Application
3. The ADA Specialist will make a determination of the Accommodations needed and will send an Eligibility Letter to student's college email account.
4. Once the student receives the Eligibility Letter, it is their responsibility to log into the ADA portal and request their accommodations. Simply follow the instructions at the bottom of the Eligibility Letter email. (Below is what you will see)

### Next Steps:

- Please login to Disability Services Online at <https://augusta.accessiblelearning.com/CoastalAlabama/>
  - Scroll down and select the courses that you want accommodations in
  - Select all the accommodations you would like to request for each course and click submit
  - **If you do not see your course schedule, make sure you are registered for classes, sometimes it takes 24 hours for your classes to sync with ADA Online Services. If they are not showing up after 24 hours please email me at [lee.barrentine@coastalalabama.edu](mailto:lee.barrentine@coastalalabama.edu)**
  - Your accommodation letter will be emailed to your instructors and a copy will be sent to you
  - Please log in to request accommodations for each term you want to use them, please bookmark the link above for future reference
5. Remind instructor of exam accommodations at least one week before scheduled exams. This will allow the instructor the opportunity to make alternative arrangements if those are needed.
  6. **Check your Student Email regularly!!!**
  7. Report any problems with accommodations with your ADA Specialist.

**Accommodations are not retroactive.** Faculty are not obligated to accommodate prior exams or assignments before Accommodation Letter is delivered and discussed.

## 504/Grievance Process for Students

Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to the ADA Specialist. If the ADA Specialist along with the student cannot resolve the issue, a meeting with the student, the faculty member, and the Director of Student Development is the second step in resolving the disagreement.

If an agreement concerning disability rights is not reached at this point, the final step in the grievance process involves the dissenting party filing a formal grievance.

The process for filing an official grievance is located in the Coastal Alabama Community College Student Handbook and Catalog. Students may visit the Coastal Alabama Community College web page ([www.coastalalabama.edu](http://www.coastalalabama.edu)) and under the **Current Students** menu options, click “*Student Handbook & Catalog.*”



## **Accommodations Policies**

The following policies apply to ADA services. Registered students should be familiar with those policies that apply to their particular requests. The ADA services office may change, alter, or modify these policies. Students will be notified via college email if there are any changes made to the policy.

### **Audiotape Recording Policy**

Students that are eligible to audiotape class lectures must agree to the following terms in order for the ADA office to request this accommodation, and they also must abide by the policy of audiotape recordings lectures as established by the ADA office.

Students must agree to the following terms and conditions:

1. Do not copy or share audio recordings from any of classes with other students.
2. Do not copy or share audio recordings with non-students.
3. Do not divulge the contents of audio recordings from any classes with agencies, representatives of organizations, the media or any entity other than yourself.
4. Upon completion of the academic term, erase audio recordings from all classes that were recorded.

Non-compliance with terms and conditions for audio recordings of lectures may result in a charge of academic misconduct.

### **Priority Registration Policy**

Priority registration is available to all students who have registered and remain on active status with the ADA office.

### **Excused Absence Policy**

Students should sign and keep a copy of this statement for reference following a disability-related absence. Students that are eligible for excused absences should keep in mind that disability-related absences only apply when reasonable. Students that are absent frequently or for long periods may not be eligible to receive excused absences but may be able to take an incomplete in the course.

Any student who is eligible for the academic accommodation of excused absences is responsible for the following in the event such student is absent from class because of a disability-related issues:

1. At your earliest convenience, inform your instructor of an absence due to a disability-related issues. The ADA office recommends emailing the instructor and saving the message as a record of this communication with the instructor. If emailing is not an option to notify the instructor of an absence, notification via telephone is also a viable option. It is imperative that the instructor is aware of your absence as soon as possible.
2. If absence results in a visit to a physician or other type of caregiver, please obtain a signed excuse from that person to give to your professor upon return.

3. Students are responsible for any work or exams missed due to an absence. Students will need to make arrangements with the instructor to complete missed assignments and/or exams in a timely manner.

If there are any questions, do not hesitate to contact the ADA Specialist.

## **Sign Language Interpreter Policy**

### **Interpreting Services**

The goal in the area of interpreting services is to facilitate the process of providing high quality interpreting services to deaf, hard-of-hearing and hearing clients. The ADA office will service in a mediator capacity to ensure appropriate accommodations are provided to deaf and hard-of-hearing (D/HH) students as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

### **The Interpreter's Role**

An interpreter is a professional communication facilitator between D/HH individuals and hearing individuals. The purpose of an interpreter is to provide a meaningful communication exchange equal to that of a hearing individual. The interpreter uses a specific sign language to communicate the spoken word to D/HH clients. Interpreters will use their voices to communicate sign language to hearing clients. Some D/HH individuals, however; prefer to voice for themselves. The interpreter is ultimately responsible for ensuring that the environment is appropriate and conducive for interpreting.

The interpreter is not a tutor, instructor, note-taker or counselor and should not engage in these roles.

### **Requesting an Interpreter**

It is critical that D/HH students notify the ADA Specialist of their communication needs and preferences as early as possible to ensure appropriate accommodations. If the student is a client of the Alabama Department of Rehabilitation Services, the student will need to contact their vocational rehabilitation counselor for services. **Requests for interpreter services must be submitted three weeks prior to the beginning of the term.** The ADA office will require a copy of the student's schedule.

Students should inform the ADA office of any class scheduling changes (i.e., adding or dropping a class, room change, day/time change).

Students that experience problems with interpreting services should attempt to address their concerns with the interpreter and/or instructor. If no resolution can be reached, the student should contact the ADA office as soon as possible.

## Note Taking Services Policy

Note takers are provided to students that have a visible need for notetaking services or have documentation that substantiates a need for note taker services.

Instructor:

Please read the following announcement in class. (You can announce this either before or after class). ***Be sure to keep the name of the student with the disability confidential:***

“A student in this class requires a note taker. If you are interested and plan to attend class on a REGULAR basis, please see me after class.”

## Reader Services Policy

Readers are offered to students that are eligible for reader services. One week’s prior notice is required for reader services. Live reader services for exams are seldom because students are able to access exam materials via assistive technology.

Eligible students should notify the ADA office at least one week in advance if reader services are needed.

Role of a reader: The purpose of a reader is to provide access to print materials. Readers are not available to offer interpretations or explanations for documents read. Students should consult their professor for clarifications.

## Exam Proctoring Policy

Students that wish to take exams in the testing center must contact the testing center staff to schedule their test in advance and notify the instructor of their desire to have their exam proctored. The instructor is responsible for providing the exam to the testing center prior to testing, along with the approved accommodations for the students. Students may not transport their own exams.

1. Students are required to make an appointment to take their test in the testing center at least 7 days in advance for their planned testing date.
2. It is the student’s responsibility to inform their instructor about the request to test in the testing center. It is not the responsibility of the testing center staff to ensure timely delivery of the student’s exam.
3. Instructors are required to provide a distraction reduced environment for students who are approved for this accommodation. However, it is the student’s responsibility to inform their instructor that they wish to use this accommodation if approved by the ADA office.
4. The testing center cannot grant extensions for an exam completion beyond requested accommodations. Students should consult with their instructor regarding extensions.

5. The testing center cannot provide additional accommodations beyond what is specified by the instructor.
6. The testing center will work with instructors who would like to establish exam parameters such as the day and time students are to take exams; however, flexibility may be necessary when there are scheduling requests that conflict with availability.
7. Students will not be allowed to leave the testing area for any reason once an exam has begun, unless such student is eligible for an accommodation that allows for movement or a restroom break.
8. Students are not allowed to consult with tutors or office personnel about exam questions.

## **Service Animal Policy**

Service animals have become a part of life for many people living with disabilities. Service animals can be trained to perform a variety of tasks to assist people with disabilities and to enable their handlers the opportunity to fully participate in everyday life activities.

The Americans with Disabilities Act (ADA) requires state and local government agencies, business, and non-profit organizations that provides goods or services to the public to make “reasonable modifications” in their policies, practices, or procedures when necessary to accommodate people with disabilities. Rules for service animal fall under this general principal. According to the Campus Pet Policy, pets are not allowed inside college buildings, including students housing; however, this does not apply to individuals accompanied by “seeing-eye dogs or other trained, assisting animals.”

### **What is a service animal?**

Under ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The tasks performed by the dog must be directly related to the person’s disability. In other words, the dog must be trained to handle a specific action when needed to assist the person with a disability. For example, a person with epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.

A separate provision has been added to include miniature horses that have been individually trained to do work or perform tasks for people with disabilities as service animals. Miniature horses generally range in height from 24 inches to 34 inches and generally weigh between 70 and 100 pounds. Federal regulations outline four assessment factors to assist entities in determining whether miniature horses can be accommodated at their facility.

## **What is not considered a service animal under the ADA?**

Animals for emotional support, therapy, comfort, or companion animals are not qualified as service animals under the ADA, because they have not been trained to perform a specific job or task.

## **Identifying a Service Animal**

Although not required by the ADA, some service animals wear a patch, vest or special harness identifying them as service animals. Not all service animals are identified as a service animal. Students who are eligible to receive the accommodation of a service animal are encouraged to register with the ADA office.

## **Important Reminders**

1. The service animal's handler is responsible for the care and supervision of their service animal.
2. According to the Alabama State law, dogs (including service dogs) must have current vaccinations. (Code of Alabama 1975, Section 3-7A-2)
3. The ADA requires that service animals be under the control of their handler at all times.
4. Service animals must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal.
5. Under control means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. However, if a dog barks just once, or barks because someone has provoked it, this would not mean that the dog is out of control.
6. If a service animal is out of control and the handler does not take effective action to control, staff may request that the animal be removed from the premises.
7. Any person who is found to be in violation of this policy is subject to disciplinary action from college officials.

Please review the Coastal Alabama Community College handbook for more information about the Campus Pet Policy.

For more information about the ADA, please visit their website or call their toll-free number:

ADA Website: [www.ADA.gov](http://www.ADA.gov)

ADA Information line: 800-514-0301 (Voice) 800-514-0383 (TTY)

## CRITERIA FOR DISABILITY DOCUMENTATION

Coastal Alabama Community College does not provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to this office and to request accommodations. Appropriate documentation is being defined as that which meets the following criteria:

### **Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist (as appropriate), including...

1. Clearly stated diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication
4. Current letter/report (within 1 year); dated and signed

### **Psychological Disorder**

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

1. Clearly stated diagnosis (DSM-V criteria)
2. Defined levels of functioning and any limitations
3. Supporting documentation (i.e., test data, history, observations, etc.)
4. Current treatment and medication
5. Current letter/report (within 1 year) dated and signed

### **Traumatic Brain Injury (TBI)**

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialists as appropriate) including:

1. Assessment of cognitive abilities, including processing speed and memory.
2. Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
3. Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
4. Current treatment and medication
5. Current letter/report (post-rehabilitation and within one year) dated and signed.

### **Learning Disabilities (LD)**

1. A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist or diagnostician including:
2. Clear statement of presenting problem, diagnostic interview
3. Educational history documenting the impact of the learning disability
4. Alternative explanations and diagnoses are ruled out
5. Relevant test data with standard scores are provided to support conclusions, including at least:
  - i. WAIS-R
  - ii. Woodcock-Johnson Psychoeducational Battery, including Written Language
  - iii. Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems
6. Clearly stated diagnosis or a learning disability based upon DMS-V criteria
7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional will not be sufficient to document a learning disability.

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

1. A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:
2. A clear statement of presenting problem; diagnostic interview
3. Evidence of early and current impairment in at least two different environments (comprehensive history)
4. Alternative explanations and diagnosis are ruled out
5. Relevant test data with standard scores are provided to support conclusions, including atleast:
  - WAIS-R
  - Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language
  - Behavioral Assessment Instruments for ADD/ADHD normed on adults
6. Clearly stated diagnosis of ADD or ADHD based upon DSM-V criteria
7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed



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**COASTAL ALABAMA**  
COMMUNITY COLLEGE

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It is the official policy of the Alabama State Board of Education and Coastal Alabama Community College that no person shall, on the grounds of race, color, disability, gender, religion, creed, national origin, marital status, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

Persons requiring reasonable accommodations under the Americans with Disabilities Act (ADA) should contact the Coastal Alabama Community College's ADA Specialist at (251) 580- 2109 or via email [lee.barrentine@coastalalabama.edu](mailto:lee.barrentine@coastalalabama.edu)