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## Community College of Southern Nevada

### Disability Resource Center

#### Mission Statement

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, the Disability Resource Center is committed to providing academic accommodations to all students with documented disabilities enrolled in classes or participating in Community College of Southern Nevada sponsored events.

# Community College of Southern Nevada

## Disability Resource Center

### Student Responsibilities

Any student eligible for services from the Disability Resource Center (DRC) under the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 has certain responsibilities to fulfill. The student must act responsibly in order for their accommodations to work.

1. The student will request only the accommodations that have previously been approved. If the Disability Specialist finds that additional documentation is necessary, acquiring appropriate documentation is the student's responsibility.
2. The student is strongly encouraged to meet with an academic counselor prior to registering for classes to ensure that course prerequisites are met and that the student is working toward the degree plan of the student's choice.
3. The student will provide the DRC with a copy of the student's current class schedule. If the student is requesting books on tape or a sign language interpreter, the student will also provide the office with a course syllabus.
4. The student must provide completed and signed accommodation request forms to the DRC seven (7) days in advance.
5. The student does not have to disclose the nature of the disability to any professor. However, the student is encouraged to meet individually with the professor **and, if appropriate, discuss the agreed upon accommodations.** The Disability Specialist can assist the student on request.
6. The student is aware that tutoring is available through Tutorial Services. NO tutoring is provided by the DRC. Students can also benefit from the Writing Center, Math Lab, the Computer Lab, the Retention Program, Trio, ReEntry, and other programs. Students should see an academic counselor to learn about available support services.
7. The student will notify the DRC in advance if unable to keep a scheduled time with test proctors, readers, scribes, interpreters, or other service providers. If the student fails to show up and fails to call in advance, the student has failed to use the accommodation. The accommodation (test proctor, reader, scribe, interpreter, or other accommodation) will be temporarily suspended until the student meets with the Disability Specialist to either re-

establish or cancel the accommodation.

8. The student will notify the DRC in writing of any withdrawals. The student is encouraged to meet with an academic counselor prior to withdrawing.
9. The student must return all equipment, enlarged materials, and books on tape at the completion of the semester or at the time of withdrawal. Failure to do so will result in a hold on future registration and transcripts.
10. The student is responsible for notifying the DRC in writing about problems encountered, including those with service providers.
11. The student may file informal complaints with the Disability Specialist. If the situation is not resolved satisfactorily, the student may file a formal complaint with the Special Assistant to the President for Affirmative Action. The formal Grievance Procedure is outlined in a separate section of this student handbook.
12. The student can pick up a copy of the DRC student handbook from any DRC office. The student can also access this information on the CCSN website.

# **Community College of Southern Nevada**

## **DISABILITY RESOURCE CENTER Policies and Procedures**

### **1) INSTITUTIONAL RESPONSIBILITY**

The Community College of Southern Nevada (CCSN) recognizes its responsibility to provide equal access to its educational programs and services to all qualified persons with disabilities. The responsibilities are mandated under Section 504 of the Rehabilitation Act of 1973 and under Title II of the Americans with Disabilities Act of 1990. Under Federal law, a “disability” is a physical or mental impairment that substantially limits one or more major life activities. A person may be disabled if: 1) the person has a physical or mental impairment that substantially limits one or more major life activities, 2) the person has a record of such impairment, or 3) the person is regarded as having such impairment. (These terms are defined in considerable detail in the applicable public laws; the Disability Resource Center can provide you with additional information.) However, beyond legal responsibilities for promoting equal access, CCSN is committed to making its campuses and programs a welcoming environment for all individuals, regardless of disability, who choose to visit, work, or take classes here. Everyone within the institutional community (faculty, staff, and students) has responsibility for doing their part, as needed to implement the policies and procedures necessary to insure a campus climate that is conducive to the full integration of persons with disabilities.

### **2) STUDENT RIGHTS AND RESPONSIBILITIES**

All students are expected to abide by the conduct requirements of the CCSN Student Conduct Code, the Nevada System of Higher Education Code (the “NSHE Code”) as well as other requirements adopted by the College and/or the student’s department or program. Copies of the CCSN Student Conduct Code and the NSHE Code and Board of Regents Policy are available through the office of the Vice President of Student Services. Students with disabilities should also familiarize themselves with the grievance procedure outlined in this DRC handbook.

### **3) INITIATING CONTACT**

In order to request accommodations for a disability, the student with a disability should contact the Disability Specialist or DHHS Coordinator in the Disability Resource Center on the campus of his/her primary enrollment:

Henderson Campus - Veronica Cantu (651-3795)

West Charleston Campus - Joe Garcia (651-5644)

Cheyenne Campus - Trish Henderson (651-4045)

Deaf and Hard of Hearing Services – Catherine Rojas (651-4448; TDD 651-4328)

An appointment can be established by the student through telephone contact, but the student

must visit with the Disability Specialist or DHHS Coordinator in person to initiate a permanent file with the Disability Resource Center, complete an intake interview, and provide necessary documentation of disability. Such documentation should provide a complete picture of the individual's current functioning and come from an appropriately licensed or certified professional. Recognizing that it may be necessary to request further information as part of the documentation process, and knowing that some requested accommodations may require substantial lead time in order to assure they will be ready for the start of classes, it is recommended that students with disabilities contact the Disability Specialist or DHHS Coordinator as soon as possible after making the decision to enroll.

#### 4) DOCUMENTATION

Students requesting accommodations as a person with a disability under Section 504 or the ADA are responsible for providing documentation of their disability to the Disability Resource Center. This documentation serves two purposes: (a) it establishes that the individual IS a person with a disability as defined by the law, thus eligible for protection; and (b) it is used by the institution to determine what, if any, accommodations must be made in order to assure that the individual has equal access to programs and services. Students may choose to submit documentation of the disability at any point during a semester; however, accommodations cannot be enforced retroactively. Accommodations can only begin once documentation is submitted to the Disability Specialist or the DHHS Coordinator. Guidelines for documentation of disability have been adopted by CCSN and a copy of those guidelines are included in a separate section of this student handbook.

#### 5) DETERMINING APPROPRIATE ACCOMMODATIONS

The Disability Specialists and the DHHS Coordinator who staff the Disability Resource Center on each campus have been assigned the responsibility of receiving, holding, and evaluating documentation of student disability on behalf of the Provost and the administration of CCSN. Except as noted, this responsibility extends to making determination of those accommodations that are to be provided to students with disabilities in order to ensure institutional compliance under Section 504 and the Americans with Disabilities Act. Faculty and staff are expected to comply with the decisions of the Disability Specialists; any questions concerning those decisions can be addressed through the grievance procedure which is outlined separately in this handbook.

#### 6) REQUESTING ACCOMMODATIONS

Students who wish to request accommodations on the basis of their disability must initiate that request at the Disability Resource Center (DRC), with the Disability Specialist or DHHS Coordinator, on their campus of primary enrollment. While later correspondence may be conducted by phone or email, initial requests for accommodation must be made through personal contact. Such requests should be made as early as possible in order to assure that the appropriate documentation has been submitted and that necessary arrangements can be made in a timely manner. CCSN will make every effort to respond to the appropriately filed requests in a timely and expedient fashion, but may not be able to assure the availability of needed accommodations

without reasonable (timely) notice from the student.

Each semester, the student should complete and sign an Accommodation Request Form for the accommodation that will be needed. Request forms are available at the DRC as well as on line. Once completed, the request form should be submitted to the DRC. Academic accommodations approved by the Disability Specialist or DHHS Coordinator will then be listed on the Accommodation Letter provided to the student by the DRC. The student will then provide the letter to his or her class instructor.

- o The Accommodation Letter must be picked up from the DRC by the student and given to the faculty member by the student; except in extraordinary circumstances, the DRC will not notify faculty of the presence or needs of a student with a disability in class;
- o Faculty who are approached by students requesting accommodation directly should refer those students to the DRC. Faculty are under no obligation to provide accommodations to students who do not provide appropriate correspondence from the DRC documenting the need for such accommodations;
- o If a student offers to provide documentation of their disability directly to faculty, the faculty should refer the student to the DRC. Faculty should NOT hold documentation of a student's disability in their personal files.
- o The Accommodation Letters brought to faculty by students with disabilities represent the only institutionally-recognized form of notification for academic accommodations. Faculty are free to make any alternative arrangements (for a student with a disability) to their standard policies/procedures that they choose, just as faculty are free to make such alternative arrangements with any student. However, disability-related accommodations recognized and supported by CCSN can be assigned only by the Disability Resource Center.

A. Note Takers

- 1) Students should request note takers for their classes as soon as they register each semester and, in any event, as soon as the need is apparent. Every effort will be made to accommodate mid-semester requests but the DRC experience is that such requests become increasingly difficult to fill as the semester progresses. The student must fill out an accommodation request form for each class in which a note taker is needed.
- 2) The note taker may be secured with the professor's help. The student will be responsible for giving a copy of the accommodation form to the professor for each class in which a note taker is needed. Students that request note takers before the start of the semester will be able to pick up their forms from the DRC on the first day of class.
- 3) The student has the option of receiving their notes from the note taker or from the DRC office. Students that receive their notes directly from the note taker should initial the note taker card to indicate that the student received a copy of the notes.
- 4) Students who fail to pick up their notes for a two (2) week period of time may have the note taking accommodation temporarily suspended. The student must meet with the Disability Specialist to discuss the student's responsibilities relative

to the academic accommodations prior to the accommodation being reinstated.

B. Testing Accommodations

- 1) Testing accommodations include, but are not limited to: reader, scribe, enlarged text, extended time, and quiet testing environments. All accommodations are assigned on an individual basis when documentation is presented. All exams will be proctored.
- 2) Students who qualify for testing accommodations must give a copy of the accommodation form to their professor at the start of the semester or when approved by the DRC for testing accommodations. When a test is scheduled for a class, the student must pick up a test scheduling form from the DRC. The student will fill out the student information and then ask the professor to fill out the test instructions. The student is responsible for returning this form to the DRC office seven (7) days prior to the scheduled test. Seven (7) days notice is required to ensure that accommodations are available for the scheduled test day.
- 3) Unless a different accommodation is approved, most exams are administered in the testing and assessment center on each campus Monday through Friday, 8am-5pm. The student is responsible for taking the test at the assigned time. If the student misses the test, the student must reschedule the test upon approval from the instructor. A new test scheduling form will need to be completed. If the student misses the test due to their disability, the student must provide documentation relating to the absence to the DRC and the Disability Specialist will consult with the professor to reschedule the test.
- 4) In some cases, testing accommodations will be provided by a DRC proctor for students enrolled in evening and weekend classes who are unable to utilize the testing and assessment center during normal hours of operation.
- 5) If a scheduling conflict occurs, it is the student's responsibility to contact the DRC to make alternate arrangements prior to the scheduled test.

C. Sign Language Interpretation

- 1) The student is required to provide a copy of the class schedule and request the use of an interpreter on an accommodation form to the Office of Deaf and Hard of Hearing Services (DHHS) as soon as the student registers. On the first day of class, the student must pick up a copy of the accommodation form from the DHHS and give it to the professor.
- 2) Any change in the student's schedule (including withdrawals) must be provided to the DHHS Office immediately. Failure to do so will result in the suspension of the use of the interpreter until the student meets with the DHHS Coordinator.
- 3) If the student will be unable to attend class, the student must notify the DHHS in advance of the absence. If the student fails to show up for class, and the student has not notified the DHHS, the interpreter will notify the DHHS of the absence. After one absence from class, use of the interpreter will be temporarily suspended. Prior to reinstatement the student must meet with the DHHS Coordinator to discuss the student's responsibilities relative to class attendance and notice of any unexpected absences.
- 4) If the interpreter is not in class when the class starts, the student should ask the professor to notify the DHHS office immediately.

- 5) When a student needs an interpreter for meetings with instructors, tutoring sessions, or other school related activities, the student should complete a separate accommodation form available at DRC. This form must be submitted at least seven (7) days in advance.

D. Registration Assistance

- 1) All students, with and without disabilities, who are currently taking classes receive priority registration. Registration times are listed in the CCSN class schedule.
- 2) Students that will need registration assistance should drop off a copy of their requested classes and alternate classes with the DRC seven (7) days prior to the date the student is scheduled to register as indicated in the class schedule. The DRC will register the student into their requested classes. The DRC is not able to register students into classes that are full. The student can pick up a copy of their official schedule the day after their appointed registration date.
- 3) The DRC office is not responsible for academic counseling. Therefore, all students are strongly encouraged to meet with an academic counselor prior to registering for classes. The academic counselor can advise the student regarding class pre-requisites, degree requirements, the differences between various classes, and much more. Academic counselors are extremely busy during the registration periods, and it may be necessary to make an appointment well in advance of registration.

E. Equipment Loans

- 1) Tape recorders, assistive listening devices, and other pieces of adaptive equipment are available for loan to students that qualify for student use as a classroom accommodation. A deposit is not required.
- 2) Students needing equipment loans should contact the DRC at least seven (7) days in advance of the semester starting. If demand exceeds availability, the Disability Specialist will make every effort to borrow additional equipment from another campus. Equipment is loaned on a first come, first serve basis.
- 3) All equipment must be returned to the Disability Specialist at the end of the semester or when a class is dropped. If equipment is not returned, a hold will be placed on the student's registration and transcript. If the equipment is damaged, the student has the opportunity to explain the damage to the Disability Specialist when the student returns the equipment.
- 4) The student is responsible for the payment for all repairs needed due to damage to the equipment while the equipment is in their care. The student will be billed for the cost of all repairs done by a service center authorized by CCSN.

F. Lab and Research Assistants

- 1) It is the student's responsibility to request a lab or research assistant using an accommodation form as soon as they register for classes each semester. The student must also submit a copy of their schedule.
- 2) On the first day of class, the student is responsible for delivering a copy of the accommodation form to each professor informing the professor that a lab or research assistant will be attending the class. The professor may need to help

- with securing a lab or research assistant.
- 3) The student must remember that the lab or research assistant may only physically assist by following directions given by the student. The assistant may not perform independent research. The student with the disability must be present at all times to direct the research or lab activity.
  - 4) Any change in the student's schedule (including withdrawals) must be provided to the DRC office immediately. Failure to do so will result in the suspension of the use of the lab or research assistant until the student meets with the Disability Specialist.
  - 5) If the student will be unable to attend class, the student must notify the DRC in advance of the absence. If the student fails to show up for class, the lab or research assistant will notify the DRC of the absence. After one absence from class, use of the lab or research assistant will be temporarily suspended. Prior to reinstatement the student must meet with the Disability Specialist to discuss the student's responsibilities relative to class attendance and notice of any unexpected absences.
  - 6) If the lab or research assistant is not in class when the class starts, the student should ask the professor to notify the DRC office immediately.
  - 7) When a student needs a lab or research assistant for meetings with instructors, tutoring sessions, or other school related activities, the student should complete a separate accommodation form available at DRC. This form must be submitted at least seven (7) days in advance.

G. Personal Assistants

- 1) CCSN does not provide personal assistants.
- 2) Personal assistants are people that assist with personal activities, such as (but not limited to): eating, breathing, bathing, urinating, changing clothing, manipulating medical devices or equipment, storing and delivering medication, transferring to and from wheelchairs and automobiles, and similar activities.
- 3) If a student requires the use of a personal assistant, the student will need to obtain their own personal assistant.
- 4) The student must present the DRC with documentation that verifies that a personal assistant is needed.
- 5) The personal assistant may be required to present evidence to the DRC that verifies that the personal assistant is capable of performing the personal activities that the student needs assistance in performing.
- 6) Use of a personal assistant is not an excuse to be late to class, leave class early, or take breaks during class. The student should arrange the class schedule in such a manner as to allow extra time before, after, and in between classes to arrange for personal needs.
- 7) The student is strongly encouraged to arrange a meeting at least seven (7) days prior to the start of the semester with the Disability Specialist and include their personal assistant. The Disability Specialist will review academic boundaries with the student and the personal assistant so that the personal assistant will not perform academic activities that are the student's responsibility.
- 8) At this point, the Disability Specialist will create a special letter for the student and the personal assistant. The student will need to present the letter to each instructor of each class where the personal assistant may be involved. The letter

will introduce the personal assistant and outline the activities that the personal assistant may be performing. The letter will be completed and made available to the student within seven (7) days of receiving complete documentation and meeting with both the student and the personal assistant.

- 9) The use of a personal assistant does not prevent the student with the disability from also requesting and qualifying for the use of other accommodations, including sign language interpreters, note takers, and lab or research assistants.
- 10) A personal assistant is not permitted to proctor or administer any exams.

#### H. Guide Dogs and Other Trained Animal Assistants

- 1) CCSN does not provide guide dogs or other trained animal assistants.
- 2) Guide dogs and animal assistants are working animals trained to perform specific tasks to assist a disabled person. Tasks may include (but are not limited to): walking, retrieving items dropped on the floor, retrieving items from backpacks, and assisting in opening doors.
- 3) Guide dogs and other trained animal assistants are not pets.
- 4) If a student requires the use of a guide dog or other trained animal assistant, the student will need to obtain their own trained animal.
- 5) The student must present the DRC with documentation that verifies that a guide dog or other trained animal assistant is needed.
- 6) The student is required to present evidence to the DRC that verifies that the animal assistant is capable of performing the activities that the student needs assistance in performing.
- 7) The student is required to present documentation that the animal has the proper licenses (ie, dog tag license with the city) and has a current vaccination record.
- 8) Use of a guide dog or trained animal assistant is not an excuse to be late to class, leave class early, or to take breaks during class. The student should plan a class schedule in such a way that time is allowed between classes to feed, water, and walk the animal to relieve it before, after, and between the classes.
- 9) The student is responsible for cleaning up after the animal when the animal eats, urinates, defecates, or creates any other messes.
- 10) The student is responsible for maintaining a clean and odor free animal.
- 11) The student is responsible for the animal's behavior at all times.
- 12) In the event that the animal bites another person, the owner allows the animal to be unclean, the owner fails to clean up after the animal, or similar irresponsible behavior occurs, the student may be referred to the CCSN discipline committee for action. Discipline action can result in expulsion. If the animal did bite another person, that other person is not obligated to wait and accept the action of the CCSN discipline committee. That person may take independent legal action against the student for failing to control the animal.
- 13) The student is strongly encouraged to arrange a meeting at least seven (7) days prior to the start of the semester with the Disability Specialist and include their animal assistant.
- 14) The Disability Specialist will create a special letter for the student and the animal assistant. The student will need to present the letter to each instructor of each class where the animal assistant may be involved. The letter will introduce the animal assistant and outline the activities that the animal assistant may be performing. The letter will be completed and made available to the student within

- seven (7) days of receiving complete documentation and meeting with both the student and the animal assistant.
- 15) The use of an animal assistant does not prevent the student with the disability from also requesting and qualifying for the use of other accommodations, including sign language interpreters, note takers, and lab or research assistants.
  - 16) Animals that are in training to become guide dogs that are involved in a guide dog training program are welcome on the campus with their trainers. The trainer will need to comply with all the regulations that a certified guide dog and its owner follow as outlined in the procedures in the above section.

#### I. Alternative Text

- 1) Alternative text includes: enlarged text, text on tape, text on cd, brailled text and similar alternative formats.
- 2) The student should be aware that many publishers make alternative texts available for purchase. The student should try to purchase the alternative format instead of a standard text whenever possible.
- 3) CCSN contracts with outside agencies in order to provide professional quality books on tape whenever possible. Students that will need books on tape should meet with the Disability Specialist as early as possible. Typically, a two to four week notice is needed in order to arrange to have the books on tape or cd shipped to the school. More time may be needed if the student is placing an order at the very start of a semester.
- 4) The student must complete an accommodation form as soon as the student has registered for classes and submit the form to the DRC with a copy of their class schedule. The student should also submit a copy of the course syllabus as soon as it is available to facilitate the production of alternative text in the order in which it will be needed.
- 5) The student must obtain the text book and submit the text book and receipt to the DRC as far in advance as possible. A minimum of seven (7) days notice is required for any individual assignment. DRC will notify the student when the text has been altered.
- 6) Text books will be returned to the student when the assignment has been completed. In exchange, the student must return all altered text materials at the end of the semester.
- 7) If a student fails to return the altered text at the end of the semester, a hold may be placed on the student's registration and transcript. DRC may bill the student for the cost incurred in the production of the alternative text.
- 8) Students needing assignments or handouts turned into alternative text should submit an additional accommodation form for each assignment or handout. Requests should be submitted with seven (7) days notice.
- 9) Students are advised that texts are read onto tape by computer assisted programs, volunteers, student workers, and other readers without the availability of a professional recording studio. Students regularly in need of taped text books are strongly encouraged to contact Recordings for the Blind and Dyslexic to obtain their own personal memberships to this text reading service that utilizes professional recording studios and has a standing library of taped text. The Disability Specialist can assist the student with the application process.

- 10) All students are encouraged to learn to use the adaptive text reading software that is available for use on the adaptive computers located in the computer lab. Students can independently use the adaptive software to read text aloud. Students do not need to submit special requests to use the equipment in the computer lab. The computer lab is generally open late in the evening and on weekends, making it very accessible.

K. Other Accommodations

Other accommodations may be assigned on a case by case basis. The student is responsible for requesting assistance from the Disability Specialist.

If a student provides the Accommodation Letter to a faculty member but find that the accommodations are not provided in the agreed upon manner, it is the student's responsibility to notify the DRC/Disability Specialist immediately. CCSN will take all necessary steps to assure the integrity of the accommodation process, but it is the student's responsibility to initiate such investigation/action by informing appropriate personnel in writing if problems arise.

7) COURSE SUBSTITUTIONS

CCSN recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree, even with appropriate accommodations. Each request will be dealt with on a case by case basis. In those cases, the college will consider course substitutions when they do not compromise the integrity of the academic program. Under Section 504 and the Americans with Disabilities Act, the college is not required to substitute essential requirements of a student's program of instruction. Therefore, every student enrolled in a degree program must meet the essential requirements of that program. In the case of substitution requests, the college understands that any such substitution must not weaken the curriculum, but rather expand the opportunities available.

CCSN also recognizes that altered methods of course delivery and/or the use of accommodations will enable most students with disability to successfully complete course requirements, except in unusual circumstances. Therefore, the student is encouraged to attempt successful completion of the required course and/or prerequisites with accommodations. Course substitution may be requested with the following procedures:

- A. The student will pick up and complete the Substitution Request Form available in the admissions area.
- B. The student will request a letter from the Disability Resource Center to accompany the substitution. The letter should include:
- A statement of support/non-support from the Disability Specialist on the primary campus of enrollment, based on his/her evaluation of the request in light of the student's disability-related limitations.
  - An explanation of the relationship of the student's disability to the lack of success in completing the course;
  - Relevant medical or psychological documentation which includes functional impact of the disability and its duration, when appropriate;

- A description of the accommodations previously received by the student in the course or relevant subject area, if attempted;
  - A release signed by the student, authorizing the Substitution Committee to review the student's documentation and to contact the evaluating professional, if necessary.
- H. The student will submit the Substitution Request Form to the Chairperson of the department of the degree or certificate that the student is pursuing.
- I. The Department Chairperson recommends approval or denial and forwards the request to the Associate Dean of the course being substituted.
- J. The Associate Dean reviews and recommends approval or denial of substitution and forwards the request to the Academic Officer designated by the Vice President for Academic Affairs.
- K. Academic Officer approves or denies the recommendations of the Department Chairperson and Associate Dean.
- L. The Academic Officer forwards the substitution form to the Officer of Admissions and Records for processing and notification to the student.

#### 8) FULL-TIME STATUS

CCSN recognizes that students with disabilities sometime need to take a reduced course load in order to effectively manage both their studies and their disability-related needs. Such reduction should not constitute a loss of privileges attending full-time status since, by definition, the reduced load represents a "full" load for that particular student.

- A. Students requesting a reduced course load without attendant loss of full-time status should present such request in writing to the Disability Specialist on their primary campus of enrollment. The request should include explanation as to why the student believes his/her disability impacts directly on the ability to maintain a traditional full-time load.
- B. Within three (3) working days, the Disability Specialist shall review the request of the student in light of the available documentation of disability provided and shall make a decision: (a) to support the request for reduced course load for a single term; (b) to support the request for reduced course load for the duration of the student's tenure at CCSN; or (c) not to support the request for reduced course load on disability-related grounds.
- C. The student's request and the Disability Specialist's recommendation will be forwarded to the direct supervisor of the Disability Specialist on the campus of primary enrollment for final action; the supervisor may request to view the actual documentation of disability as part of this review. A decision will be made regarding such requests within five (5) working days of the time the request is forwarded to the supervisor.

- D. A decision to allow the student to be designated "full-time" with less than the typical full time load shall allow the student all benefits and privileges assigned to "full-time" students at the institution, including but not limited to eligibility for academic honors, participation in extra-curricular activities, and verification of student status for insurance purposes. SUCH DESIGNATION WILL NOT ALTER the students eligibility for financial support from outside sources (including federal financial aid) that base that eligibility on the number of hours of course work attempted rather than on an internal (institutional) designation of status.

#### 9) ACCESS TO TECHNOLOGY

Recognizing that technology and the internet are becoming an increasingly significant force in the offering of educational programming in higher education, CCSN is committed to assuring that students with disabilities are provided with equal access to such technology and to the internet so that it can be provided through the institution. To that end:

- o CCSN has designated a representative to act in the role of Assistive Technology Specialist for the institution. Mike Walden, Assistive Technology Specialist, can be reached at 651-7366.
- o The Assistive Technology Specialist will offer consultation and, if necessary, direct assistance throughout the institution to faculty/staff who are incorporating technology and technology applications in their academic offerings or job functions, to assure that advances in the use of technology do not unintentionally exclude use by persons with disabilities; such consultation shall include, but not be limited to, information posted to the institutional website, and initiation of online registration or application procedures.
- o The Assistive Technology Specialist will be responsible for assuring that brailled materials be processed in a timely manner for students at any of the three campuses by overseeing the production and dissemination of necessary materials; the Assistive Technology Specialist shall work with the Disability Specialists to establish procedures to insure full coverage and quick turnaround time for requested materials.
- o The Assistive Technology Specialist will review all proposed institutional purchases of computer technology to determine what the impact of technology upgrade will be for those using assistive technology; any additional technology, upgrades, or training necessary to keep the system fully functional shall be identified and associated costs shall be included in the funding requests for all technology purchases.

#### 10) HIGH SCHOOL STUDENTS

Students with disabilities that are currently enrolled in the Community College High School program, the two plus two program, or otherwise enrolled in college course as part of their high school curriculum should consult with the special education teacher facilitator at their home school to establish accommodations through an Individualized Education Plan (IEP). The Clark County School District accepts responsibility for accommodations established through IEPs.

A student with a disability that is enrolled in college course work at CCSN independent of their high school curriculum should meet with a CCSN Disability Specialist to establish a file as a student with a documented disability. Students under the age of eighteen (18) must be accompanied by a parent or guardian to establish a file. CCSN accepts the responsibility for providing accommodations to students under these conditions.

## 11) CONFIDENTIALITY

CCSN recognizes that information regarding disability is highly confidential in nature. In keeping with our respect for the privacy of persons with disabilities, and after having reviewed relevant federal and state statutes, CCSN establishes the following policy regarding the management of disability-related documentation and information.

- o The Disability Resource Center on each campus will have the responsibility of holding documentation of disability presented by students on that campus in support of their eligibility for protection/service under the law. Such files will be considered highly confidential and shall be protected appropriately.
- o Students with disabilities have a right to access the information in their files with the exception of information sent directly from an outside professional for the purposes of providing documentation of disability and which is specifically marked as "not to be shared." Students may request that the Disability Specialist help in explaining relevant information from those files to other members of the campus community.
- o Aside from such student requests, information regarding a student's disability status/documentation will be shared on a need-to-know basis only within the campus community. In this context, a "need-to-know" is defined as having a need for such information because there is action needed on the part of the individual in response to that information. This may affect both the amount and the scope of information that can be shared appropriately with members of the general campus community.
- o Every effort should be made to see that detailed information regarding a student's disability is not left in open files or where it might be seen by accident; recognizing that there are some instances in which it will be necessary for such documentation to be kept (for example, in the Financial Aids office), such units bear the same responsibility to protect the privacy and confidentiality of the student, as does the Disability Resource Center as the primary repository of disability information. Information provided to faculty regarding a student's disability-related in-class needs should be destroyed by the faculty member at the end of the term in which the student is enrolled in the class.

## 12) STUDENT RECORDS STORAGE

- A. When a student with a disability schedules an appointment to see a Disability Specialist with the intention of attending school at CCSN, the Disability Specialist may begin creating a student file. Student files may contain information such as: name, address, major, degree sheet, college transcripts, types of accommodations requested, types of accommodations approved, and documentation of the disability. Due to limited storage space, student records cannot be stored for an unlimited period of time. The following guidelines are established so that students may be aware of how their information will be

stored. The Disability Resource Center complies with the Family Educational Right to Privacy Act (FERPA) of 1974.

- B. Two main files will be created for each student. One file will contain the documentation that the student must submit that specifically describes the nature of the disability. The second file will be a working file that is used for reference to track the student's meeting with the Disability Specialist, any referrals made, accommodation request forms that are processed, and all other information pertinent to the student's active college needs. These two main files will be stored at one of the three main campus (Cheyenne, West Charleston, or Henderson) where the student attends the majority of classes. If the student attends classes at a satellite campus, the records will be stored at the main campus closest to the satellite campus. For example, Boulder City students can have their records stored on the Henderson Campus.
- C. If a student attends classes on multiple campuses, the main files are stored where the student attends most classes. A secondary file may be established at the other campus(es) so that each Disability Specialist on each campus can assist the student. The student is responsible for notifying the Disability Resource Center that the student will be attending classes on more than one campus. A secondary file will not be automatically set up without the student contacting the DRC.
- D. In addition to the paper files that are created, brief information about the student may be stored in an electronic database in the DRC office. This electronic database may be used each semester by the DRC to arrange accommodations for all DRC students. The electronic database is not a complete reflection of the student's entire paper files; rather, it is a tool that helps the Disability Specialist to ensure that note takers, sign language interpreters, lab assistants, test proctors, and other accommodations are assigned when needed. Information in the electronic database will be added, modified, and deleted without regard to any time limit as this information is only a tool to assist the Disability Specialist in the functions of the Disability Specialist's job.
- E. The following DRC student records will be destroyed one year from the date of intake:
  - 1) Potential DRC students who are not admitted to CCSN and have never enrolled in any classes with CCSN.
  - 2) Potential DRC students who are admitted to CCSN but have never enrolled in any classes with CCSN.
  - 3) Potential DRC students who are admitted to CCSN, and have enrolled in classes with CCSN, but have not requested any accommodations from the DRC within a year from the intake appointment.
- F. The following DRC student records will be destroyed five years from the last time the student has requested accommodations (in person, by phone, with mail, with email, by fax, or by any other means) with the Disability Resource Center:
  - 1) Inactive DRC students who have not requested any accommodations through the DRC in the last five years.
- G. Any student can request at any time to have their DRC student records destroyed. The student must submit a written request to the Disability Specialist in person. The student

must bring at least one form of photo identification with them at the time of the request. The written request to destroy the files will be saved for one year from the date of the request, and then it will also be destroyed.

- H. If the student record is destroyed at either the student's request or by the fact that the time limit has expired, and the student wishes to return to CCSN and receive accommodations, the student must meet again with a Disability Specialist for intake and submit current documentation of their disability. Accommodations will be redetermined according to the student's current documentation of disability.

### **13) STUDENT CODE OF CONDUCT**

All students are expected to follow the student code of conduct. Disruptive and/or abusive behavior will not be tolerated in the classroom or on campus. Disruptive and/or abusive behavior can lead to administrative withdrawal from classes, expulsion from CCSN, and criminal charges with local law enforcement. CCSN's policy and procedure relating to disruptive and abusive behavior can be viewed in full at the General Counsel section of the CCSN web page. Additional information relating to code of conduct can also be found in Title 2, Chapter 6 of the NSHE Code, CCSN's Code of Conduct, and the "Student Rights and Responsibilities" section of the CCSN student handbook.

# Community College of Southern Nevada

## DISABILITY RESOURCE CENTER Guidelines for Documenting Disabilities

In order to fully evaluate requests for accommodations CCSN will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodation request. Documentation must be legibly written in English, preferably typed, on letterhead from the qualifying professional. Documentation should be signed. Copies of prescriptions are not acceptable forms of documentation. It is the student's responsibility to provide CCSN with documentation of the disability.

All contact information and documentation received is kept in separate confidential files within the Disability Resource Center office. Information concerning accommodations or the documentation provided will not be released without appropriate written consent.

Documentation provided will be used by the Disability Resource Center to evaluate requests for accommodations. The evaluation process includes a review of the documentation itself and (in the context of documentation) the fundamental goals and essential standards of the program, course, service, or benefit in question. The evaluation process will generate a list of potentially reasonable accommodations that will then be reviewed based on probable effectiveness, preferences of the requester, maximum level of integration, and the potential for an undue financial or administrative burden.

The guidelines below were developed to assist the student in working with the treating professional(s) to prepare the information needed to evaluate the student's request. These guidelines are only guidelines; the information identified is not necessarily exhaustive, and it may be necessary in some cases for a student to provide additional or more timely information. If, after reading these guidelines, a student has any questions, the student may call the Disability Specialist on the campus of primary enrollment.

Henderson Campus	Veronica Cantu	651-3795	
West Charleston Campus	Joe Garcia	651-5644	
Cheyenne Campus	Trish Henderson	651-4045	
Cheyenne Campus Deaf and Hard of Hearing Services	Catherine Rojas	651-4448	(TDD 651-4328)

For individuals who have recently been receiving services from a public school system; the information requested may be contained in the Psychological/Educational Evaluation from the most recent assessment/evaluation review. Some of the information may also be contained in an IEP, 504 Plan, or Transition Plan. The student must request this information separately from the high school transcripts. For individuals who are or have been recently receiving services from a state rehabilitation agency; much of the requested information will be contained in the most recent eligibility evaluation and/or your vocational plan. For individuals transferring from another college; information related to your disability will not be sent with a transcript request. The student must request that information separately.

Additionally the information CCSN is requesting may or may not have been a part of the evaluation process at a previous public school system, state rehabilitation agency, or college. The student should check the information against the guidelines below.

A student may choose to submit documentation of the disability at any point during a semester; however, accommodations cannot be enforced retroactively. Accommodations can only begin once documentation is submitted to the Disability Specialist or Coordinator.

**AS APPROPRIATE TO THE DISABILITY, DOCUMENTATION SHOULD INCLUDE:**

**1) A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis**

Under Federal law, a “disability” is a physical or mental impairment that substantially limits one or more major life activities. An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more life activities, a person who has a history or record of such an impairment, or a person who is perceived as having such an impairment.

The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

**2) A description of the diagnostic criteria and or diagnostic test used**

This description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test.

Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

**3) A description of the current functional impact of the disability**

The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. \*\*Information is considered to be current when it provides a clear picture of the individual’s function at this juncture. It is less a matter of months/years since the last evaluation than a determination of whether the information provided can be used to be predictive in assigning appropriate accommodations.\*\* Currency will be evaluated based on the typical

progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

**4) Treatments, medications, assistive devices/services currently prescribed or in use**

A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted.

**5) A description of the expected progression or stability of the impact of the disability over time should be included**

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

**6) The credentials of the diagnosing professional(s)**

Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

**7) Other information**

Beyond the six elements expected to be included in documentation; recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services will be considered.

Based on the context of the diagnostic evaluation, recommendations for specific accommodations, adaptive devices, and/or assistive services that may ameliorate the functional impact of the disability and provide fuller access should be described. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodations. Where such recommendations are congruent with the programs, services, and benefits offered by the College, they will be given consideration. When recommendations go beyond services and benefits that can be provided by the College they may be used to suggest potential referrals to area service providers beyond the College.

# Community College of Southern Nevada

## DISABILITY RESOURCE CENTER Grievance Procedures

Persons who feel aggrieved because of alleged acts of discrimination in violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should try to resolve the complaint(s) within the following procedures.

### A. Filing Complaint(s) of Discrimination

- 1) Formal complaint(s) must be filed with the Special Assistant to the President for Affirmative Action by the complainant(s) on the institutional complaint form available through that office for this purpose. Additional information regarding the disability and its impact on the incident/situation may be submitted as part of the initial complaint form or may be volunteered/requested at a later time in the investigation.
- 2) Complaints of discrimination in the employment process, hiring, promotion, demotion, evaluation, transfer or termination must be filed with the Special Assistant to the President for Affirmative Action within 180 calendar days after the discovery of the alleged act of discrimination. Likewise, complaints of discrimination in the provision of services/support shall be filed within 180 calendar days after the discovery of the alleged act of discrimination.
- 3) If a complaint is filed against the Special Assistant to the President for Affirmative Action, the institutional President shall appoint a person other than the Special Assistant to handle the complaint, and all references in these procedures to the Special Assistant shall refer to that person.

### B. Notification of Respondent(s)

- 1) The Special Assistant to the President for Affirmative Action, within five (5) working days of receipt of the written complaint, shall notify the person against whom the complaint is filed, hereinafter referred to as the respondent(s), and shall forward a copy of the complaint(s) to said respondent(s). Confidential disability-related information submitted as part of the complaint will be shared only to the extent that it is necessary for the respondent to know in order to understand the complaint and prepare a response.
- 2) If a complaint is brought by a student regarding denial of an accommodation needed in an ongoing class, the decision of the Disability Specialist on the campus of that student's enrollment to provide or deny said accommodation shall be implemented until such time as a formal resolution of the grievance process is achieved.

C. Preliminary Review by Institutional Special Assistant to the President for Affirmative Action

- 1) If the Special Assistant does not believe there are reasonable grounds to support a complaint, the Special Assistant will recommend in writing to the President that the complaint be dismissed.
- 2) If the Special Assistant believes, after mediation and investigation, that there are reasonable grounds to support a complaint, a recommendation will be made in writing to the President to affirm the charge and take appropriate corrective action as required.

D. Grievance Committee

- 1) The Special Assistant shall organize the grievance committee and shall serve as secretary, without vote, to the committee.
- 2) The grievance committee shall be composed of no less than three persons and no more than five. The Special Assistant shall determine the number of members of the grievance committee and shall recommend the names of persons to be appointed to the committee to the President who shall be the appointing authority. If either the complainant or the respondent is a student or a classified employee. A person or persons from that category should be present on the grievance committee if at all possible. If such representation is NOT possible, the Special Assistant shall recommend such persons for appointment to the committee as are available and willing to serve. Individuals with knowledge/understanding of disability and the accommodation process (including the Disability Resource Specialists on each campus) should be considered for membership on such grievance committees whenever possible.
- 3) The grievance committee shall convene within three (3) days after notice of the appointment, no more than 30 days after the initial complaint(s) filing.
  - a) The committee shall select a chairperson.
  - b) The committee shall establish a hearing date, which shall be no more than Five (5) working days from the day the grievance committee is convened. Written notice shall be given to all parties involved.
  - c) The Special Assistant shall provide to the grievance committee a summary of the key elements of the complaint to be reviewed by the committee and any supplementary information necessary (such as definitions of disability, copies of appropriate statutes or relevant institutional policy, and so on).
  - d) The committee shall hear testimony and study other evidential materials. The hearing shall be informal.
  - e) The committee shall make recommendation(s) to the institutional president as soon as possible, but no later than five (5) working days after completion of the hearing. The committee shall recommend the dismissal or affirmance of a complaint and, if

recommending affirmance, shall also recommend appropriate action.

- f) A majority report must be filed and a minority report may be file.
- g) The Special Assistant shall request, and when necessary require, members of the institutional community to present evidence at the hearing on behalf of the respondent or the complainant.

E. Findings

- 1) The President is not bound by the recommendations of the Special Assistant, but shall review the report of the grievance committee and, within five (5) working days may:
  - a) Dismiss the charges or
  - b) Affirm the charge and take appropriate corrective action as required.
- 2) The President shall cause notification of the action to be sent to the respondent, the complainant, and the Special Assistant.
- 3) Once the decision has been forwarded to the complainant, the complainant will have exhausted all grievance or appeals procedures within CCSN.

F. Restrictions

- 1) Neither the complainant nor the respondent shall arbitrarily delay action of the grievance procedure.
- 2) The proceedings shall be closed to everyone other than the Special Assistant, the respondent; the complainant (and advisor or legal counsel, if any, for each party), and testifying witnesses.
- 3) A record will be kept of the fact finding. Complainant and respondent, upon written request to the President, shall have access to the records of the proceedings, which shall remain in the custody of the Special Assistant. In case the Special Assistant is the person charged, the records of the proceedings shall be in the custody of the office of the President.

G. Right of Individual(s)

- 1) Either party in the grievance shall have the right to call witnesses.
- 2) The purpose of the hearing by the Special Assistant is to discover all the relevant facts and to encourage the parties to freely discuss the issues in as information a setting as is possible. Therefore, while the right to counsel by either part shall not be precluded, provided that appropriate prior notice of such counsel's attendance shall be given to the other party and the Special Assistant at least three (3) working days prior to the hearing, the extent of the participation by legal counsel at the hearing shall be determined at the sole discretion of the Special Assistant.
- 3) All evidence and proceedings are confidential and shall not be made public by any participant during mediation and hearings.
- 4) This stated procedure shall not preclude an employee's or a student's right to seek other avenues of redress outside of CCSN.

# Community College of Southern Nevada

## DISABILITY RESOURCE CENTER

### Additional References

1. Some students may be eligible for additional state services through Vocational Rehabilitation.  
<http://detr.state.nv.us/>
2. Additional information is available regarding the Office of Civil Rights and the Americans with Disabilities Act of 1990.  
<http://www.ed.gov/ocr/>
3. A copy of the NSHE Code and Board of Regents Policy are available from the Board of Regents website.  
<http://blue.scsr.nevada.edu/handbook>
4. A copy of CCSN's disruptive and abusive student policy and procedure as well as the credit load limit policy is online.  
<http://www.ccsn.edu/administration/counsel/policies/ACF.aspx>
5. Students can find the CCSN current catalog online.  
<http://www.ccsn.edu/admissions/catalog.aspx>
6. A copy of the DRC student handbook is online. A copy of all of the accommodation request forms can be found there as well.  
<http://www.ccsn.edu/administration/student/services/disability/index.aspx>
7. Students can go online to complete the Federal Application for Financial Aide (FAFSA).  
[www.fafsa.ed.gov](http://www.fafsa.ed.gov)
8. Any student looking for scholarships can use Fastweb. The service is free. If the website has any organizations that match the student's interests, the website will send the student an email telling the student where to go to apply.  
[www.fastweb.com](http://www.fastweb.com)
9. Students with disabilities can also look for scholarships through the scholarship clearinghouse at HEATH. These are scholarships specifically for people with disabilities. This is a resource guide.  
<http://www.heath.gwu.edu/>
10. Students with disabilities that interfere with reading should strongly consider utilizing services of Read Please ([www.readplease.com](http://www.readplease.com)) and Recordings for the Blind and Dyslexic ([www.RFBD.org](http://www.RFBD.org)).