

Disability Services

Central Alabama
Community College

ADA COORDINATORS



Alexander City Campus:

Diann Tippins

Phone: (215) 215-4269

Email Address:

dtippins@cacc.edu

Childersburg Campus and the

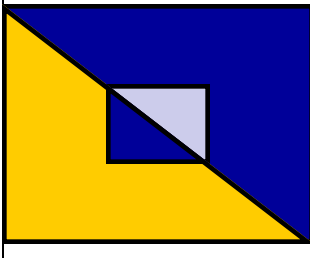
Talladega Center:

Sandra Wilson

Phone: (256) 378-2038

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Welcome to Central Alabama Community College's Americans with Disabilities (ADA) Office. The ADA Coordinators look forward to assisting you and providing reasonable accommodations to help you be successful at the college. The Americans with Disability Act of 1990 and the Rehabilitation Act of 1973 prohibits discrimination against any qualified person with a disability regardless of the disability. Consistent with these Acts, it is the policy of Central Alabama Community College that no qualified person with a disability shall be subjected to discrimination because of the disability under any program or activity conducted or sponsored by the College. Central Alabama Community College seeks to provide accessible, affordable, quality education; promote economic growth; and enhance the quality of life in its service area and beyond. Moreover, the college strives to foster a welcoming environment to all of its students and works in good faith to meet the needs of its students.

Disclosure of a disability is voluntary. However, if a student with a disability has a need related to his/her condition and would like to request accommodations; he/she must contact the ADA Coordinator to inform the official of his/her needs. The student must provide reasonable notice of the need for accommodations to the ADA Coordinator on the appropriate campus. The ADA Coordinator for the Alexander City Campus is Mrs. Diann Tippins (phone: 256-215-4269), and the ADA Coordinator for both the Childersburg Campus and the Talladega Center is Mrs. Sandra Wilson (phone: 256-378-2038).

Before most accommodations can be made, the student must present documentation of his/her disability. The documentation must be dated within the last three years. If the disability is of a physical nature, the documentation should come from the appropriate medical doctor. If the student has a learning disability, the evaluation should include test results and a statement of the disability from an appropriate mental health professional, testing agency or medical physician. It is the student's responsibility to provide documentation of his/her disability. Any cost related to being tested to prove that a disability exists or to obtain updated records rest solely with the student.

In making reasonable accommodations, an educational institution is not required to waive or modify program requirements or lower academic standards that are reasonable and nondiscriminatory. Once the student presents the proper documentation to the ADA Coordinator and is approved to receive accommodations, the Coordinator will provide the student with the forms for requesting accommodations. These forms must be completed by the student and the instructor/counselor and returned to the ADA Coordinator's Office. Accommodation forms should be presented to the instructor(s) during the first week of classes so that accommodations can be made as early as possible. Accommodations will be provided once the

required documentation has been received and the student has been approved to receive accommodations. Under no circumstances will accommodations be made retroactive. Accommodations begin after the appropriate documentation has been received.

In order to receive accommodations at the College, students should follow the procedures listed below.

1. The student must schedule an appointment to meet with the ADA Coordinator on the appropriate campus regarding his/her need for accommodations.
2. The student must provide proper documentation of his/her disability to the ADA Coordinator. Please see the documentation criteria listed on pages 3 and 4.
3. After being approved to receive accommodations at the college, the student must obtain the Request Forms from the ADA Coordinator's Office at the beginning of each term of enrollment.
4. The student must deliver the accommodation request forms to his/her instructor(s) and discuss his/her needs for accommodations with the instructor.
5. The student and the instructor will complete the ADA Request Forms and the Faculty member will forward the completed forms to the ADA Coordinator's Office.
6. Students should request accommodations during the first week of class.

Instructors are not required to provide classroom accommodations to students until the student presents him/her with the appropriate ADA Request Forms. Currently enrolled students that request accommodations must contact the ADA Coordinator's Office each term of enrollment and obtain the Request Forms to take to their instructors. Students must follow these procedures each term of enrollment for each course taken at the college for which the student is requesting accommodations. If the student has any questions or concerns regarding accommodations, the student should contact the ADA Coordinator on the appropriate campus.

If a student has a concern regarding accommodations and services received at the college, the student should contact the ADA Coordinator on the campus in which the student is enrolled in classes.



The **Rehabilitation Act of 1973** (Section 504) and the **Americans with Disabilities Act of 1990** state that qualified students with disabilities who meet the technical and academic standard at Alabama College System institutions are entitled to reasonable accommodations. Under these laws a disability is defined as any physical or mental impairment which substantially limits a major life activity, a history of such impairment, or the perception of such impairment. **Alabama College System institutions do NOT provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the college office responsible for handling the request and to request accommodations.** Appropriate documentation is 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 state 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 mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

1. Clearly stated diagnosis (DSM-IV 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 (with 1 year), dated and signed

Traumatic Brain Injury (TBI)

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

1. Assessment of cognitive abilities, including processing speed and memory
2. Analysis of educational achievement skills and limitation (reading comprehension, written language, spelling, and mathematical abilities)



Traumatic Brain Injury (TBI) continued

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 1 year), dated and signed

Learning Disabilities (LD)

A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, leaning disability specialist, or diagnostician, including:

1. Clear statement of presenting problem; diagnostic interview
2. Educational history documenting the impact of the learning disabilities
3. Alternative explanations an diagnoses are ruled out
4. Relevant test data with standard scored are provided to support conclusions, including at least: (a) WAIS-R; (b) Woodcock- Johnson Psycho educational Batter- Revised, including WWritten Language; (c) Woodcock- Johnson Cognitive Processing Battery to substantiate any processing problems
5. Clearly stated diagnosis of a learning disability based upon DSM-IV criteria
6. Defined levels of functioning and any limitations, supported by evaluation data
7. Current report (within 3 years of enrollment date), dated and signed

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

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

A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuro-psychologist, including:

1. Clear statement of presenting problem; diagnostic interview
2. Evidence of early and current impairment in at least at two different environments (comprehensive history)
3. Alternative explanations and diagnoses are ruled out
4. Relevant test data with standard scores are provide to support conclusions, including at least: (a) WAIS-R; (b) Woodcock- Johnson Psychoeducational Battery- Revised, including WWritten Language; (c) Behavioral Assessment Instruments for ADD/ADHD normed on adults
5. Clearly stated diagnosis of ADD or ADHD based upon DSM-IV criteria
6. Defined levels of functioning and any limitations, supported by evaluation data
7. Current report (within 3 years of enrollment date), 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 ADD or ADHD. **Medication cannot be used to imply a diagnosis.**