



ROANE STATE COMMUNITY COLLEGE (RSCC)  
DISABILITY SERVICES HANDBOOK  
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**\*Note:** Pages 14-15 must be completed and submitted to Disability Services with appropriate documentation:

The policies and procedures for RSCC Disability Services are continually under examination and revision. RSCC Disability Services reserves the right to make changes as required to policies, procedures, and regulations.

**Counseling and Disability Services  
Staff Contact List**

**Please call for an appointment. Please always leave a voice mail, and we will call you back during regular business hours:**

Tina Messamore, Technical Clerk  
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Fax: 865-481-2009  
Roane County Campus; D-111 (Dunbar Building)  
Oak Ridge; Room B-112  
[messamore@roanestate.edu](mailto:messamore@roanestate.edu)

Jeff Snell, Counselor  
Phone: 865-354-3000 ext. 2274  
Oak Ridge Branch Campus  
Room B-112  
[snellja@roanestate.edu](mailto:snellja@roanestate.edu)

Tracey Watson, Director  
Phone: 865-354-3000 ext. 4247  
Roane County Campus  
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**Website:** [www.roanestate.edu/disabilityservices](http://www.roanestate.edu/disabilityservices)

## **Policies and Procedures RSCC Disability Services**

### **Overview**

Counseling and Disability Services (hereafter referred to as Disability Services) is responsible for coordinating reasonable accommodations for students in compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990 (as amended in 2008). It states that “no qualified individual with a disability shall, because of that disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity, providing the individual is otherwise qualified.” According to ADA guidelines, “disability” is defined as a physical or mental impairment that substantially limits one or more of the major life activities, a record of such impairment, or being regarded as having such impairment.

Any student who has a disability that would like to request reasonable accommodations must contact Disability Services to self-identify, provide appropriate and current documentation of the disability from a qualified individual, as well as to complete and submit pages 14-15 of the Disability Services handbook. Documentation is requested to be no more than five years old. However, older documentation can be submitted and upon review may be sufficient. Participation in disability services is on a voluntary basis, and accommodations are coordinated on a case-by-case basis by Disability Services staff.

In general, a reasonable accommodation is a change or alteration in the educational environment or in the way things are customarily done that enables a qualified student with a disability to enjoy equal access. A reasonable accommodation must not fundamentally alter the program, service, activity, or academic requirements. Students receiving accommodations must meet all admissions, academic, attendance, clinical, and program requirements, and will be expected to show competency in the course material/skills. Please note that personal assistant services are not considered reasonable and are not provided by the college. Accommodations are not retroactive, and they do not roll from semester to semester. An Accommodation Plan Form must be completed for each class every semester.

### **Disability Services Role:**

1. Make information available to prospective and new students about the availability of services and how to self-identify.
2. Meet with students by appointment who self-identify as having a disability in order to develop an individual Accommodation Plan Form for each class.
3. Maintain confidential student files. Disability Services cannot disclose information in any form to parents, spouses, or any third party outside the college without the student’s signed permission.
4. Refer students to appropriate community resources, as available.

5. Serve as a liaison between students with disabilities and RSCC faculty/staff and appropriate agencies.
6. Provide information and promote awareness about Disability Services to RSCC faculty, staff, and students.
7. Serve as an advocate for students with disabilities, as appropriate.

### **Faculty Role:**

1. All full-time and adjunct faculty members are required to provide reasonable accommodation(s) for students with documented disabilities as outlined in the Accommodation Plan Form. Faculty should not provide accommodations prior to receiving an official Accommodation Plan Form from Disability Services.
2. Meet privately, before or after class, with the student to discuss the academic accommodation(s) that are requested by Disability Services, and sign the Accommodation Plan Form. In the case of interactive, online, or hybrid classes, please communicate with the student privately through email about any accommodation details.
3. Disability Services may email the Accommodation Plan Form directly to the instructor for approval in the following situations: online, interactive or hybrid classes; time constraints; satellite locations; or due to the nature of the disability. If an accommodation plan is emailed from Disability Services, the instructor should reply that they have received the email, print the Accommodation Plan Form, sign the form, and return it to Disability Services. If requested by the Disability Services in lieu of a signature, the instructor should email back to the Counselor that he/she agrees to the accommodations as requested.
4. Consult promptly with Disability Services for clarification of a student's Accommodation Plan Form and/or on any issue related to reasonable accommodation(s). Remember that, by law, Disability Services cannot disclose the nature of a student's disability.
5. Please note that it may be necessary for Disability Services to amend accommodations during the semester.
6. Maintain confidentiality of student accommodation requests. Do not disclose any information to any third party including parents, spouse, attorney, or outside agency.
7. Refer students to Disability Services who request accommodations but have not self-identified or who do not have a written Accommodation Plan.
8. Treat the student with a disability the same as other students, but always talk to them and/or email them privately about their accommodations.
9. Please see the Supplemental Faculty Guide on the Disability Services webpage for additional information, faculty tips, and classroom strategies.

### **Student Role:**

1. Students with a disability may self-identify and voluntarily disclose his/her disability to Disability Services. Students who request services must complete and submit pages 14-15

of the Disability Services Handbook and documentation of the disability directly to Disability Services. Documentation is requested to be no more than five years old. However, older documentation can be submitted and upon review may be sufficient. Self-Disclosure Information Forms and appropriate documentation must both be submitted directly to Disability Services before accommodations can be done. See Guidelines for Documentation below.

2. After meeting with his/her faculty advisor and registering for classes during early registration, students are required to meet with Disability Services at least four weeks prior to the first week of classes every semester if accommodations are requested. It is the student's responsibility to schedule a meeting with Disability Services each semester. If the student cannot meet, then the student should call and/or email Disability Services directly to discuss and request accommodations for the upcoming semester. Early registration for summer and fall begins in early April, and early registration for spring begins in mid-November.
3. The student should schedule an appointment with Disability Services at least four weeks prior to the first week of classes every semester, and earlier when the college is closing for a holiday break, such as Thanksgiving, Christmas, etc. During this meeting, Disability Services will complete the Accommodation Plan Form for each class. This will give Disability Services adequate time to coordinate reasonable accommodations. If services are requested after classes begin, certain accommodations may not be feasible or may be late. **Accommodations are not retroactive and apply only from the point student accommodations are done by Disability Services.** Please read the following section on Accommodations/Services for more information.
4. **Students must immediately notify Disability Services of any class schedule changes, such as dropping or adding classes, changing class sections, or if the instructor changes. This is especially important if the Disability Services has already done or emailed accommodations to instructors.**
5. When classes begin each semester, it is the responsibility of the student to request to speak privately to each instructor before or after class, present the Accommodation Plan Form to the instructor(s), discuss the recommended accommodations with each instructor, obtain the instructor signatures, and immediately return the form(s) to Disability Services before accommodations can be finalized. If Disability Services has emailed accommodations directly to instructors, it is still the student's responsibility to talk privately with each instructor before or after class. In the case of interactive, hybrid, or online classes, the student should privately email each of his/her instructors to verify that each instructor received the accommodations and to discuss the accommodations when classes begin. **Accommodations are not finalized until the signed Accommodation Plan Form(s) are returned to Disability Services, or if requested, the instructor replies directly back to Disability Services that he/she agrees to the accommodations.**
6. Disability Services may email the Accommodation Plan Form to the instructor for approval in the following situations: online, interactive or hybrid classes; time constraints; satellite locations; or due to the nature of the disability.
7. Notify Disability Services immediately if there is any question or dispute about any of your Accommodation Plan Forms.

8. Students must comply with all RSCC disciplinary rules and all policies as outlined in the current RSCC student catalog and handbook.
- 9. Students should remember that rules of conduct and disciplinary actions are the same for all students, including those receiving accommodations or other disability services.**
10. Students must immediately notify Disability Services of any phone, e-mail, or address changes. This information should also be updated in the One Stop at Roane County or Oak Ridge or at the main office of any satellite location.

### **Accommodations/Services:**

All accommodations and services for students with disabilities are available by appointment and coordinated on a case-by-case basis by Disability Services. Any student who has a disability that would like to request reasonable accommodations must contact Disability Services to self-identify, provide appropriate and current documentation of the disability from a qualified individual, as well as to complete and submit pages 14-15 of the Disability Services handbook. Participation in disability services is on a voluntary basis, and accommodations are coordinated on a case-by-case basis by Disability Services staff.

In general, a reasonable accommodation is a change or alteration in the educational environment or in the way things are customarily done that enables a qualified student with a disability to enjoy equal access. A reasonable accommodation must not fundamentally alter the program, service, activity, or academic requirements. Students receiving accommodations must meet all admissions, academic, attendance, clinical, and program requirements, and will be expected to show competency in the course material/skills. Please note that personal assistant services are not considered reasonable and are not provided by the college. Accommodations are not retroactive, and they do not roll from semester to semester. An Accommodation Plan Form must be completed for each class at the beginning of every semester. Occasionally, it may be necessary for Disability Services to amend accommodations during the semester.

Students should be aware that accommodations at the postsecondary/college level are different from those at the high school level. At the college level, accommodations are designed to provide students with documented disabilities equal access. However, college is much more academically rigorous than high school, and accommodations are not designed to decrease or omit academic, attendance, program, clinical, or admissions requirements. Note that tutoring is available to all students through the Learning Centers. Online tutoring is also available. Contact the Learning Center for more information.

### **Guidelines for Documentation:**

The student must submit appropriate documentation to Disability Services, as well as pages 14-15 of the Disability Services Handbook, before any academic accommodations or disability services can be arranged. Documentation is requested to be no more than five years old. However, older documentation can be submitted and upon review may be sufficient. Established documentation guidelines applicable to higher education are needed to enable Disability Services personnel to:

1. Determine if a disability exists as defined by the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act.

2. Determine a student's eligibility for specific, reasonable accommodations at the college level.

Qualified individuals with disabilities are protected from discrimination and are guaranteed equal access to programs and services under ADA and Section 504. The student, however, must still meet all admissions, academic, attendance, program, clinical, and other requirements.

***Documentation Should Include:***

1. **Qualifications of the Evaluator:** Professionals conducting assessments, rendering diagnoses, and making recommendations for appropriate accommodations must be qualified to do so. Strict adherence to one's professional code of ethics is expected, especially as it relates to qualifications, dual relationships and conflicts of interest. The evaluator's name, title, signature, professional credentials, license number, and the state in which the individual practices should be included. The documentation must be submitted on the evaluator's letterhead paper (not on a prescription pad).
2. **Age of Documentation:** Initial qualifying documentation at the college level should generally be no more than five years old and should be on the evaluator's letterhead paper. A new assessment at the student's expense may be necessary to determine the current need for accommodation(s) if the existing documentation is outdated, inadequate in scope or content, or if the student's observed performance indicates that significant changes may have occurred since the previous assessment was conducted. Please note that in most cases, a student's Individual Education Plan (IEP) may be helpful, but is usually not sufficient documentation in itself. Documentation older than five years should be submitted and may be sufficient.
3. **Specific diagnoses and clinical documentation:** All documentation should include a specific diagnosis and clinical documentation required to substantiate a disability. Examples of appropriate documentation include a learning disability evaluation, psychological assessment, or documentation of the student's physical/medical disability from the student's physician.
4. **Recommendations and support for accommodation(s):** Documentation should include specific recommendations supporting the need for possible classroom accommodation(s).

**Formal Grievance Procedure:**

Students who have a problem or concern pertaining to Disability Services should contact a Disability Services staff member. If the problem is not resolved to the student's satisfaction through Disability Services, he or she may appeal to the Dean of Students. The procedure for appeal to the Dean of Students is the same for all students (see Roane State website [www.roanestate.edu](http://www.roanestate.edu) keyword: student handbook).

## RSCC Guidelines for Testing Accommodations\*

\*Please see [www.roanestate.edu/testingcenters](http://www.roanestate.edu/testingcenters) for most up to date form/information.

The following guidelines are for students who are determined eligible for testing accommodations by Disability Services. **Instructors are encouraged to provide testing accommodations.** However, if an instructor is not able to provide appropriate accommodations, the following procedures may be followed to arrange testing with the Testing Center, 865-882-4661 (Roane County at T-203) or 865-481-2000, ext. 2251 (Oak Ridge at Room F-103).

### STUDENT'S Responsibilities:

- **Develop a written accommodation plan each semester for each class with Disability Services at least four weeks (excluding times when the college is closed) prior to the beginning of each semester.**
- At the beginning of each semester, (usually the first week of class) pick up the RSCC Guidelines for Testing Accommodations forms and the Accommodation Plan forms for each class requiring testing accommodations from Disability Services.
- Meet with each of your instructors to discuss approved testing accommodations on the Accommodation Plan form and read the RSCC Guidelines for Testing Accommodations form with the instructor of each class for which you have approved testing accommodations. The student should submit the signed Accommodation Plan form with approved accommodations for every class to Disability Services.
- The instructors are encouraged to provide testing accommodations. If your instructor is unable to provide testing accommodations, your instructor must complete the RSCC Testing Center Accommodation Authorization form more than one week prior to **each test** (more than two weeks before final exams).
- After the instructor has submitted the completed RSCC Testing Center Accommodation Authorization form with each test, you are required to schedule an appointment with the Testing Center **at least one week in advance**. Final exams must be scheduled **at least two weeks in advance**. To schedule at the Roane County Testing Center, please contact Testing Center Staff at 865-882-4661. To schedule at the Oak Ridge Testing Center, please contact Testing Center staff at 865-481-2000, extension 2251. Walk-in testing will not be permitted.
- If circumstances require you to cancel and reschedule your test, you must contact the Testing Center and inform your instructor. Your instructor will have to complete another RSCC Testing Center Accommodation Authorization form and submit it to the Testing Center. You must reschedule the test **at least three business days in advance**. The Testing Center may not be able to accommodate students who request final exams to be scheduled or changed with less than two weeks' notice.
- Arrive at the Testing Center **on time** for your appointment. Students who arrive more than 20 minutes late for a scheduled exam are considered a "no-show" and must reschedule. Your instructor and Disability Services will be notified of late arrivals and no-shows. You **must** complete the test in the amount of time specified on your accommodation form as well as the amount of time you have scheduled in the Testing Center.
- Bring and use only the materials that have been approved by the instructor on the RSCC Testing Center Accommodation Authorization form. Picture ID is required to test. No cell phones are permitted.
- Advise the Testing Center staff of any personal or medical needs that may arise prior to the beginning of the exam. Should you encounter any difficulty during the test, please contact a staff member immediately.

**INSTRUCTOR'S Responsibilities:**

- Meet privately with the student to discuss all special accommodations as outlined by Disability Services on the student's Accommodation Plan form, sign the form, and give it back to the student. The student will return the Accommodation Plan form to Disability Services. Disability Services will send you a copy of the Accommodation Plan form by the student, or by email if the class is on-line. Be sure that you keep your copy of the student's Accommodation Plan form as a reference throughout the semester. **Additional copies of the RSCC Guidelines for Testing Accommodations and RSCC Testing Center Accommodation Authorization forms are available on the Testing Center website.**
- **Instructors are encouraged to provide testing accommodations as outlined by Disability Services on the student's Accommodation Plan form.**
- If you are unable to provide testing accommodations, meet privately with the student, then complete the RSCC Testing Center Accommodation Authorization form. Submit the authorization form and test to the Testing Center. The form must be submitted directly by the instructor, according to the Testing Center guidelines, before the student will be allowed to schedule the test. Deadlines for submitting the RSCC Testing Center Accommodation Authorization form, along with the test, are as follows:
  1. **For regular tests, the completed form and test must be submitted by the instructor to the Testing Center more than one week in advance.** The student is required to schedule an appointment with the Testing Center at least three business days in advance. The Testing Center may be unable to accommodate students who request final exams to be scheduled or changed with less than two weeks' notice.
  2. **For final exams, the completed form and final exam must be submitted by the instructor to the Testing Center more than two weeks in advance.** (The student is required to schedule an appointment with the Testing Center at least two weeks in advance.)
  3. **For any tests that the student must reschedule, another RSCC Testing Center Accommodation Authorization form must be completed and submitted to the Testing Center more than three business days in advance.** The student is required to reschedule an appointment with the Testing Center at least three business days in advance. The Testing Center may be unable to accommodate students who request final exams to be scheduled or changed with less than two weeks' notice.

**TESTING CENTER STAFF'S Responsibilities:**

- Provide testing accommodations as outlined on the RSCC Testing Center Accommodation Authorization form.
- The test will be returned according to the method the instructor has indicated on the RSCC Testing Center Accommodation Authorization form. It will either be returned by campus mail or held in the Testing Center for pick up by the instructor.

## **Alternate Format Textbooks / eTextbook Policy Counseling and Disability Services**

**IMPORTANT NOTE FOR STUDENTS WITH ETEXTS AS AN APPROVED ACCOMMODATION BY DISABILITY SERVICES:** Disability Services has transitioned to eTextbooks (eTexts), which students can choose to purchase directly from bookstores. Students can use screen readers or text to speech synthesizers to create their own audio book, if needed. Magnification software can also be used with eTexts.

If the eText is not available for student purchase, or if the student chooses to purchase a hard copy textbook, the student can request Disability Services order eTexts through Access Text Network as available. The student is required to provide flash drive with sufficient storage space and show proof of text book purchase to Disability Services before Disability Services will order eTexts. The student must agree to not share eTexts supplied by Disability Services with anyone per publisher rules. **Please note that some textbooks are not available in alternate format textbooks, including eTextbooks.**

Disability Services provides alternate format Textbooks, as available, to qualified students.

- ❖ **Please note that some textbooks are not available in alternate format textbooks, including eTextbooks.**
- ❖ Since eTextbooks require adequate time to order and receive, it is essential that students register for classes during early registration or no later than four weeks before classes begin. After registering for classes, the student must meet with Disability Services to complete Accommodation Plan Forms for the upcoming semester and to request that eTexts be ordered for any classes desired.
- ❖ Students must immediately notify Disability Services of any class schedule changes, such as dropping or adding classes, or changing class sections to ensure that the correct eTexts are ordered.
- ❖ In all cases, students receiving free eTexts through Disability Services are required to purchase textbooks and provide proof of purchase to Disability Services before eTexts can be ordered per publisher rules.
- ❖ Please reserve your flash drive for eTexts provided through Disability Services for that purpose only.
- ❖ **Please note that all eTexts provided through Disability Services to documented students through Disability Services are never to be shared with another student or anyone else under any circumstances.**

## RSCC Volunteer Note Taker Policy

**Note takers, as outlined on Accommodation Plan Forms for documented students receiving disability services, are provided on a voluntary basis by a fellow student.** This is a valuable accommodation for students who need assistance with note taking. It is a joint responsibility of the student and the instructor to help identify a note taker.

Another good option, which is very helpful in addition to a note taker, is for the instructor to supply copies of their lecture notes or overheads to the student. This is an especially prudent alternate accommodation when a note taker is not feasible. This is not a requirement for instructors, but is a reasonable substitute and a very good supplemental accommodation.

Disability Services recommends the following procedure for instructors and students in discreetly obtaining a volunteer note taker:

1. The student and the instructor should meet privately, before or after class, during the first week of class, or at which time the student presents the Accommodation Plan Form listing a note taker accommodation.
2. The student and instructor should at that time discuss recruiting a note taker in the class. If the instructor or student has a potential note taker in mind, the instructor should discreetly ask the prospective note taker student if he/she would be willing to confidentially assist another student with taking notes. Many instructors and adjunct faculty are not aware that it is part of their responsibility to help confidentially identify and recruit a note taker in class.
3. After the note taker is identified, the instructor should meet privately with the volunteer note taker to explain that Counseling and Disability Services will provide special two-ply carbon paper. The note taker will take notes as he/she usually does using the special note paper. The note taker will keep one copy and discreetly give the other to the student receiving note taker services. If the student prefers more confidentiality, the instructor may ask the note taker to give the notes to the instructor, who will give them to the student after class.
4. After a note taker is identified at the beginning of the semester, the student receiving disability services should contact a staff person in Counseling and Disability Services Department to obtain the special two-ply carbon note paper and to let our office know who is providing services (the note taker's full name), the student being served, and the class involved, as Counseling and Disability Services must maintain a record of this.
5. The carbon paper eliminates the need of Xerox copies and allows for notes to be taken discreetly and given to the student in a timely manner. It is the student receiving disability services responsibility to insure that the note taker has adequate supplies of the two-ply carbon note paper. If the note taker's supply of the two-ply carbon note paper is low, the student receiving disability services should contact Counseling and Disability Services to request more note paper before their supply is depleted.
6. The volunteer note taker may also take notes on his/her electronic device, then email or print copies of those for the student needing the note taker in lieu of using the two-ply carbon paper.

## **Interpreting Services Policy Counseling and Disability Services**

- ❖ Interpreters, as available, are provided for students who are deaf or hearing impaired. Interpreting services are arranged by the Disability Services Office, not the student.
- ❖ **Important:** Students should request an interpreter **at least six weeks in advance** prior to the beginning of the semester and earlier at times when the college is closed due to holidays such as Thanksgiving, Christmas, etc.
- ❖ **It is the student's responsibility to notify Disability Services staff when he/she will be absent from class. The student should notify Disability Services by 4:00 p.m. one business day before the absence. Please contact Disability Services at (865) 481-2003.**
- ❖ Sign language interpreting services will be temporarily suspended after two no-shows or last-minute cancellations. The service can be restored only after the student meets with a Disability Services staff member. If the student can document an emergency or other situation that prevents 24-hour notice of absence, allowances may be made for suspension of services at the discretion of Disability Services.





**Self-Disclosure Information Form (continued)**  
**RSCC Disability Services**

1. What is the nature of your disability? (Please circle all that apply below or list other.)

ADD    ADHD    Learning Disabled    Blind    Hearing Impaired    Mobility impaired  
Visually Impaired    Deaf    Other (please list) \_\_\_\_\_

Other (please list) \_\_\_\_\_  
\_\_\_\_\_

2. Limited major life activity: (Please circle all that apply.)

Hearing    Learning    Physical activity    Reading    Seeing    Speaking  
Walking    Other (please list) \_\_\_\_\_

3. Will you receive assistance from Vocational Rehabilitation or other agencies? (please circle)

Yes or No

If “yes”, please provide name and contact information of your VR counselor

\_\_\_\_\_

What **accommodation(s)** are you requesting? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I have thoroughly read and understand the Roane State Community College Disability Services Handbook. I agree to abide by these guidelines and procedures. I understand that the handbook may be revised at any time without notice, and the most up to date version located on the Disability Services web page at [www.roanestate.edu/disabilityservices](http://www.roanestate.edu/disabilityservices). I give Disability Services permission to discuss my case with faculty, Disability Services staff, Testing Center staff, Learning Center Staff, other Roane State staff, and outside providers or agencies as needed in order to determine my eligibility for services and/or coordinate my accommodations/disability services. I also understand that accommodations that I request above are not guaranteed, but will be determined when I meet with Disability Services on a case-by-case basis each semester.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_