

COLUMBIA SOUTHERN UNIVERSITY | 2017

OFFICE OF DISABILITY SERVICES HANDBOOK



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Office of Disability Services Handbook

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Office of Disability Services

It is the policy of CSU to provide reasonable accommodation(s) for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other local and state requirements dealing with students who have documented disabilities.

To request accommodations, please visit

columbiasouthern.edu/consumer-information/office-of-disability



I. Preface

Consistent with the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Columbia Southern University is committed to providing individuals with disabilities equal opportunity to benefit from its educational programs and services. The disability services coordinator has been designated to coordinate the University's efforts to comply with and carry out its responsibilities under these laws.

The purpose of this handbook is to inform students with disabilities about the support services and resources available at Columbia Southern University and the procedures to follow in order to utilize those services.

Columbia Southern University is a member of the Association on Higher Education and Disability. The Office of Disability Services reviews the Association on Higher Education and Disability statements on Professional Standards and Code of Ethics and utilizes these documents as guidelines in the continued development of our services for students with disabilities.

II. Mission Statement

The mission of the Office of Disability Services is to ensure an accessible learning experience in which students with disabilities have equal opportunity for participation in all programs, services, and activities.

The Office of Disability Services can assist students to maximize their potential while helping them develop and sustain autonomy. Our philosophy is centered on the promotion of self-awareness, self-determination, and self-advocacy in a comprehensively accessible environment.

III. Disability Laws in Higher Education

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is considered the first civil rights legislation for persons with disabilities on the national level. It is designed to eliminate discrimination against individuals with disabilities. The act clearly states: "No otherwise qualified individual with handicaps in the United State shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was signed into law in July 1990 and is patterned after Section 504 but extends the civil rights protections of Section 504 to persons with disabilities in private sector employment, all public services, transportation and telecommunications. According to the ADA, any person who has a physical or mental condition which substantially limits one or more major life activities (such as walking, seeing, hearing,

working, or learning) meets the definition of an individual with a disability. Also entitled to protection from discrimination are individuals with a record of such a condition or individuals who are regarded as having such a condition.

Relevant Terms

- Disability - a physical or mental impairment that substantially limits one or more major life activities.
- Physical Impairment - any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic, and lymphatic, skin and endocrine.
- Mental Impairment - any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and traumatic brain injuries.
- Specific Learning Disability - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- Substantially limits means unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people; the availability of some mitigating measure (such as a hearing aid) is not to be considered when determining if the disability substantially limits the individual.
- Major life activity means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing learning, and working.
- Individuals who are current illegal users of drugs are not protected under the ADA; however, addiction is considered a disability. Therefore, a person who is addicted to drugs but is not actively using drugs is considered a person with a disability and is protected by law.

IV. Guidelines for Documentation

Students requesting accommodations from the Office of Disability Services at Columbia Southern University are required to submit documentation to verify eligibility. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (as amended) individuals with disabilities are guaranteed equal access to programs and services; thus the documentation should indicate that the disability substantially limits one or more major life activities. It is the responsibility of the student to present appropriate documentation of a disability to the Office of Disability Services in a timely manner to secure accommodations, which cannot be made retroactively. It is recommended to contact Disability Services and provide appropriate documentation of the disability at least two weeks prior to the first course start date.



Age and Type of Documentation

Documentation of a disability should be as current as possible, and consideration will be given to the type of disability, type of documentation, and current legal guidelines. Depending on the type of disability, documentation may include, but not be limited to, a school plan such as an individualized education program (IEP) or a 504 plan; a comprehensive assessment battery and diagnostic report; a record of a disability from a licensed, professional evaluator; or a record of a disability from another institution of higher education. Students may contact the Office of Disability Services for guidance on documentation options and will be contacted if further documentation is needed.

Qualifications of the Evaluator

All psychological/or medical reports must include the name, title, and professional credentials of the evaluator. All reports should be on letterhead stationery, typed, dated, signed, and legible.

Documentation for any disability should include as much of the following as possible:

- Diagnosis of disability
- Description of any medical and/or behavioral symptoms associated with the disability
- Identification of medications, and side effects, that could significantly impact the student in an academic environment
- Statement specifying functional limitations caused by the particular disability
- Any recommended accommodations associated with the identified functional limitations

V. Request for Accommodations

Columbia Southern University provides reasonable accommodations for students with disabilities in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Academic accommodations are not retroactive. Students are not eligible to retake assessments or resubmit any assignments taken prior to the date that Office of Disability Services Intake forms were received and accommodations were approved. Below is the procedure to request academic accommodations and services based upon documented need.

Procedure:

The Office of Disability Services develops and coordinates plans for the provision of reasonable accommodations. Eligible students include those who are enrolled or admitted in degree and non-degree programs offered by the university and are considered qualified to meet all university program requirements despite a disability. Students wishing to receive reasonable accommodations for a disability must register with the Office of Disability Services and provide documentation of a disability.

Registration information and documentation forms are located at www.columbiasouthern.edu/disability-services and may be obtained from the Office of Disability Services.

Step I: Self-Disclosure

Self-disclosure and requesting accommodation are the first steps in advising Columbia Southern University of a need for an accommodation due to a disability. Submitting a signed self-disclosure form begins the accommodation process.

Step II: Documentation

Columbia Southern University requires submission of documentation of the disability, along with the completed self-disclosure form, to the Office of Disability Services. The registration packet includes the Disability Self-Disclosure Statement form (to be completed by the student), Student Release of Information/Verification of Disability form (to be completed by the student, if applicable), and the Student Disability Information/Verification form (to be completed by the diagnosing professional if the student is obtaining new documentation). The Office of Disability Services is not responsible for obtaining documentation on behalf of a student. Students may be asked to provide updated documentation as needed for case management and accommodation plan revision.

Step III: Accommodation Decision

Columbia Southern University is committed to providing equal access to all educational programs, regardless of handicap or disability. Once official documentation has been received, Disability Services will review the documentation and recommended accommodations from the diagnosing professional and review the student's accommodation requests. The student and the disability services coordinator or specialist will discuss the requested reasonable accommodations in order to reach an agreement. Please note that the amount of time needed to arrange any particular accommodation may vary.

Step IV: Communication

Course professors will be notified of the agreed upon accommodations and ensure the accommodations are provided. If there is a change in professor, students must contact the Office of Disability Services immediately, or formal accommodation may not be in place for the course. It is also recommended to notify the Disability Services when new course enrollments are submitted to ensure that the new course professors will be notified of the accommodations.

Step V: Accommodations Appeal

Information on submitting an appeal is available in the Student Appeals Policy within in the [CSU Student Handbook](#).



VI. Confidentiality and Release of Information

The Office of Disability Services considers all material pertaining a student’s disability as confidential. All student record information is governed by FERPA (Family Educational Rights and Privacy Act, sometimes referred to as the Buckley Amendment). The primary rights given to students are the right to inspect and review education records, the right to seek to amend education records, and the right to have some control over the disclosure of information from education records.

A student may provide permission in writing giving Office of Disability Services permission to discuss the disability with faculty and staff, parents, coaches, and/or advisors who require further information. Disability-related information will be shared only on a limited basis within the institutional community. Information will not be released without consent unless federal or state law requires it.

VII. Temporary Health Situations

Accommodation requests for temporary disabilities are considered on a case-by-case basis. Students must provide documentation of the disability and register with the Office of Disability Services.

Students with temporary disabilities should also contact a special circumstances facilitator via email at specialcircumstances@columbiasouthern.edu. For more information, please see the [CSU Student Handbook](#).

VIII. Rights & Responsibilities

A. Student Rights & Responsibilities

Students have the right to:
ACCOMMODATIONS
Request reasonable accommodations from the Office of Disability Services due to a disability.
Discuss approved reasonable accommodations with Disability Services and voice any concerns.
Receive accommodations in a timely manner.
CONFIDENTIALITY
Share only their accommodation plan and not details of the disability with instructors.
Expect all disability-related information to be treated confidentially.

Students have the responsibility to:
ACCOMMODATIONS
Submit documentation meeting university guidelines, substantiating the need for reasonable accommodations. The Office of Disability Services is the only office designated to review disability documentation and determine eligibility for reasonable accommodations.
Meet course and degree program technical and performance standards and be evaluated in the same manner as other students.
Notify Disability Services if accommodation is no longer needed.
Notify Disability Services immediately when an accommodation is not being provided.
Follow established policies and procedures in order to gain access to approved reasonable accommodations.
CONFIDENTIALITY
Confidentially discuss reasonable accommodations and any other concerns.

B. Faculty Rights & Responsibilities

Faculty have the right to:
ACCOMMODATIONS
Expect eligible students’ accommodation requests to be provided via the Office of Disability Services.
Expect verification of a student’s eligibility for requested accommodations in the form of an accommodation notification email from Disability Services.
Expect students to meet course and degree program academic standards in the same manner as other students.
CONFIDENTIALITY
View a student’s accommodation plan. (Faculty members do not have the right to ask students if they have a disability or about the nature of the disability disclosed. However, if students choose to disclose their disability, this information must be treated confidentially).

Faculty have the responsibility to:
ACCOMMODATIONS
Establish and communicate essential course requirements and objectives.
Provide accommodations only to students who are registered with the Office of Disability Services for reasonable accommodations, without requiring reminders from students before providing the accommodations.



CONFIDENTIALITY

Treat and protect all disability-related information as confidential medical information, for example, keeping printed or electronic copies of emails or other communications private.

C. Columbia Southern University Rights & Responsibilities

CSU has the right to:

DOCUMENTATION

Request documentation meeting university guidelines from students, substantiating the need for reasonable accommodations for individuals with a disability.

ACCOMMODATIONS

Expect students and faculty to work cooperatively with the Office of Disability Services to facilitate accommodations.

Deny unreasonable academic accommodations, adjustments, or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the college.

Provide reasonable accommodations or services only after appropriate documentation has been provided by the student and the student has completed registration with the Office of Disability Services.

CONFIDENTIALITY

Communicate relevant information, accommodations, and services or assistance to university officials and final exam proctors on a need-to-know basis.

CSU has the responsibility to:

ACCOMMODATIONS

Establish and communicate essential course requirements and objectives.

Provide reasonable accommodations only to students who are registered with the Office of Disability Services.

CONFIDENTIALITY

Treat and protect all student disability-related information as confidential medical information, for example, keeping printed or electronic copies of emails or other communications private.

Accommodation Letters – The Office of Disability Services will provide an accommodation notification email to faculty members for students with documented disabilities who need academic accommodations, verifying that the student has a disability and listing the student’s approved educational reasonable accommodations. The email does not disclose the type of disability or any other confidential information. It is at the volition of the student to disclose the exact nature of a disability to his or her professor.

Advocacy – The Disability Services staff may serve as an advocate within the university for students with disabilities when appropriate.

Alternative Text – For academic use only, the Office of Disability Services accepts requests for alternative course textbook formats from eligible students. Most textbooks can be ordered in an electronic format with audio. Fulfillment times for alternative textbook requests vary; therefore, it is suggested that the request be submitted at least two weeks prior to the start of a course.

Career Counseling Assistance – Disability Services may collaborate with the Career Services Office when disability issues are involved.

Course Substitution or Waiver Assistance - Because the university does not wish to compromise academic standards, course substitutions and waivers are rare. Permission for course substitution or waiver must be requested through the Office of Disability Services and be granted by the Academic Program Director of the appropriate academic college.

Disability Information and Evaluation Referral – The Office of Disability Services may provide students with information on agencies that can assist with disability concerns beyond the scope of the services that are offered by the university, including information on external organizations for students who need assessments or evaluations. The student will be responsible for the cost of any external services.

Success Center – The Success Center provides services to students that will aid in their success throughout their academic careers. The Success Center has resources readily available for students, regardless of the degree they seek, and is comprised of the Office of Disability Services and of the Math and Writing Centers, which offer academic assistance in the areas of writing and math, and assist students with the development of study skills and time management skills. Students can contact the Math and Writing Center specialists at (800) 977-8449 ext. 6538.

Testing Accommodations – Disability Services will provide extended testing time for students who are eligible. Eligibility for testing accommodations is based on the student’s functional limitations described in the disability documentation.

IX. Disability Services Resources

Academic Consultation – The Office of Disability Services staff will provide academic consultation to students as it relates to issues of disability. Disability Services staff members do not take the place of a student’s assigned academic advisor.



Office of Disability Services

I have received the Office of Disability Services Handbook for review and understand that it is my responsibility to read the handbook and ask questions to the Office of Disability Services staff members if I do not understand the policies and procedures.

Signature

Date

