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Student Handbook on Disability Services

From the Corporate Department of
Education

A guide to the services available to students from
the Office of Disability Services at Centura
College, Aviation Institute of Maintenance,
Tidewater Tech, and Centura Institute (rev. April
2016)

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FROM THE OFFICE OF DISABILITY SERVICES

Welcome to Centura College/AIM/Tidewater Tech/Centura Institute

The Office of Disability Services (ODS) is a part of the Corporate Department of Education and works with each campus to ensure that the programs and facilities of the Institution are accessible to every student in the learning community. Working closely with the Student Services Coordinator/Section 504 Liaison, the student can be certain that their needs, as disclosed, will be addressed. The following information is a general description of programs and accommodations available for students with disabilities.

Mission

Goal: To ensure that all programs and facilities of the Institution are accessible to all persons in the learning community.

Philosophy: To develop programs and services which permit students to, as independently as possible, meet the demands of campus life.

Notice of Non-Discrimination

The Institution does not discriminate on the basis of race, color, national origin, gender, sex, age, or disability in any of its programs or activities. The Institution provides policies and procedures that are compliant with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. Any individual who believes that she or he has been discriminated against has the right to seek relief and to be free from retaliation by members of the learning community.

The following individual has been designated by the Institution to handle all inquiries regarding its non-discrimination policies:

Corporate Director of Education,
4455 South Blvd.,
Virginia Beach, VA 23452,
toll free (877) 604-2121

OR an individual may contact the Federal Department of Education, Office of Civil Rights at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

Definition: Discrimination

The Institution defines ***Discrimination*** as any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived race, national origin, color, age, sex, gender, or disability (physical or mental disability) that is so severe, persistent or pervasive that it unreasonably interferes with or limits a student's ability to participate in or benefit from the Institution's educational program or activities.

Discrimination encompasses denying access to, excluding from participation in, or denying the benefits of the Institution's activities and programs based on disability. This includes discrimination in admissions processes and any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services.

This is established by Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104) and by Title II and Title III of the Americans with Disabilities Act of 1990, and 2008 as amended (28 C.F.R. Part 35). Students are protected from discrimination during application to higher education institutions, during the time that they are active students, and during their interactions with the Institution as alumni.

Students with Disabilities

The Institution provides every opportunity for student academic adjustment and accommodation under the guidelines of the Americans with Disabilities Act and the Rehabilitation Act of 1973 Section 504 (postsecondary education). Any student who voluntarily discloses a disability during registration or their enrollment will be afforded all rights and protections.

Note: Students with concerns specific to race, color, national origin, gender, sex, or age should consult the Institution's Office of Diversity and Civil Rights Policies and Procedures, found in the School Catalog under "Student Services" or on the campus website under Student Resources>Policies.

Process

When you are seeking admission or during active status (when you have been enrolled and are attending classes) you may choose to seek assistance from ODS at the Institution. Contact with the campus-based Section 504 Liaison ensures that you have every opportunity to self-disclose and have ample opportunity to enter the process for seeking appropriate and reasonable academic adjustment, auxiliary aids, or accommodation, both in a temporary and permanent format.

Decisions

Once sufficient information has been received by the Institution that details your disability or condition, history of disability and/or accommodation, as well as outlines specific types of adjustments, aids, or accommodations needed by you in the postsecondary academic environment, a determination as to the reasonable academic adjustment, aid, or accommodation may be made by the Institution. You will be involved at all levels of discussion with the right to withdraw your request and to grieve decisions as they impact your enrollment and matriculation within the Institution.

Retaliation and Confidentiality

The Institution considers any violation of the civil rights of its students a serious matter and will take all appropriate and necessary action to ensure an educational environment for its students that is free from retaliation. No employee or student, interested person, or

contractor of the Institution shall retaliate against a student who makes an inquiry, request, files a complaint or appeal, or takes other action based on a disability. Appropriate and corrective action will be taken by the Institution should a student's civil rights be violated under the Institution's Civil Rights Non-Discrimination Grievance and Investigation Process with sanctions within the Student Code of Conduct or Employee Code of Conduct.

The Institution ensures that all student records regarding services provided to students with disabilities are maintained in a secure manner and that the student has a right to and shall be afforded confidentiality.

Procedures are provided to ensure the Institution's compliance with all standing local, state, and federal laws regarding the civil rights of students with disabilities. Student and Staff Policies and procedures specific to other protected classes are defined by the Department of Student Affairs, Office of Diversity and Civil Rights.

Disability Services

The Institution's Office of Disability Services (ODS) is housed within Student Services and has campus locations across the Institutional system. ODS ensures that enrolled students are afforded equal and equitable access to all academic programs and activities as well as physical facilities. This duty stands regardless of disability and specifically addresses disclosure, referral, inquiry, request, services, and grievance related to or as a result of discrimination based on disability or its services provided to students with disabilities.

Two specific levels of entry into service provide for a comprehensive approach to meeting the needs of students with disabilities on all campuses. The Institution's Section 504 Liaison is physically located on campus and provides immediate response to student inquiries. In partnership with the Campus Executive Director, the Section 504 Liaison ensures that each campus location meets and adheres to all disability policies and procedures established by the Institution. The Corporate Section 504 Coordinator provides disability services management, and guidance to all campus locations from within the Department of Education. The Corporate Section 504 Coordinator ensures that students have an additional contact specific to disability services provided by the Institution and is responsible for the grievance process.

Definition: Disability

The Institution defines *disability* broadly to cover individuals to the maximum extent permitted. The Institution applies the term *disability* with respect to an individual with a physical or mental impairment that ***substantially limits one or more major life activities*** of the individual and includes that the individual has a record of having such an impairment or disability.

The Institution acknowledges that a "Disability" is any accepted medical or mental condition or disorder that falls within the guidelines of a protected class as established by Title II/III of the Americans with Disabilities Act, as amended. Section 504 of the

Rehabilitation Act of 1973 provides for the basis of academic adjustment and the provision of auxiliary aid(s) or specific accommodation(s) in institutes of higher learning. Any student who voluntarily discloses a disability will be afforded all rights and protections under Federal law and will be free from retaliation.

Reporting a Complaint

Individuals who wish to report a concern or complaint relating to discrimination may do so by reporting the concern to the campus Student Services Coordinator or by contacting the Corporate Director of Education, at 4455 South Blvd, Virginia Beach, Virginia 23452, toll free (877) 604-2121. Individuals with complaints of this nature also always have the right to file a formal complaint with the United States Department of Education:

Office for Civil Rights (OCR)

400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline #: (800) 421-3481
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Additional safeguards that are established by the U.S. Department of Education, Office for Civil Rights provide that the Institution must respond promptly and effectively to all complaints of discrimination by taking immediate action to eliminate any and all forms of discrimination (inclusive of sexual harassment or sexual violence), to prevent recurrence, and to address the effects of such discrimination. The Institution is obligated to act upon complaints in a timely manner as defined by its policies and processes.

Note: General grievances, such as those of an academic, equipment, site, or administrative nature, not specific to discrimination, must be filed with the Campus Executive Director following the policy and procedure detailed in the School Catalog.

Note: Any actions involving Institution employees may also fall under appropriate Human Resources guidelines, codes of conduct, and policies & procedures. Any investigation that results from a civil rights complaint may be supplemented by additional investigations by the Institution regarding employee conduct. These investigations will be conducted by the Corporate Department of Human Resources.

Student Grievance Process

The Institution offers an individual with a disclosed disability a fair, unbiased, and timely means to address concerns of discrimination based on disability. The student has a right to file a complaint specific to discrimination based on disability at any time (beginning with the admissions process forward). The Student Services Coordinator/Section 504 Liaison the campus, in partnership with the Corporate Section 504 Coordinator, will review all such actions and will follow the defined and relevant grievance process to ensure that the student's rights are upheld and that an appropriate and timely investigation may be conducted (*See Civil Rights Non-Discrimination Grievance and*

Investigation Process within or available from the campus Office of Disability Services).

Accreditation

Additional safeguards are necessary for students with declared and documented disabilities who enter a course of study with the expectation of employment in their field upon graduation. The Institution has identified Technical Standards for program areas that require specific knowledge, skills, and abilities. The Accrediting Commission of Career Schools and Colleges (ACCSC)—the national accrediting body of Centura College/Aviation Institution of Maintenance/Centura Institute—and the Council on Occupational Education (COE)—the national accrediting body of Tidewater Tech—require that students attending member schools be able to use the knowledge and skills gained from their training (specific to on-the-job performance) to successfully obtain employment in-field upon graduation.

Information

Adhering to the guidelines established by the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973, the Institution is committed to providing academic adjustments, auxiliary aids, or accommodations to its students with disabilities. Information regarding the Institution's specific policies and procedures concerning voluntary disclosure, referral, and grievance as well as for the provision of services through the Institution's Office of Disability Services, such as how to obtain academic adjustments, auxiliary aid or accommodation and the role of the student in this process, are available via five (5) avenues:

1. From an informational brochure available throughout the campus to include Admissions, the Student Services Office, and other various areas
2. During the campus New Student Orientation prior to the start of the first term
3. In the official School Catalog provided upon entry into the Institution
4. Directly from a confidential appointment with the campus Section 504 Liaison
5. From informational posters placed in student areas throughout campus

At Orientation, each new student will receive a copy of the Institution's Office of Disability Services *Student Guide to the Office of Disability Services* brochure that includes a brief overview of qualifying disabilities, that details the services that may be provided by the Institution, that outlines specifically the process to obtain such services, and that details the process to grieve any matter related specifically to discrimination based on disability or services by the Institution provided to students with disabilities. The brochure also provides specific contact information related to the Institution's Office of Disability Services at both the Campus and at the Corporate level.

Institution's Expectations for Students Receiving Services

The Institution expects that students receiving services from ODS will gain not only knowledge from their educational experience, but also that the student will be able to seek and obtain entry level work in the field of study. The Institution does not guarantee placement, rather it provides extensive Career Services to promote connections between

students and employers. When a student has an identified disability, the campus-based Career Services Coordinator will work diligently to afford the student with additional specialized assistance, as needed.

As well, the Institution seeks to encourage students receiving services to be mindful that their behavior and conduct while on campus is subject to the guidelines established for all other qualified students. Incidents of conduct or behavior that do not meet the Institution's expectation are subject to action as defined within the Student Code of Conduct and the General Conduct Violation Grievance and Investigation Process.

Students seeking and receiving services through ODS are encouraged to understand the Institution's expectations for student conduct. Students may not flaunt, abuse, or otherwise misuse the academic adjustments, auxiliary aids, or accommodations provided to them. In cases in which such conduct or behavior is noted, the Institution's established process for discipline will be followed.

DISABILITY SERVICES

Defining Disability Services

The Office of Disability Services (ODS) provides students with assistance as well as information in its efforts to meet the requirements of Section 504 of the Rehabilitation Act of 1973 and Title II/III of the Americans with Disabilities Act of 1990, as amended. The Corporate Section 504 Coordinator and campus Section 504 Liaison work with you, with campus faculty, and with campus administrators toward the goal of complying with state and federal regulations and integrating any student with a disclosed disability into the learning community.

The major goal of the Office of Disability Services is to assist all students with disclosed disabilities in the pursuit of their educational objectives.

Efforts are made to coordinate a student's need with services and resources available within the Institution and to link students to appropriate services in their community.

The Office of Disability Services

The campus-based Section 504 Liaison strives to coordinate services that will enable students with disclosed disabilities to act as independently as possible in a supportive atmosphere that promotes self-reliance. *You may choose whether or not to use the available services.*

The Corporate Office of Disability Services oversees policies and procedures for students with disabilities so that they may have access to the Institution. This handbook provides information that will explain procedures for efficiently accessing services and using adjustments or accommodations and other types of valuable support throughout students' academic enrollment with the Institution.

At your campus, you may contact the Student Services Coordinator/Section 504 Liaison by simply calling or appearing at the Student Services office on campus. Walk-in and scheduled appointments are available during regularly scheduled hours. A student may access information about initiating services and the grievance policies through the School Catalog or by obtaining an Office of Disability Services Brochure from the Campus Section 504 Liaison Office.

ACCESSING SERVICES

Disclosure of a Disability

The Institution makes every effort to protect the rights of its students and encourages voluntary disclosure by students with a disability. Additional safeguards are necessary for students with declared and documented disabilities who enter a course of study with the expectation of employment in their field upon graduation. The Accrediting Commission of Career Schools and Colleges (ACCSC), the national accrediting body of Centura College/AIM/Centura Institute and the Council on Occupational Education (COE), the accrediting body of Tidewater Tech Trades, require that students attending its member schools, who have a declared disability, be able to use the knowledge and skills gained from their training (specific to on-the-job performance) to successfully obtain employment in-field upon graduation.

In order to ensure that enrolled students meet the above criteria, any student seeking academic adjustments, auxiliary aids, accommodation, or services must notify the Institution in writing of their need for accommodations. You may officially choose to disclose your need for academic adjustment or accommodation by completing the ***Request for Academic Adjustment/Accommodation*** form. This can occur while you are an applicant and are still in the admission process and financial aid process or it can also occur if you have already been accepted to the Institution, once you are active in your courses or prior to the start of your first academic term. The Campus Section 504 Liaison will assist you in the disclosure process. An Intake Session, which helps define your needs, will be completed.

Any otherwise qualified student who discloses a need prior to reaching "Registered" status will be afforded all rights under the Rehabilitation Act of 1973 and as defined by the Americans with Disabilities Act.

In accordance with ACCSC/COE admission standards and the Federal Department of Education Guidelines, all applicants must certify that they:

1. Have met the *normal and essential eligibility requirements* to enter formal education or training with the Institution as defined in the Institution's standardized and publicized admissions process Policy and Procedures and have completed an Enrollment Agreement with documented proof of high school diploma or GED certificate from a valid institution AND are able to meet the Technical Standards as defined for success in the chosen curriculum;
2. Have *provided appropriate evidence of their disability, if disclosure has been made, and functional abilities*—and meet the necessary technical standards—to successfully enter the program curriculum (as attached to the completed Request for Academic Adjustment/Accommodation form);
3. Have an understanding that their selected field of training and education has specific *“essential duties” (physical/mental/other technical standards) that they must meet* in order to obtain successful employment in and related to their field of study;
4. Can perform the *“essential duties”* of positions normally described by employers via specific and industry-accepted job descriptions within their field of study, either with or without accommodations, and as may be further noted by ACCSC/COE as acceptable “in-field” placements; and that they,
5. Have *been made aware of Career Services* as offered by the Institution to assist them in their employment efforts upon graduation.

The Institution provides information in its advertising materials, through its application and enrollment processes, in its School Catalog, in its website and “Consumer Information” disclosure link, as well as during New Student Orientation that would alert students about the Office of Disability Services and the availability to otherwise qualified students of academic adjustment, auxiliary aid, and accommodation.

Information Regarding Prospective Students

The U.S. Department of Education clearly notes in 34 C.F.R. Part 104.42: Admissions and Recruitment that “Qualified handicapped [disabled] person may not, on the basis of handicap [disability], be denied admission or be subjected to discrimination in admission or recruitment” and adds in 104.42b(4) that the Institution “may not make preadmission inquiry as to whether an applicant for admission is [a] handicapped [disabled] person, but **after admission**, may make inquiries on a confidential basis as to handicaps [disabilities] that may require accommodation.” In keeping with this federal regulation, the Institution cannot and does not inquire about disabilities during the admissions process.

Any prospective student may have questions regarding services offered to students and may wish to know what specific disability services may be provided should they pursue enrollment with the Institution. The reality is that **often students voluntarily disclose during the admission process** either through appearance or discussion. In this circumstance several options are available, such as providing informational brochures from the Institution's Office of Disability Services, or by facilitating *confidential* referral to the Office of Disability Services and the campus Section 504 Liaison for an Information Session. This is so that the prospective student can receive accurate and specific information that does not overstep the regulations and does adhere to the

Institution's commitment of nondiscrimination. In no case would the admission process be halted or interrupted should a prospective student voluntarily disclose a disability.

Students seeking services must disclose their need for and make a request for specific academic adjustments, auxiliary aid, or accommodations using the Request for Academic Adjustment/Accommodation form available to the student at the Office of Student Services.

When voluntary disclosure occurs during the admission process, the Institution follows its defined Office of Disability Services Referral Policy and Procedure, under which the student:

1. May be given verbal information about the presence of the Institution's Office of Disability Services by the admissions advisor or financial aid officer and may be provided with a "Student Guide to the Office of Disability Services" brochure, **but they should not be questioned about their specific disability nor should they be required to provide any type of medical documentation.**
2. May be given contact information for the Corporate Department of Education, Section 504 Coordinator so that any specific questions about services offered to students may be answered in a confidential manner.
3. May be formally introduced to the Section 504 Liaison during the campus tour.
4. May be given a confidential **Information Session** by the campus Section 504 Liaison to discuss their needs *should they specifically request it* prior to completion of the admission process.
5. **In combination with their completion of their admission package**, may be given a referral to the Campus Section 504 Liaison to formally complete a Request for Accommodation and Intake.

At no time should your admission process be delayed or should the admission representative request specific information regarding your disability, disabling medical condition, or accommodation needs. Any prospective student or current student may wish to begin the ODS Request process with the campus based on their defined disability or need. This begins **after** the prospective student has completed the admissions process (application has been received) and after the financial aid appointment, when moving toward a start date and formal enrollment. **Prospective students who have completed their admission applications and their scheduled appointment with Financial Aid may then seek and be given an ODS Request and Intake appointment with the campus Section 504 Liaison.** The Institution provides all applicants who are *otherwise qualified* reasonable and timely accommodations.

In cases where a prospective student has voluntarily disclosed a disability, and when such disability may significantly impact a successful start based on accommodations that may be necessary, the Institution's Office of Disability Services, Section 504 Liaison **must complete at minimum an information session with the prospective student prior to active status.** In such cases, the campus Section 504 Liaison may or may not have completed a formal Request and Intake appointment, though completion of this step is

viewed by the Institution as the best practice. The Institution will ensure that students have been informed of services and have been given every opportunity to request appropriate and reasonable accommodation upon their start (see Provisional Acceptance below) and will ensure that that the prospective student is otherwise qualified to enter the program of study.

It is **only after acceptance** into the Institution and after formal written disclosure of disability followed by a formal written request for services that the process of providing academic adjustment, aid, or accommodation assessment or services may begin.

Provisional Acceptance

In rare instances, an applicant may reveal a need for highly specialized services that are not generally readily available at the campus level. *In such cases after the admission process and financial aid process are completed, the campus will complete the ODS Request and Intake process by meeting with the student prior to a student being given a start date.*

The campus may provide you with the status of “provisional acceptance” while the campus prepares to meet your accommodations needs. An entry date will be established for you that will permit the Institution to prepare for your entry and will not exceed one academic term.

The Institution will maintain communication with you at every step, and will provide you with verbal updates. You will also be notified in writing of “provisional status” so that you may better plan and assist the Institution in its efforts to secure reasonable accommodation for you. The campus Director of Admissions will be notified of the delay in entry and will facilitate your enrollment upon the advisement of the Campus Executive Director that accommodations are in place.

Status of Not Otherwise Qualified

On occasion, a student may meet some of the admissions criteria but be found to be “not otherwise qualified” for admission. This determination is one that relies on several factors and would only be given after the Corporate Section 504 Coordinator completed a review of all documentation provided by the student and an assessment of the prospective student that might include information provided by outside qualified professionals. At no time would any such determination occur at the campus level.

Enrolled Status

An applicant reaching enrolled or registered status will have every opportunity to address their specific questions and needs with the Section 504 Liaison prior to beginning their first term as well as throughout their enrollment. Student questions and concerns most often relate to their enrollment and to post-graduation employment in-field.

Initial Request and Temporary Services: Overview

Students who wish to obtain services should disclose their need AND make a request for specific academic adjustments, auxiliary aids, or accommodations in writing using the Institution's ***Request for Academic Adjustment/Accommodation Form***. This form is available at all campuses and can be obtained from the Section 504 Liaison housed in the campus Office of Student Services.

Once the campus Section 504 Liaison has received your formal written request, you will be contacted *within five (5) business days* for a campus-based Office of Disability Services (ODS) Intake Session where information will be shared and obtained to substantiate your need. The Institution ensures confidentiality of your request and provides that all its programs, activities, and services will be free from retaliation against students who disclose a disability. You will be asked to provide medical documentation supporting your request that must:

- a. Identify your disability/condition;
- b. Define the type of adjustment, auxiliary aid or accommodations; and/or,
- c. Provide guidance on specific academic interventions that will facilitate your success in your chosen academic program and while on campus.

In some cases, a *Medical Release of Information* may be needed to allow the Institution to communicate with your doctor (or other healthcare professional) in order to obtain information regarding your condition and to clarify the types of academic adjustment, auxiliary aid, or accommodation needed.

During the period in which your request is being processed, the Institution will ensure that you are provided reasonable ***temporary academic adjustment, auxiliary aids, or accommodations*** necessary to facilitate your equal access to intellectual and physical resources, activities, and academic programs normally offered by the Institution. The temporary period will be extended up to one (1) academic term. You will be notified in writing of the Institution's receipt of your request and of the temporary academic adjustment, auxiliary aids, or accommodations and temporary time period by letter, sent to your address of record.

Once a formal determination is made by the Institution, the interim temporary academic adjustments, auxiliary aids, or accommodations may be modified or changed and made permanent or further information may be requested. You will be notified of the Institution's decision and ability to provide permanent reasonable academic adjustments, auxiliary aids, or accommodations in writing *no later than five (5) days before the end* of your interim temporary accommodation period.

You may request one (1) thirty day (30) extension of the interim temporary academic adjustments, auxiliary aids, or accommodations. In order to receive an extension, you must be able

to provide written documentation that you are currently in a process of review or assessment by a qualified physician or service provider and that such assessment will impact the outcome of your request.

An extension may be requested **only in writing** and must be received by the Institution before the end of your defined interim temporary period. Assistance in this process will be provided to you upon your request.

The campus Section 504 Liaison will facilitate prompt implementation of all permanent academic adjustments, auxiliary aids, or accommodations via a comprehensive **Section 504 Academic Accommodation Master Plan (AAMP)** which will be immediately acted upon at the campus level on your behalf. A copy of the AAMP will be provided to you.

NOTE: All Institution safety procedures, especially those that specifically apply to practical aviation labs, nursing labs, and any practical learning environment outside the formal “classroom” will be upheld to ensure the safety of all students.

The Institution does not control the Externship or Volunteer site, nor does it have authority over licensing, registering, or certifying agencies such as the Federal Aviation Administration, a State Board of Nursing, or any National certification body such as those for Massage Therapy or Medical Assisting. Students seeking licensure, certification, or registration with such agencies must do so directly with the agency; students seeking accommodation in testing with such agencies based on disability will be directed to the specific agency for information.

You will be afforded continued support and review/revision of your AAMP can occur each term throughout your active enrollment at the Institution. The Institution ensures that this process will be free from retaliation, will provide you with due process in all matters related to a claim of discrimination based on disability or services related to your disclosed disability, and that all information specific to your disclosed disability will be maintained in a confidential manner. Accommodations may be discontinued upon written request to the Institution and only after an in-person meeting with the campus-based Section 504 Liaison.

Step by Step Procedure to make an Initial Request for Services

1. Notify the Institution via a formal written request for academic adjustment, auxiliary aid, or accommodation in writing using the Institution’s ***Request for Academic Adjustment/Accommodation Form*** to be delivered or sent to the Section 504 Liaison at the campus Office of Student Services. This form is available at the Student Services Office.
2. Provide adequate and timely medical or psychological documentation, to include learning assessment or test results, for any and all needed educationally specific academic adjustment, auxiliary aid, or accommodation(s) AND, as necessary, sign a Medical Release of Information so that clarification may be obtained from a qualified service provider.

3. Be available for and participate in the development and implementation of the Academic Adjustment Master Plan (AAMP) working with the campus Section 504 Liaison.
4. Agree to follow the established Office of Disability Services Student Policies and Procedures and to partner with the Institution to implement the individualized Academic Adjustment Master Plan (AAMP).
5. Be available for and participate in Term Reviews of the Academic Adjustment Master Plan as new coursework is assigned and as adjustments and accommodations require affirmation or modification.

Should your request for academic adjustment/accommodation be denied, or should you disagree with the academic adjustments, auxiliary aids or accommodations accepted by the Institution, you have a right to request a Formal Review regarding ODS accommodations in writing using the Institution's ***Request for Formal Review form***. This review is deemed administrative in nature and will be directly addressed by the Corporate Section 504 Coordinator unless it is a formal complaint of discrimination. You may turn in your request for review to the Corporate Section 504 Coordinator, Department of Education, 4455 South Blvd, Virginia Beach, VA 23452, toll free (877) 604-2121. The Institution is committed to entering into and maintaining an open dialogue with students and to that end will work to address all requests for review in a timely manner.

Note: Students with concerns specific to a claim of discrimination based on race, color, national origin, gender, sex, or age should consult the Institution's Civil Rights Non-Discrimination Grievance and Investigation Process overview, found in the School Catalog under "Student Services." Students can also contact their Campus Executive Director or the Institution's Corporate Section 504 Coordinator by calling toll free (877) 604-2121.

Assistance in this process will be offered to you upon your request. The Institution ensures that you will be free from retaliation in all activities, programs, and processes and that the information provide by you will be maintained in a confidential manner.

Should your request for academic adjustment, auxiliary aid, or accommodation be denied, or should you disagree with the specific adjustments/aid/accommodations approved, you have the right to request a Formal Review regarding ODS ACCOMMODATIONS in writing using the Institution's Request for Formal Review form.

Grievance or Complaint Overview

The Office for Civil Rights (OCR) requires that a detailed grievance process be developed and implemented that specifically addresses complaints of discrimination. The Institution policy meets OCR's requirements specific to complaints of discrimination and provides students the ability to file a complaint regarding discrimination based on disability. The Institution will always default to the OCR approved policy, and will

provide guidance to you. Should you dispute outcome of your complaint, the Institution provides a means for appeal. A non-campus-based Appeal Committee reviews all appeals and provides for the final decision of the Institution on all complaints.

The Institution will follow its ***Civil Rights Non-Discrimination Grievance and Investigation Process***, while also mitigating circumstances that are discriminatory, with this policy as the primary guide in conjunction with the ***Student Code of Conduct*** and the ***General Conduct and Investigation Process***. A student has the right to enjoy the programs, activities, and educational offerings of the Institution without fear of discrimination or retaliation.

Again, the Institution's process includes the right to file a ***Complaint*** and the right to ***Appeal***. Prior to submitting a formal complaint (whenever possible and appropriate), a student may make the Section 504 Liaison aware of the situation as a ***Concern***. Every effort to resolve the concern will be made by the Institution. If you have a concern that cannot be or that is not sufficiently and fully addressed, the Section 504 Liaison will assist you in completing the appropriate forms to initiate a formal grievance.

Every effort should first be made by the student to resolve their concern directly with at campus level and with the campus staff member(s) involved, whenever possible and appropriate. However, informal conflict resolution and the process for a formal complaint are independent actions that may also be taken.

All records pertaining to the grievance process will be maintained by the Institution for five (5) years and will be included as a part of your permanent, confidential, restricted access disability services record for reporting purposes only.

DOCUMENTATION

Documentation provides verification of your disability and must be submitted prior to obtaining permanent academic adjustments, auxiliary aids, or accommodations.

Documentation must meet stated guidelines and provide sufficient information to assist the Institution in determining what difficulties you would encounter in an academic setting. Once you have submitted a ***Request for Academic Adjustment/Accommodation*** form the Section 504 Liaison at your campus will contact you to acknowledge your request verbally and in writing. You will be contacted to schedule and complete an Intake Session to clarify any questions you may have about the process, policy and procedures, and requirements. You will be provided with appropriate guidance and forms so that critical data may be obtained in support of a request for accommodations.

It is vital to understand that the curriculum will remain unchanged; what is altered are the means with which students with disabilities access the intellectual material and

the physical campus. Persons who are admitted and later found to be *not otherwise qualified*, who cannot meet the Technical Standards of their chosen program, may not be eligible to receive accommodations and may be subject to actions under the Student Code of Conduct or Institution policy regarding falsifying information for admission.

Should you desire to obtain documentation directly from the appropriate service provider (such as a physician, psychologist, counselor, or outside agency), you will be requested to ensure that the following is included:

- Your name, the dates of the examination or testing, the examiner's name and credentials.
- Identification of the problems or reasons for referral.
- In cases of learning disability, a list of tests administered, including the names of the tests, and the version used.
- An analysis or interpretation (from the healthcare professional) of the test results.
- Diagnostic summary with a brief composite of the entire assessment process. The summary should address the concerns raised in the section of "reasons for referral."
- Recommendations of strategies to assist you in becoming an efficient learner.

ACADEMIC ADJUSTMENTS, AUXILIARY AIDS, and ACCOMMODATIONS

Academic adjustments, auxiliary aids and accommodations are interventions that you may utilize to support your academic performance. Academic adjustments are interventions that may include reasonable modifications and adjustments to how you receive information in the academic environment. Auxiliary aids are tools that permit equal access to information. Accommodations are reasonable modifications of the physical environment that permit equal access to the facility or classroom. Academic adjustments, auxiliary aids, and accommodations are unique to each student and are identified for each student on an individual basis.

Students receiving services are responsible for using the defined academic adjustments, auxiliary aids, or accommodations appropriately in all circumstances.

Responsible use includes but is not limited to the following:

- Refraining from flaunting the accommodations received because of the disability
- Participating in the development and evaluation of a ***Section 504 Academic Adjustment Master Plan***
- Maintaining timely contact with the campus Section 504 Liaison
- Adhering to the specific Term Academic Adjustment/Auxiliary Aid/Accommodation agreement
- Notifying the campus Section 504 Liaison immediately if problems arise with any adjustment, aid, or accommodation

Section 504 Academic Adjustment Master Plan (AAMP)

The *Section 504 Academic Adjustment Master Plan* is a document that is created by the Section 504 Liaison after correspondence with both you and the qualified professional(s) providing information on your behalf. The AAMP is unique to each individual student who has made a request for academic adjustment, auxiliary aid, or accommodation and who has provided documentation of a disability that qualifies under the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act of 1990, as amended. This plan details the student's disability, outlines the specific adjustments, aids, or accommodations that have been defined, and ensures that the student is receiving the appropriate level of services to meet the demands of the academic environment. The *Section 504 Academic Adjustment Master Plan* is reviewed and updated each term, as needed.

The campus Section 504 Liaison in conjunction with the student and the Director of Education at each campus addresses the specific needs of the student and prepare to meet those needs as the student enters their course of study. A *Term Academic Adjustment/Auxiliary Aid/Accommodation Authorization* form is created each term and is specific to the type of coursework that is scheduled and the types of needs documented by the student to be successful in the scheduled courses. This form also creates the environment of confidentiality for the student for all parties.

The Director of Education applies all defined academic adjustments, auxiliary aids, and accommodations in the classroom based on the AAMP. The campus Section 504 Liaison ensures appropriate services and consistency of service provision. The *Term Academic Adjustment/Auxiliary Aid/Accommodation Authorization* form serves as an agreement between the student and the Institution, detailing exactly what the student may expect from their instructor and in the classroom. The Section 504 Coordinator monitors the plan and ensures overall compliance with the plan while the student is actively enrolled.

Academic adjustments, auxiliary aids or accommodations vary but may include modifications in the classroom, in testing, in course presentation, or in specific assistance such as tutoring and study skills development.

Classroom Adjustments

The Institution defines the classroom as a room in which a formal lecture is given to students. The practical lab environments are not considered a classroom as these areas are practical—that is experiential—learning areas and usually require high levels of activity by the student and staff. Adjustments of any kind that carry over into the practical lab area must adhere to all defined Institution safety regulations and all Federal, State, and local safety regulations. A case-by-case review of requests in the practical lab areas will be offered to students with disabilities seeking accommodations outside the defined classroom environment.

Examples of classroom adjustments specific to the campus environment may include designated seating or aids that assist the student in access to the intellectual material being presented and discussed.

In both the campus setting and in the online setting, examples of classroom accommodations may include allowing extended time for testing or class assignments (students should meet the technical standards of the class with or without accommodations), permitting use of visual aids (such as enlarged text or amplified vocals for standardized lectures), permitting tape recording of information if needed related to classes (for private use only), or disregarding spelling errors for in-class work where aids are not available (such as a dictionary).

Testing Adjustments

Extended time for testing generally means allowing a maximum of double the time normally allotted to take a test. For example: if the test is allotted one (1) hour, then the student with this type of academic adjustment may take up to two (2) hours. The test may vary according to the details of the AAMP. In such cases the *Alternative Testing Policy* will be followed by the campus. Dictated tests are possible when appropriate. **NOTE: this type of requirement is outside the purview of the Institution and is specific to such programs as are found in AIM campuses and at many other campuses offering medical clinical programs or technical trades programs.**

Obtaining Testing Adjustments/Aids

Students desiring to use services or academic adjustments, aids, or accommodations must follow the established processes of the Institution.

Services will commence when the student has completed the prescribed steps and indicated that s/he understands and agrees with the Section 504 Academic Adjustment Master Plan.

The student, the Section 504 Coordinator, and the Director of Education will receive a copy of the *Section 504 Academic Adjustment Master Plan*, which will be updated each term if needed and will be available for review by the student at any time. The *Section 504 Academic Adjustment Master Plan* will define the academic adjustments, auxiliary aids, or accommodations specific to test taking that will be necessary for the student to be successful in their academic pursuits.

Testing Accommodation may be implemented at the beginning of each term and must be included in the *Section 504 Academic Adjustment Master Plan* so that reasonable time can be permitted to arrange for and monitor exams. No retroactive re-testing will be permitted and in some instances, based on specialized requirements by agencies such as the Federal Aviation Administration (FAA) or a state Board of Nursing, test accommodation must also be agreed upon by the specific agency. **NOTE: this type of requirement is outside the purview of the Institution and is specific to such**

programs as are found in AIM campuses and at many other campuses offering medical clinical programs or technical trades programs.

Remember that no test accommodations can be provided until adequate documentation has been provided to the Office of Disability Services.

Tutoring

The Office of Disability Services works with each campus and their respective Division of Education to ensure that students have access to Tutoring Services. In cases where additional tutoring is determined necessary as a part of the **Section 504 Academic Adjustment Master Plan**, the Division of Education will administer **additional reasonable tutoring accommodation on an individual basis as determined by the documented need.**

Course Adjustments

The Institution focuses on preparing its students for entry into a specific career field and the courses that are offered are those that have been determined to provide the most appropriate information and learning exposure necessary to be successful in the industries in which the student is seeking entry.

Infrequently, a disability may interfere with a particular course content area. These cases will be addressed on an individual basis. However, in other cases, the program curriculum may require the specific course content and no means of adjustment may be available based on the requirements of the course (often physical requirements or those from another governing body such as the Federal Aviation Administration or a State Board of Nursing). The **specific Technical Standards** of each program are clearly defined and described upon entry into the Institution and may be reviewed at this time.

Technical Standards define in clear terms the necessary knowledge, skills, and abilities—what are termed core competencies—in a program of study. Core competencies and performance criteria establish the essential requirements for successful graduation.

The Office of Disability Services supplies appropriate recommendations and verification of disability to the campus Director of Education for consideration as a part of the student's **Section 504 Academic Adjustment Master Plan**. The defined academic adjustments, auxiliary aids, and accommodations determined by your physician or a specialized service provider are the basis for this AAMP. Prior to entry into a program of study it is important to understand not only the requirements of that program of study but the physical, cognitive, comprehension, and mental abilities necessary.

Your ability to meet the demands of a program area may differ than other students and may prohibit your entry into a specific program as there are limited reasonable adjustments that can be made to the program. Decisions can be grieved to the Corporate Section 504 Coordinator following the Student 504 Grievance process found in this Handbook, or in other sources such as the Catalog, or in the Student Guide to the Office of Disabilities.

Study Skills Assistance

Each campus provides the students with the ability to receive advising that may assist them in their study skills or other life skill areas. These services may be accessed by any student by contacting the Student Services Coordinator at their campus.

As a part of the Section 504 Academic Adjustment Master Plan a student may be referred for assistance or may seek assistance on their own at any time to develop an approach toward their academics that will lead to success in their classes.

Students may also access beneficial assistance from the Office of Student Services that focuses on adjustment to the learning environment and balancing life issues that may impact academic achievement. One method for providing this assistance is through programming that discusses relevant topics for students attending the Institution.

The Student Resource Center offers an opportunity for like-minded students to come together socially in different officially sponsored clubs and organizations that may allow the student to better connect to the overall campus culture.

The Institution also offers social networking opportunities that may benefit students in their academic pursuits by allowing them to network with other students and professionals in their field of study.

Different activities occur at the various campuses of the Institution. It is the policy of the Institution that students with disclosed disabilities have equal access to enjoy campus activities. To this end, students with special needs or who have a self-disclosed disability will be assisted at campus functions as necessary.

THE EDUCATIONAL ENVIRONMENT

Section 504 Academic Adjustment Master Plan

The Section 504 Academic Adjustment Master Plan is the master document that allows for academic adjustments and accommodations to be specifically defined and tailored to each individual student. This plan is created so that there is consistency and clarity in the delivery of educational services to the student.

Role of the Program Coordinator

The Program Coordinator is the academic specialist who manages the student's course schedule, monitors the student's academic progress, and addresses issues and concerns specific to the academic program. The Program Coordinator is an industry expert and heads the curriculum for a program area. Their role is to ensure that the student's progress in their program of study is one that allows for timely graduation. They schedule courses and monitor academic progress. The Program Coordinator is a key team member in the student's academic life.

Role of the Lead Instructor

The Lead Instructor is the academic expert who often manages classes and may oversee Instructors. Their role in the implementation of the *Section 504 Academic Adjustment Master Plan* is to ensure that Instructors adhere to all adjustments/accommodations.

Instructors

The Instructor of each course is the academic educator whose role is to teach the curriculum as defined within each program area. Each Instructor is an expert in their field. The Instructor is the first point of contact when the student has questions regarding course material and assignments. A student may also make an appointment during the Instructor's listed office hours. A student with a *Section 504 Academic Adjustment Master Plan* can be assured that their Instructor is aware of the adjustments and accommodations that have been outlined. However, a student may contact the instructor as needed, and especially if there are questions regarding an adjustment/accommodation and its impact in the course.

Below are some suggestions for students who need to communicate with their Instructors:

- Contact the instructor to request to speak to him/her. Be on time for the appointment, if you make one
- Introduce yourself and tell the instructor which class you are in
- A good approach is to say, "I have a 504 Plan from the Office of Disability Services which verifies that I have a disability. I would appreciate discussing this with you"
- If you are unclear about anything that is said during your discussion, ask for clarification
- Take notes on the instructor's suggestions
- At the end of your meeting, summarize what you have written to double-check your understanding of the assignment or concern
- If the instructor has questions related to your accommodation that you cannot answer, please refer him/her to the Director of Education or the Student Services Coordinator/Section 504 Liaison

Students can remind instructors about needed accommodations within the classroom, and are encouraged to do so in a private and respectful manner. These accommodations will be identified in the *Section 504 Academic Adjustment Master Plan*. Instructors will limit

adjustments/aids/accommodations to those specified in the plan and in the Term Authorization. **Note: The Instructor cannot modify the plan – it is the role of the Campus Section 504 Liaison to do so.**

Academic Advising

Academic Advising is offered to student by their Director of Education/Program Coordinator as noted above in the section entitled “Role of the Program Coordinator.”

Disability related advising is only provided to students through the Corporate Office of Disability Services or by the Student Services Coordinator/Section 504 Liaison. The Institution does not provide personal counseling, but does refer students to appropriate services in their local community.

OTHER RESOURCES AND IMPORTANT INFORMATION

Student Records and Confidentiality

Student records related to disabilities are maintained in a secure and confidential file in the Office of Disability Services. Records are retained throughout the student's tenure with the Institution and for five (5) years following graduation or exit from the Institution.

You must sign a release of information form in order for any confidential information to be shared with outside agencies, organizations, or individuals. A signed release may also be required for communications within the Institution when such communications are outside of normal practices. Transcripts do not contain information regarding students' interactions with the Office of Disability Services.

General Student Services and Career Services

The Office of Student Services provides new students with strategic orientation and support throughout their first term. New Student advising sessions are mandatory for all students to assist students in all aspects of integration into the campus environment outside of Academic Advising. The Student Services Coordinator has a wide range of knowledge and can assist students in topics such as time management, study skills, reading comprehension, and general life matters. They also have the ability to link students to specific resources to address issues such as housing and emergency services. As the student moves into their second term, advising sessions are available as needed to assist with similar services and to aid the student in continuing their progress at their campus location.

The Office of Career Services offers programs that build upon the knowledge student gain in their fields of study to help them become skilled and professional career seekers. Students are assisted by a Career Services Coordinator based on their program of study. Career Services staff members offer resume writing, interviewing, and job placement assistance for all students. The Positive Employment Program (PEP) is also available to students as they near graduation. PEP is designed to immerse the student in job exploration and placement activities. This program offers extensive job coaching services to students who choose to participate.

SPECIAL FUNCTIONS

On-site Assistance

The Office of Disability Services requires notification of a need for assistance while on Campus when and if the student should wish to come to the Institution. The facilities of the Institution are fully accessible; however, students may wish to have an aide present, as requested or needed. If so, a member of the staff can be assigned.

Sign Language Interpreters

The Office of Disability Services requires a minimum of forty-five days (45) notice to obtain the services of an interpreter for school events such as the graduation ceremony. Requests for interpreters for out-of-class course assignments are the responsibility of the student based on their geographical location and need. The Office of Disability Services will assist with linking students to appropriate services in their area.

What Can Disability Services Do for You?

We can:

- Offer information concerning services and accommodations which are available to enrolled students
- Facilitate program accommodations in accordance with recent documentation results
- Refer students to appropriate levels and types of Institution offered services
- Offer opportunities for faculty/staff awareness
- Act as a liaison between faculty and students

We cannot:

- Alter the admissions process—our services begin after the student is admitted to the Institution and registered with our office
- Provide formal diagnostic evaluations, although we do provide a comprehensive list of qualified diagnosticians
- Offer self-contained classes for students with disabilities

- Ask faculty to compromise the quality of instruction or evaluation in any class— instead we would provide the accommodations necessary for a student to meet the standards of that class

What are Your Responsibilities Regarding Adjustments/Aids/Accommodations?

- Submit current documentation that clearly defines the disability and the academic adjustment, auxiliary aids, or accommodations that are needed and which meets Disability Services guidelines
- Meet with the campus Section 504 Liaison to complete the initial request so that the process of registering with the Office of Disability Services may formally begin
- Register for classes
- Behave in accordance with the Code of Student Conduct throughout campus interactions

Grievance

The Corporate Office of Disability Services implements provisions of all Section 504 policies, procedures, and processes on behalf of students. However, students may file a formal complaint to the Corporate Section 504 Coordinator. Students may also file a complaint without fear of retaliation. Such complaints may concern conduct, facilities, or other non-accommodation related matters, though specific to the student's status as a person with disabilities. In addition, the Institution asserts that it follows the measures set forth in government regulations and that it strives to meet the Federal and State mandates related to equal opportunity.