



CSN

COLLEGE OF
SOUTHERN NEVADA

**Disability Resource Center
&
Deaf and Hard of Hearing Services
Student Handbook**

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Read-Out-Loud Feature

To enable the Read-Out-Loud Feature:

- Activate Feature: **Shift + Control + Y**
- Read Current Page Only: **Shift + Control + V**
- Read to End of Document: **Shift + Control + B**
- Pause **Shift + Control + E**
- Stop **Shift + Control + C**

To deactivate Read-Out-Loud Feature:

Shift + Control + Y



DRC/DHH MISSION STATEMENT

In accordance with the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008 (ADA-AA) and Section 504 of the Vocational Rehabilitation Act of 1973, the Disability Resource Center is committed to providing equal access and academic accommodations to all enrolled students with documented disabilities and to persons who are participating in College of Southern Nevada sponsored events.

DRC/DHH VISION STATEMENT

DRC/DHH views itself as a resource for equal access, education, growth, understanding, and actualization of potential for students with disabilities and the greater CSN community. It is our goal to assist students in their development of self-advocacy and independence.

INSTITUTIONAL RESPONSIBILITY

The College of Southern Nevada (CSN) recognizes its responsibility to provide equal access to its educational programs and services to all qualified persons with disabilities. The responsibilities are mandated under Section 504 of the Rehabilitation Act of 1973 and under Title II of the Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008.

Under Federal law, a “disability” is a physical or mental impairment that substantially limits one or more major life activities. A person may be disabled if: 1) the person has a physical or mental impairment that substantially limits one or more major life activities, 2) the person has a record of such impairment, or 3) the person is regarded as having such impairment. (These terms are defined in considerable detail in the applicable public laws; the Disability Resource Center can provide you with additional information.)

Beyond legal responsibilities for promoting equal access, CSN is committed to making its campuses and programs a welcoming environment for all individuals, regardless of disability, who choose to visit, work, or take classes here. Everyone within the CSN community (faculty, staff, and students) has a responsibility for doing her/his part, as needed, to implement the policies and procedures necessary to ensure a campus climate that is conducive to the full integration of persons with disabilities.

CSN NON-DISCRIMINATION STATEMENT

Office of Institutional Equity

The Office of Institutional Equity & Title IX is responsible for investigating complaints of unlawful discrimination and sexual harassment in admission, employment, and access to college services; investigating complaints regarding treatment in college-sponsored programs and activities; investigating Title IX concerns and assuring the college is in compliance with Title IX of the Education Act of 1972; collaborating with campus units in the development of the college's affirmative action plan; assisting units in the recruitment and retention of women, men, persons with disabilities and other under-represented groups; providing training in equal opportunity, sexual harassment, diversity, and other related topics as needed or by request; and advising faculty, staff, and students who believe they may have been subjected to sexual harassment or discrimination.

CSN Non-discrimination Statement

The College of Southern Nevada is committed to providing a place of work and learning free of discrimination on the basis of race, color, national origin, disability (whether actual or perceived by others), religion, age, sex/gender (including pregnancy related conditions), sexual orientation, gender identity or expression, genetic information, veteran status (military status or military obligations) in the programs or activities which it operates. Where discrimination is found to have occurred, CSN will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

Informal Complaint Resolution

The aggrieved individual may choose to address his/her complaint directly with the offending party. Hopefully, an accord can be reached and the problem can be resolved. Informal attempts at resolution do not preclude the aggrieved individual from pursuing formal resolution of a grievance and Informal Resolution is not binding in any enforceable way.

Filing Formal Complaint of Discrimination

The following individual has been designated to handle inquiries regarding non-discrimination policies at CSN and are responsible for coordinating compliance efforts concerning, Executive Order 11246, Title VI and Title VII of the Civil Rights Act of 1964, Title IX Educational Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1990:

Eric J. Gilliland, MBA
Senior Director of Employee Relations, Office of Institutional Equity, & Title IX Coordinator
CSN Charleston Campus, 6375 West Charleston Blvd.; Bldg. E, Office E-424
Las Vegas, NV 89146,
Phone: (702) 651-7481 / Email: eric.gilliland@csn.edu.

Procedures for filing a formal Office of Institutional Equity (OIE) Grievance can be found on the OIE webpage at <http://www.csn.edu/affirmative-action>.

For further information on notice of non-discrimination, you may contact the U.S. Department of Education, Office for Civil Rights at 1-800-421-3481; or visit <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area.

STUDENT RESPONSIBILITIES

Any student eligible for services from the Disability Resource Center (DRC/DHH) and/or Deaf and Hard of Hearing Services (DHH) under the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, has certain responsibilities to fulfill. In order for accommodations to work well, students receiving services from DRC/DHH should be mindful of the following responsibilities:

- 1) Once a student has enrolled with DRC/DHH, specific academic accommodations will be established and available upon request. If the Disability Specialist finds that a requested accommodation will require additional documentation, the student is expected to take the active role to acquire appropriate documentation. DRC/DHH staff is available to assist the student, if necessary.
- 2) The student is expected to provide completed and signed Accommodation Request forms to the DRC/DHH seven (7) days in advance. Accommodation requests submitted less than 7 days in advance of the date of need for the service cannot be guaranteed to be fulfilled.
- 3) When requesting a service provider (i.e. ASL Interpreter), the student will provide the office with a course syllabus.
- 4) The student is **strongly** encouraged to meet with a Success Coach or Academic Counselor before registering for classes to ensure that course prerequisites are met and that the student is working toward the degree plan of the student's choice.
- 5) The student does not have to disclose the nature of the disability to any instructor. However, the student is encouraged to meet individually with the instructor and, if appropriate, discuss the agreed upon accommodations. Advocacy is available from the Disability Specialist.
- 6) The student will notify the DRC/DHH in advance if unable to keep a scheduled appointment with test proctors, readers, scribes, interpreters, or other service providers. Repeated failure to use requested accommodations will be addressed by the Disability Specialist.
- 7) The student will notify the DRC/DHH in writing of any and all course withdrawals. The student is encouraged to meet with an Academic Counselor prior to withdrawing.
- 8) The student must return all loaned equipment or materials at the completion of the semester or at the time of course completion or withdrawal. Failure to do so may result in a hold on future registration and transcripts.
- 9) The student is responsible for notifying the DRC/DHH in writing about problems or barriers encountered, including those with service providers.
- 10) The student is expected to be familiar with the DRC/DHH Student Handbook, accessible online at www.csn.edu/drc with alternative media copies available at the DRC/DHH offices.

Student Conduct Code

All students are expected to abide by the conduct requirements of the [CSN Student Conduct Code](#), as well as other policies and requirements adopted by the College and/or the student's department or program. Disruptive and/or abusive behavior will not be tolerated at CSN. Behavior that violates the policies of CSN can lead to administrative withdrawal from classes, expulsion from the College, and criminal charges with CSN Campus Police and/or local law enforcement.

Initiating Contact

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

N. Las Vegas	702.651.4045	cydrcstaff@csn.edu
Henderson	702.651.3795	hndrcstaff@csn.edu
W. Charleston	702.651.5644	wcdrcstaff@csn.edu
Assistive Technology	702.651.7366	

Requests specific to our Deaf and Hard of Hearing Services should be directed to:

Deaf and Hard of Hearing Services: 702 651-4448 deaf.hh.services@csn.edu
Video Phone: 702 475-4676

The first step is to gather documentation of your disability for the DRC/DHH. The most effective documentation will provide a reasonably complete picture of the individual's current functioning and come from an appropriately licensed or certified professional. Students seeking DRC/DHH services are advised to bring/send, any or all documentation they possess that might be relevant to their requested accommodations.

It is helpful to the Specialist to indicate what services the student will be seeking when the documentation is delivered to the DRC.

DRC/DHH recommends that students with disabilities contact the office as soon as possible, once the decision has been made to seek services. The student's documentation will be reviewed by the DRC/DHH professional team. If the documentation is sufficient, then the student will be invited to an intake interview. If the documentation is insufficient to support the requested accommodation(s), the student will be given information about acquiring additional documentation. It may be necessary to request further information as part of the documentation process, and the Disability Specialist will work with the student to obtain that information. Please be aware that some requested accommodations may require substantial preparation time in order to assure they will be ready for the start of classes.

Documentation

Students requesting accommodations as a person with a disability under Section 504 or the ADA/ADA-AA are responsible for providing documentation of their disability to the Disability Resource Center. This documentation serves two purposes:

- It establishes that the individual is a person with a disability as defined by the

law, thus eligible for services; and

- It is used by the institution to determine what, if any, accommodations must be made in order to assure that the individual has equal access to programs and services.

Students may choose to submit documentation of the disability at any point during a semester; however, accommodations will not be enforced retroactively. Accommodations can only begin once documentation is approved by a Disability Specialist.

AS APPROPRIATE TO THE DISABILITY, RELEVANT DOCUMENTATION WOULD INCLUDE:

When looking for the right information to submit as documentation, the following guidelines may be helpful. They were developed by the Association on Higher Education and Disability (AHEAD).

A diagnostic statement

A diagnostic statement identifies the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.

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

A description of the diagnostic criteria and or diagnostic test used

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

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

A description of the current functional impact of the disability

Ideally, the *current* functional impact on physical, perceptual, cognitive, and behavioral abilities should be described as a result of the testing that was conducted by the medical professional. If the student does not have current information, the student should bring in any/all past documentation that could help describe the condition.

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

This would entail a description of treatments, medications, assistive devices, accommodations, and/or assistive services currently used; and their estimated effectiveness in helping to minimize the impact of the disability. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted. This information will only be used to guide DRC/DHH professionals as they strive to develop the most effective and appropriate academic accommodations that can reasonably be provided at CSN.

Progression or Stability of Disability Over time

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

The credentials of the diagnosing professional(s)

Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided. DRC/DHH needs to be reasonably certain that individuals making recommendations related to disability services are, in fact, qualified and that the documentation they provide is relevant to the requested accommodation(s).

Other information

Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services that may not contain the six elements described above will be considered and reviewed by the DRC/DHH professional team.

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

Confidentiality

CSN recognizes that information regarding disability is confidential. In keeping with our respect for the privacy of persons with disabilities, and in accordance with relevant federal and State statutes, CSN establishes the following policy regarding the management of disability-related documentation and information.

- The Disability Resource Center on each campus will have the responsibility of holding documentation of disability presented by students on that campus in support of their eligibility for protection/service under the law. Such files will be considered confidential and shall be secured.

- Students with disabilities have a right to access to the information in their files with the exception of documents which clearly indicate that the information is not to be shared with the student. Requests must be made in writing, include birthdate, and be signed by the student. Students may request that the Disability Specialist help in explaining relevant information from those files to other members of the campus community.
- Information related to the student's disability does not become part of that student's academic record.
- Confidential information will not be released to outside entities without the written consent of the student. In rare circumstances and in the case of emergency situations, some information may be shared on a need-to-know basis only with relevant members of the campus community.

Student Records Storage

When a student with a disability schedules an appointment to see a Disability Specialist with the intention of attending CSN, the Disability Specialist may begin creating a student file. Student files may contain information such as: name, address, major, degree sheet, college transcripts, types of accommodations requested, types of accommodations approved, and documentation of the disability. Due to limited storage space, student records cannot be stored for an unlimited period of time. The following guidelines are established so that students may be aware of how their information will be stored. The Disability Resource Center complies with the Family Educational Right to Privacy Act (FERPA) of 1974.

- DRC/DHH maintains most records electronically, in a password protected secure database. If there is a need for the retention of hardcopy documents, a paper file is created for the student and kept in locking file cabinets within our locked file storage room on the campus where contact was initiated.
- The following DRC/DHH student records will be destroyed one year from the date of intake:
 - Potential DRC/DHH students who are not admitted to CSN and have never enrolled in any classes with CSN.
 - Potential DRC/DHH students who are admitted to CSN, but have never enrolled in any classes with CSN.
 - Potential DRC/DHH students who are admitted to CSN, and have enrolled in classes with CSN, but have not requested any accommodations from the DRC/DHH within a year from the intake appointment.
- The following DRC/DHH student records will be destroyed five years from the last time the student has requested accommodations (in person, by phone, with mail, with email, by fax, or by any other means) with the Disability Resource Center:
 - Inactive DRC/DHH students who have not requested any accommodations through the DRC/DHH in the last five years.

- Any student can request at any time to have her/his DRC/DHH student records destroyed. The student must submit a written request to the Disability Specialist in person. The student must bring at least one form of photo identification with them at the time of the request. The written request to destroy the files will be saved for one year from the date of the request, and then it will also be destroyed.
- If the student record is destroyed at either the student's request or in accordance with the DRC/DHH record storage policy, and the student wishes to return to CSN and receive accommodations, the student must meet again with a Disability Specialist for intake and submit current documentation of his/her disability. Accommodations will be re-determined according to the student's current documentation of disability.

Determining Appropriate Accommodations

The DRC/DHH professionals on each campus have been specifically assigned the responsibility of receiving, holding, and evaluating documentation of student disability on behalf of the Administration of CSN. The DRC/DHH professional team is further entrusted to make determinations regarding accommodations that are to be provided to students with disabilities, in compliance with Section 504, ADA and the ADA Amendments Act of 2008. Faculty and staff are expected to comply with the decisions of the Disability Specialists and the DRC/DHH professional team; any questions concerning those decisions can be addressed informally with a Disability Specialist or through the grievance procedure which is outlined separately in this handbook.

Requesting Accommodations

After a student has completed their intake appointment with the Disability Specialist; students may request accommodations from the DRC office by submitting the class accommodation request form and a copy of their current class schedule. This may be done in person, or by email or fax. Services requested through Deaf and Hard of Hearing Services (DHH) at the Cheyenne campus should be made in-person. Such requests should be made as early as possible. Every reasonable effort will be made by the staff to prepare accommodations within 7 days from the time of the request.

Each semester, the student should complete and sign an Accommodation Request Form for the accommodation that will be needed. Request forms are available at the DRC/DHH offices as well as online at the DRC/DHH webpage on www.csn.edu/drc. Once completed, the request form should be submitted to the DRC office on the campus where the student expects to take most of her/his classes. Students with accommodation needs relevant to DHH can place their requests with the DHH office on the Cheyenne campus.

Academic accommodations approved by the DRC/DHH professional team will be listed on the Accommodation Letter provided to the student by the DRC/DHH. Accommodation Letters are

course-specific and delivered to the student via email. **The student must then provide the letter to his or her class instructor.**

- Faculty are under no obligation to provide accommodations to students who do not provide an Accommodation Letter from DRC/DHH. The Accommodation Letters represent the only institutionally-recognized form of notification for academic accommodations.
- DRC recommends that when faculty are approached by students requesting accommodation directly, those students should be referred to the DRC/DHH.
- In situations where a student offers to provide documentation of their disability directly to faculty, the DRC advises that faculty should not accept the documentation and, instead, refer the student to the DRC/DHH. DRC strongly advises against faculty holding any documentation of a student's disability in their personal files.
- DRC recognizes that faculty may elect to make any alternative arrangements (for a student with a disability) to their standard policies/procedures that they choose, just as faculty are free to make such alternative arrangements with any student. However, disability-related accommodations recognized and supported by CSN can be assigned only by the Disability Resource Center.

Types of Accommodations Available at CSN

The following list and descriptions of our most frequently requested accommodations is presented for informative purposes only. Students are only eligible for any or all of these accommodations once their documentation has been found to support such a request. This list is not intended to present an exhaustive list of DRC/DHH services and all accommodation requests are reviewed on a case-by-case basis.

Note Takers

Note takers are service providers who attend class with a DRC/DHH student whose disability may somehow impact the process of creating usable class notes.

- Students should request Note Takers for their classes as soon as they register each semester or as soon as the need is apparent. Every effort will be made to accommodate mid-semester requests but the DRC/DHH experience is that such requests become increasingly difficult to fill as the semester progresses. The student must fill out an accommodation request form for each class in which a Note Taker is needed.
- The Note Taker may be secured with the instructor's help. As with all accommodations, the student is responsible for giving a copy of the Accommodation Letter to the instructor for each class in which a Note Taker is needed. The instructor can be asked to announce the need for a Note Taker to the class and refer interested students to the DRC/DHH office for more information. Students that request note takers before the start of the semester will

be able to pick up their Accommodation Letters from the DRC/DHH during the first week of class.

- The DRC/DHH does not allow students to choose their own Note Taker, nor does the student have any power or authority over a Note Taker. Requests to have family members, spouses, partners, friends or acquaintances serve as Note Takers will not be entertained.
- Note Takers are performing a service for the DRC/DHH. In the interest of privacy, DRC/DHH strongly recommends that Note Takers not reveal their identity to DRC/DHH students who will be receiving their notes.
- Notes are sent electronically to the DRC students preferred email address. Note Takers are expected to make their notes legible and available as quickly as possible, which is usually within 24-48 hours after a given class session.
- Students who fail to pick up their notes for a two (2) week period of time may have the note taking accommodation temporarily suspended. The student must meet with the Disability Specialist to discuss the student's responsibilities relative to the academic accommodations prior to the accommodation being reinstated.

Testing Accommodations

Testing accommodations include, but are not limited to: reader, scribe, enlarged text, extended time, and quiet testing environments. All accommodations are assigned on an individual basis when documentation is presented. All exams will be proctored.

- Students who qualify for testing accommodations must give a copy of the Accommodation Letter to their instructor at the start of the semester or when approved by the DRC/DHH for testing accommodations. When a test needs to be scheduled, the student must pick up a Test Scheduling Form from the DRC/DHH or obtain the form online at www.csn.edu/drc. The student will fill out the student information and then ask the instructor to fill out the test instructions. The student is responsible for returning this form to the DRC/DHH office seven (7) days prior to the scheduled test. Seven (7) days notice is required to ensure that accommodations are available for the scheduled test day.
 - *DRC/DHH recommends that students be proactive and schedule their testing accommodation requests at the beginning of the semester.*
- Unless a different accommodation is approved, most exams are administered in the DRC/DHH testing rooms or the Testing Center on each campus (Monday 8am-6:30pm, Tuesday through Friday, 8am-5pm). The student is responsible for taking the test at the assigned time. If the student misses the test, the student must reschedule the test upon approval from the instructor. A new Test Scheduling Form will need to be completed. If the student misses the test due to their disability, the student must provide documentation relating to the absence to the DRC/DHH and the Disability Specialist will consult with the instructor to reschedule the test.
- Testing may be monitored by video camera.

- The DRC staff will assist the student in scheduling a test in the event that the class occurs in the evening or on the weekend; so they may take their tests during the hours of operation for the DRC/Testing Center.
- If a scheduling conflict occurs, it is the student's responsibility to contact the DRC/DHH to make alternate arrangements prior to the scheduled test date.

Sign Language Interpretation and Speech-to-Text Services

Sign language interpretation involves the translation of one form or mode of communication into a form of sign language, such as American Sign Language (ASL). Speech-to-text services involve the conversion of audible communication into text format.

- The student is required to provide a copy of the class schedule and request the use of an interpreter on an accommodation request form to the Office of Deaf and Hard of Hearing Services (DHH) as soon as the student registers. On the first day of class, the student must pick up a copy of the accommodation form from the DHH and give it to the instructor.
- Any change in the student's schedule (including withdrawals) must be provided to the DHH office immediately. Failure to do so may result in the suspension of the use of the interpreter until the student meets with the DHH Specialist.
- If the student will be unable to attend class, the student must notify DHH in advance of the absence. If the student fails to show up for class, and the student has not notified DHH, the interpreter will notify DHH of the absence. After one absence from class, use of the interpreter may be temporarily suspended. Prior to reinstatement the student must meet with the DHH Specialist to discuss the student's responsibilities relative to class attendance and notice of any unexpected absences.
- If the interpreter is not in class when the class starts, the student should ask the instructor to notify the DHH office immediately.
- Service providers will remain in class for 15 minutes if the student is not present and has not called to inform DHH that s/he will be late. If the student has not arrived by this time, the service provider will be recalled and assigned to other duties for that class session.
- When a student needs an interpreter for meetings with instructors, tutoring sessions, or other school related activities, the student should complete a separate Accommodation Request form available at DHH. This form must be submitted at least seven (7) days in advance and can be accessed on the DRC website at www.csn.edu/drc.

Registration Assistance

All current CSN students will receive a 30-minute opportunity for online priority registration and are

eligible for open registration any time after the priority registration appointment. Registration information is accessible through the student's MyCSN account online.

- The DRC/DHH office is not responsible for academic counseling or advising. Therefore, all students are strongly encouraged to meet with an Academic Counselor or Success Coach prior to registering for classes. The academic counselor can advise the student regarding class pre-requisites, degree requirements, the differences between various classes, and much more. Academic counselors are extremely busy during the registration periods, and it may be necessary to make an appointment well in advance of registration.
- A student with a documented disability that requires accommodation in order to interact with the Registrar, Finance Office, Academic Counseling, etc. should submit an Accommodation Request form, ideally seven days in advance.

Equipment Loans

DRC/DHH has a variety of adaptive equipment available for loan to students who qualify.

- Students needing equipment loans should contact the DRC/DHH at least seven (7) days in advance of the semester starting. Equipment is loaned on a first come, first served basis.
- All equipment must be returned to the DRC/DHH office (on the campus from which it was borrowed) at the end of the semester or when a class is dropped. ***If equipment is not returned, a hold will be placed on the student's registration and transcript.***
- If loaned equipment is damaged while in his/her care, the student is responsible for the cost of repairs. The student will be billed for the cost of replacement or any repairs done by a service center authorized by CSN. If the equipment is damaged, the student has the opportunity to explain the damage to the Disability Specialist when the student returns the equipment.

Lab and Research Assistants

Lab and Research Assistants are DRC/DHH employees hired on an as-needed basis to assist in performing tasks that are limited due to the student's disability.

- It is the student's responsibility to request a lab or research assistant using an Accommodation Request form as soon as s/he registers for classes each semester. The student must also submit a copy of her/his schedule.
- On the first day of class, the student is responsible for delivering a copy of the Accommodation Letter to each instructor informing the instructor that a lab or research assistant will be attending the class. The instructor may be asked by DRC to help with securing a lab or research assistant.
- The lab or research assistant may only physically assist by following directions given by the

student. The assistant may not perform independent research. The student with the disability must be present at all times to direct the research or lab activity.

- Any change in the student's schedule (including withdrawals) must be provided to the DRC/DHH office immediately. Failure to do so may result in the suspension of the use of the lab or research assistant until the student meets with the Disability Specialist.
- If the student will be unable to attend class, the student must notify the DRC/DHH *in advance of the absence*. If the student fails to show up for class, the lab or research assistant will notify the DRC/DHH of the absence.
 - After one absence from class without advance notice, use of the lab or research assistant may be temporarily suspended.
 - Prior to reinstatement the student must meet with the Disability Specialist to discuss the student's responsibilities relative to attendance and notice of unexpected absences.
- If the lab or research assistant is not in class when the class starts, the student should ask the instructor to notify the DRC/DHH office immediately.
- When a student needs a lab or research assistant for meetings with instructors, tutoring sessions, or other school related activities, the student should complete a separate Accommodation Request form. Every effort should be made to submit this form at least seven (7) days in advance.

Personal Assistants

Personal assistants are people that assist with activities of daily living, such as (but not limited to): eating, breathing, bathing, urinating, changing clothing, manipulating medical devices or equipment, storing and delivering medication, transferring to and from wheelchairs and automobiles, and similar activities.

- If a student needs a personal assistant it is their responsibility to provide their own assistant. CSN does not provide personal assistants.
- The student must present DRC/DHH with documentation of need for a personal assistant.
- The student is strongly encouraged to arrange a meeting at least seven (7) days prior to the start of the semester with the Disability Specialist and include their personal assistant. The Disability Specialist will review academic boundaries with the student and the personal assistant so that the personal assistant will not perform academic activities that are the student's responsibility.
- The personal assistant may be required to present evidence to the DRC/DHH that verifies that the personal assistant is capable of performing the personal activities that the student needs assistance in performing.
- The Disability Specialist will create a Special Letter for the student and the personal assistant. The student will need to present the letter to each instructor of each class where the

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

- Use of a personal assistant is not an excuse to be late to class, leave class early, or take breaks during class. The student should arrange her/his class schedule in such a manner as to allow extra time before, after, and in between classes to arrange for personal needs.
- The use of a personal assistant does not prevent the student with the disability from also requesting and qualifying for the use of other accommodations, including sign language interpreters, note takers, and lab or research assistants.
- A personal assistant is not permitted to proctor or administer any exams.

Guide Dogs and Other Service Animals

Guide dogs and service animals are trained to perform specific tasks to assist a person with a disability.

- CSN does not provide guide dogs or other service animals. If a student requires the use of a service animal, the student will need to obtain their own trained animal.
- Though not required, the student is strongly encouraged to arrange a meeting at least seven (7) days prior to the start of the semester with the Disability Specialist and include their service animal.
- Though not required, a Disability Specialist can be asked to create a Special Letter for the student and the service animal as a strictly voluntary convenience to help inform the instructor. The Letter will introduce the service animal and outline the activities that the service animal may be performing. The Letter will be completed and made available to the student within seven (7) days of the request.
- The use of a service animal does not prevent the student with the disability from also requesting and qualifying for the use of other accommodations, including sign language interpreters, note takers, and lab or research assistants.
- Guide dogs and other service animals are not pets.
- Use of a guide dog or trained service animal is not an excuse to be late to class, leave class early, or to take breaks during class. The student should plan a class schedule in such a way that time is allowed between classes to feed, water, and walk the animal to relieve it before, after, and between the classes.
- The student is responsible for cleaning up after the animal when the animal eats, urinates, defecates, or creates any other messes.
- The student is responsible for maintaining a clean and odor free animal.
- The student is responsible for the animal's behavior at all times.

- In the event that the animal bites another person, the owner allows the animal to be unclean, the owner fails to clean up after the animal, or similar irresponsible behavior occurs, the student may be referred to the CSN discipline committee for action. Discipline action can result in expulsion. If the animal did bite another person, that other person is not obligated to wait and accept the action of the CSN discipline committee. That person may take independent legal action against the student for failing to control the animal.
- Animals that are in training to become guide dogs that are involved in a guide dog training program are welcome on the campus with their trainers. The trainer will need to comply with all State (NRS 651.075) and federal regulations that a certified guide dog and its owner follow as outlined in the procedures in the above section.

Alternative Text

Alternative text may include, but is not limited to, text in digital/computer formats, audio formats or Braille and similar alternative formats.

- The student should be aware that many publishers make alternative texts available for purchase. The student should try to purchase the alternative format instead of a standard text whenever possible.
- Students who will need books in digital format should meet with the Disability Specialist as early as possible. Typically, *a two to four week notice* is needed in order to arrange to have the books in digital format delivered to the school. More time may be needed if the student is requesting this service at the very start of a semester.
- The student must mark Alternative Media on his/her Accommodation Request form as soon as s/he has registered for classes. This form should then be submitted to the DRC/DHH along with a copy of his/her class schedule. There may be occasions when the DRC will ask for your course syllabus to work on the reproduction in sequence with the class.
- The student must obtain the text book and submit the text book and receipt to the DRC/DHH as far in advance as possible. A minimum of seven (7) days notice is required for any individual assignment and students should be aware that this accommodation can often take several weeks for completion. DRC/DHH will notify the student when the text has been altered.
- If there is a need to use the student's text books, the text books will be returned to the student as quickly as possible, or when the assignment has been completed.
- Students expecting the need to convert assignments or handouts to digital format should schedule an appointment with the Adaptive Technology Specialist to learn how to make these conversions on their own.
- Students regularly in need of alternative text books are strongly encouraged to contact Recordings for the Blind and Dyslexic (or any of several similar organizations) to obtain their

own personal memberships to this text reading service that utilizes professional recording studios and has a standing library of audio text. The Disability Specialist can assist the student with the application process.

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

Other Accommodations

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

Problems with Accommodations

If a student provides the Accommodation Letter to a faculty member but finds that the accommodations are not provided in the agreed upon manner, it is the student's responsibility to notify the DRC/DHH Disability Specialist immediately. CSN will take all necessary steps to ensure the integrity of the accommodation process, but it is the student's responsibility to inform the DRC/DHH of their concerns.

Reporting Equipment Barriers

Any member of the CSN community may report the existence of an equipment barrier which would impede equal access. In the event that such a barrier is identified, it should be brought to the attention of the DRC/DHH office on any of the three main campuses or reported via email using the contact information at www.csn.edu/drc or on p. 7 of the DRC/DHH Student Handbook. When an equipment barrier is identified, DRC/DHH staff will work with relevant CSN faculty, staff and students to devise appropriate and reasonable modifications, adaptations or workarounds. In some cases, equipment manufacturers/providers will be involved in the resolution process. Whenever possible, the student(s) with a disability who is directly affected by the access barrier will also be involved as part of the interactive process toward resolution.

Course Substitutions

CSN recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree, even with appropriate accommodations. Each request will be reviewed on a case-by-case basis. During the review process, the College will consider proposed course substitutions and whether or not they compromise the integrity of the

academic program. Per ADA-AA and Section 504, the College is not mandated to substitute essential requirements of a student's program of instruction. Therefore, every student enrolled in a degree program is expected to meet the essential requirements of that program. In the case of substitution requests, the College understands that any such substitution must not weaken the curriculum, but rather expand the opportunities available.

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

- The student will pick up and complete the Substitution Request Form available in the Admissions area.
- The student will request a letter from the Disability Resource Center to accompany the substitution. The letter should include:
 - A statement of support/non-support from the Disability Specialist on the primary campus of enrollment based on his/her evaluation of the request in light of the student's disability-related limitations.
 - An explanation of the relationship of the student's disability to the lack of success in completing the course.
 - Relevant medical or psychological documentation which includes functional impact of the disability and its duration, when appropriate.
 - A description of the accommodations previously received by the student in the course or relevant subject area, if attempted.
 - A release signed by the student, authorizing the Substitution Committee to review the student's documentation and to contact the evaluating professional, if necessary.
- The student will submit the Substitution Request Form to the Chairperson of the department of the degree or certificate that the student is pursuing.
- The Department Chairperson recommends approval or denial and forwards the request to the Associate Dean of the course being substituted.
- The Associate Dean reviews and recommends approval or denial of substitution and forwards the request to the Academic Officer designated by the Vice President for Academic Affairs.
- Academic Officer approves or denies the recommendations of the Department Chairperson and Associate Dean.
- The Academic Officer forwards the substitution form to the Officer of Admissions and Records for processing and notification to the student.

Access to Technology

Technology and the internet are integral components of most educational programming in higher education. CSN is committed to ensure that students with disabilities are afforded equal access to such technology and to the internet.

- CSN has designated a representative to act in the role of Assistive Technology Manager for the institution. Appointments are coordinated by the Disability Specialist.
- The Assistive Technology Manager is available for training in the use of the College's adaptive software and consultation regarding equal access to information posted to the institutional website.
- To ensure that advances in the use of technology do not unintentionally exclude use by persons with disabilities, the Assistive Technology Manager can consult with faculty/staff throughout the institution incorporating technology in their academic offerings or job functions.
- The Assistive Technology Manager will be responsible for assuring that requests for digital materials be processed in a timely manner for students at any of the three campuses by overseeing the production and dissemination of necessary materials; the Assistive Technology Manager shall work with the Disability Specialists to establish procedures to ensure a quick turnaround time for requested materials.
- The Assistive Technology Manager will review all proposed institutional purchases of computer technology to assess the impact of technology upgrades for those using assistive technology; any additional technology, upgrades, or training necessary for equal access shall be identified and associated costs shall be included in the funding requests for all technology purchases.

High School Students

Students with disabilities who are currently enrolled in the Clark County School District's High School program offered at the College of Southern Nevada, the Two Plus Two program, or otherwise enrolled in college courses as part of their high school curriculum should consult with the special education teacher/facilitator at their home school to establish accommodations through an Individualized Education Plan (IEP). The Clark County School District accepts responsibility for accommodations established through IEPs.

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

GRIEVANCE PROCEDURES

Persons who feel aggrieved because of alleged acts of discrimination in violation of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 or the ADA Amendments Act of 2008 should try to resolve the complaint(s) according to the following procedures.

Informal Resolution

The aggrieved individual may choose to address his/her complaint directly with the offending party. Hopefully, an accord can be reached and the problem can be resolved. Informal attempts at resolution do not preclude the aggrieved individual from pursuing formal resolution of a grievance and Informal Resolution is not binding in any enforceable way.

Filing Formal Complaint(s) of Discrimination

The following person has been designated to handle inquiries regarding non-discrimination policies at CSN and is responsible for coordinating compliance efforts concerning, Executive Order 11246, Title VI and Title VII of the Civil Rights Act of 1964, Title IX Educational Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1990:

Debbie Tanner
Compliance Investigator II
Office of Affirmative Action and Equal Employment Opportunity
Bldg. E, Office E-128
CSN Charleston Campus
6375 West Charleston Blvd.
Las Vegas, NV 89146

Phone: (702) 651-5783

Email: debbie.tanner@csn.edu

- Formal complaint(s) must be filed with the College of Southern Nevada's Office of Affirmative Action and Equal Employment Opportunity (referred to as CSN AAO/EEO below) by the complainant(s) on the institutional complaint form available through that office and online at <http://www.csn.edu/institutional-equity>. Additional information regarding the disability and its impact on the incident or situation may be submitted as part of the initial complaint form or may be volunteered and/or requested at a later time in the investigation.
- Complaints of discrimination in the employment process, hiring, promotion, demotion, evaluation, transfer or termination must be filed with CSN AAO/EEO within 180 calendar days after the discovery of the alleged act of discrimination. Likewise, complaints of discrimination in the provision of services/support shall be filed within 180 calendar days after the discovery of the alleged act of discrimination.

- If a complaint is filed against the staff of CSN AAO/EEO, the President shall appoint an alternate to handle the complaint, and all references in these procedures to CSN AAO/EEO shall refer to that person.

Notification of Respondent(s)

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

Preliminary Review by CSN AAO/EEO

- In the event that this office does not believe there are reasonable grounds to support a complaint, CSN AAO/EEO will recommend in writing to the President that the complaint be dismissed.
- If this office believes, after mediation and investigation, that there are reasonable grounds to support a complaint, a recommendation will be made in writing to the President to affirm the charge and take appropriate corrective action as required.

NSHE Board of Regents Policy Against Discrimination and Sexual Harassment

CSN AAO/EEO follows the Board of Regents Complaint Procedure, as described in Title 4, Chapter 8, Section 13 of the Board of Regents Handbook. The Handbook is available online at <http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>.

Findings

- The President (or designee) is not bound by the recommendations of the CSN AAO/EEO but shall review the resultant report and, within five (5) working days may:
 - Dismiss the charges or
 - Affirm the charge and take appropriate corrective action as required.
- The President shall cause notification of the action to be sent to the respondent, the complainant, and the CSN AAO/EEO.
- Once the decision has been forwarded to the complainant, the complainant will have exhausted all grievance or appeals procedures within CSN.

Restrictions

- Neither the complainant nor the respondent shall arbitrarily delay action of the grievance procedure.

- The proceedings shall be closed to everyone other than CSN AAO/EEO, the respondent; the complainant (and advisor or legal counsel, if any, for each party), and testifying witnesses.
- A record will be kept of the fact finding. Complainant and respondent, upon written request to the President, shall have access to the records of the proceedings, which shall remain in the custody of CSN AAO/EEO. If a staff member from CSN AAO/EEO is the person charged, the records shall be in the custody of the Office of the President.

Rights of Individual(s)

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

ADDITIONAL REFERENCES

Bureau of Vocational Rehabilitation and Services to the Blind and Vision Impaired

Assists persons with disabilities in southern Nevada enter into or maintain employment and provides additional state services through [Vocational Rehabilitation](#).

Office for Civil Rights

Additional information is available regarding the [Office for Civil Rights](#) (OCR)

NSHE Board of Regents

The [NSHE CODE](#) and [NSHE Procedures and Guidelines Manual](#) are available from the [Board of Regents](#) website.

CSN Student Policies and Procedures

All [CSN Policies](#) can be found on the CSN Website including

- [Disruptive and Abusive Student Policy](#);
- [Disruptive and Abusive Student Procedure](#); and
- [Credit Load Hour Policy](#).

CSN Course Catalog

The current [CSN Course Catalog](#) is online.

DRC/DHH Online Student Handbook

- DRC/DHH [Student Handbook](#)
- General [DRC/DHH Forms](#) including the [Accommodation Request](#) Form

Financial Aid and Scholarship Information

- **Federal Application for Financial Aid (FAFSA)**

The [FAFSA](#) can be found and completed online.

Some DRC/DHH-related scholarship information is available on the [CSN DRC](#) website.

- **Fastweb**

Any student looking for scholarships may use [Fastweb](#). The service is free. If the website has any organizations that match the student's interests, the website will send the student an email telling the student where to go to apply.

Learning Ally

The website, [Learning Ally](#), is also helpful for the students with disabilities that interfere with reading.

Bookshare.org

[Bookshare.org](#) is a free student resource for text books, journal articles and newspapers in alternative formats.