



Disability Services Handbook

Table of Contents

Disability Services Mission Statement	3
Objectives	3
Disability Services	3
Americans with Disabilities Act	4
General Requirements under Titles I, II, III and V of the ADA	4
Federal Law Provisions	5
Assurance Statement	7
Institutional Rights and Responsibilities	7
Individuals' Rights and Responsibilities	8
Emergency Care Plan	8
Accommodation Procedures	8
Alternative Testing	10
Alternative Testing Procedures	10
Delivering Tests to Designated Proctor	11
Note-Taking Services	12
Note-Taking Services Procedures:	12
Registration Assistance Services	13
Registration Assistance Services Procedures	13
Books on CD Services	13
Books on CD Services Procedures	14
Compliance Responsibility	15
Disability Harassment Policy	16
Grievance Procedure	16
510.02 Student Grievance Procedures	17
Purpose	17
Definitions	17
Informal Resolutions	18
Formal Resolutions	18
Level I	18
Level II	19
Level III	19
Documentation Guidelines	20
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	22
Documentation Guidelines	22
Blind/Low Vision	22
Documentation Guidelines	23
Deaf/Hard of Hearing	23
Documentation Guidelines	23
Head Injury/Traumatic Brain Injury	24

Documentation Guidelines	24
Physical Disabilities and Systemic Illnesses	24
Documentation Guidelines	25
Psychiatric/Psychological Disabilities	25
Documentation Guidelines	26
Rehabilitated Drug Addiction/Alcoholism	26
Documentation Guidelines	26
Specific Learning Disability	27
Documentation Guidelines	27

Disability Services Handbook

Disability Services Mission Statement

The mission of Disability Services program is to assist in creating a community where individuals with disabilities have an equal opportunity to participate in and/or benefit from all programs, activities, and services provided by HCC.

Objectives

1. To provide direct, reasonable accommodations and support services for individuals with disabilities.
2. To encourage self-determination, independence, and personal responsibility for individuals with a disability.
3. To provide resources, advocacy, collaborative services, and outreach campus-wide.
4. To promote an open and welcoming campus environment for individuals with a disability.
5. To inform and educate the HCC community about the ADA/Section 504, and about institutional responses.

Disability Services

Halifax Community College adheres to the policies as set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandates that individuals with a disability be granted equal access to all educational opportunities. Additionally, Halifax Community College adheres to the North Carolina Community College Disability Services Resource Guide.

In accordance with Section 504 of the Rehabilitation Act of 1973, federal law states that "No otherwise qualified person with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Halifax Community College in accordance with Section 504 of the Rehabilitation Act of 1973 seeks to provide equal access to education for student with a disability.

A person with a disability includes "any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment." A "qualified person with a disability" is defined as one "who meets the academic and technical standards requisite to admission or participation in the educational program or activity."

The information contained in this handbook applies to all individuals enrolled as students (i.e., Continuing Education, Curriculum, Distance Learning, Dual Enrolled, GED, Huskins, and Special Students) at HCC.

Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal anti-discrimination statute became effective January, 1992 for public entities such as institutions of higher learning. The ADA provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. There are five major components and each is presented separately and referred to as titles.

Title I – Covers non-discrimination in employment activities.

Title II – Sub-part A requires that state and local governmental entities and programs be made accessible to individuals with disabilities.

Sub-part B requires that public transportation systems be made fully accessible to and usable by individuals with disabilities.

Title III – Covers accessibility and availability of programs, goods, and services provided to the public by private entities.

Title IV – Requires that telecommunication services be made accessible to individuals with hearing and speech impairments. There is specific reference to the development of telecommunication relay systems and closed captioned technology. ***Title IV does not have a direct relationship to institutions of higher learning***, as ***ALL*** appropriate mandates for communication access referring to post-secondary settings are contained in Titles II and III.

Title V – Miscellaneous provisions that apply to other titles are contained in Title V. Employers, state and local governmental entities, and public accommodations covered by Titles I, II, and III are also covered by provisions of Title V.

General Requirements under Titles I, II, III and V of the ADA

- There can be no exclusion on the basis of disability.
- There can be no discrimination through contract.
- There must be participation in the most integrated setting.
- There can be modifications in policies, practices, and procedures.
- There can be modifications to allow for the presence of service animals with no discrimination through association.
- There can be no surcharges to cover the costs of accessibility imposed solely on persons with disabilities.
- Examinations and courses must be accessible.
- There can be no discrimination because of insurance constraints.
- There can be no harassment or retaliation.

Colleges and Universities *Can Not*:

- Limit the enrollment of students with disabilities.

- Make pre-admission inquiries regarding an applicant's disability.
- Use admission tests/criteria that do not adequately measure the academic level of a student because special provisions were not made for the student.
- Exclude a student from a course of study.
- Counsel a student with a disability toward a more restrictive career.
- Measure students' achievement using modes that adversely discriminate against those students with a disability.
- Institute prohibitive rules that may adversely affect students with disabilities.

Federal law protects the rights of qualified individuals who have a disability.

Disabilities may include but are not limited to:

- Blindness/visual impairment
- Cerebral palsy
- Deaf/hearing impairment
- Arthritis
- Epilepsy/seizure disorder
- Chronic illness (cancer, diabetes, HIV/AIDS)
- Orthopedic/mobility impairment
- Cardiac disease
- Specific learning disability
- Diabetes
- Speech/language impairment
- Multiple sclerosis
- Spinal cord injury
- Muscular dystrophy
- Tourettes syndrome
- Psychiatric disability
- Traumatic brain injury
- Drug/alcohol addiction

Federal Law Provisions

Halifax Community College may not discriminate in the recruitment, admission, educational process, employment, or treatment of individuals with a disability. Individuals who have self-identified as disabled, provided satisfactory documentation of the disability, and requested reasonable accommodations are entitled to receive such reasonable accommodations, appropriate academic or employment adjustments, or auxiliary aids and services that enable them to participate in and benefit from all educational programs and activities.

Federal law specifies that colleges and universities **may not** limit the number of students with disabilities admitted, **make preadmission inquiries as to whether or not an applicant has a disability**, use admission tests or criteria that inadequately measure the academic qualifications of qualified students with disabilities because required accommodations were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect qualified students with disabilities.

Modifications and accommodations for individuals with a disability generally include, but are not limited to:

- ❑ Removal of architectural barriers;
- ❑ Provision of services such as readers for students with blindness, visual impairments, or learning disabilities; scribes for students with orthopedic impairments; and note-takers for students with hearing impairments, learning disabilities, or orthopedic impairments;
- ❑ Provision of modifications, substitutions, or waivers of courses in major fields of study or degree requirements on a case-by-case basis (such an accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of a course or program);
- ❑ Allowing extra time to complete exams;
- ❑ Permitting exams to be individually proctored, read orally, dictated, or typed;
- ❑ Using of alternative forms of tests for students to demonstrate course mastery;
- ❑ Permitting the use of computer software programs or other assistive technological devices to assist in test taking and study skills.

(Note: Federal law referred to in this handbook includes Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.)

In support of its commitment to provide equal educational opportunity, Halifax Community College provides a variety of reasonable services and accommodations to individuals with a disability.

Individuals requesting accommodations for a disability shall make the request known at least 30 days prior to the date accommodations will go into effect or as soon as possible after learning accommodations will be necessary. The requests for accommodations must be made known to a Counseling Center Counselor. Individuals who have a personal assistant **must** provide documentation that includes sufficient reasons for the assistance. A counselor will be assigned to assist the individual with obtaining the reasonable services and accommodations to which they are entitled.

Students, faculty, and staff share the responsibility for ensuring that the legal requirement to provide an equal educational opportunity to all students is met. The student is responsible for notifying faculty and staff of their needs in a timely manner. Individuals with a disability should be kept in mind when making arrangements for employment, courses, programs, services, activities and emergencies (e.g., evacuation).

Assurance Statement

Halifax Community College adheres to all applicable federal, state, and local laws, regulations, and guidelines in regard to ensuring that reasonable accommodations are provided to all students with disabilities. Students are required to register with Disability Services and to inform each of their instructors of the reasonable accommodations granted to them. The information is to be shared with the instructors within the first week of the semester.

Institutional Rights and Responsibilities

Halifax Community College has the right to:

- Accommodate voluntarily disclosed disabilities of an “otherwise qualified” individual;
- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, employment, and activities and to evaluate students on this basis;
- Request and receive current documentation that supports requests for accommodations, academic and employment adjustments, and/or auxiliary aids and services;
- Select among equally effective accommodations, academic and employment adjustments, and/or auxiliary aids and services;
- Ensure that courses, programs, services, employment, and activities are the most integrative, appropriate, and usable for individuals with a disability;
- Maintain the college’s standards by providing reasonable accommodations that will not compromise the content, quality, or level of instruction;
- Deny a request for reasonable accommodations, academic or employment adjustments, and/or auxiliary aids and services if the documentation demonstrates that they are not warranted or if the individual fails to provide appropriate documentation;
- Refuse an accommodation, adjustment, or auxiliary aid or service or one that imposes an undue hardship or a fundamental alteration of a course, program, service, or activity of the College;
- Maintain confidentiality of all records and communication except where permitted by student and/or guardian (release of information) or by law.
- Halifax Community College has the responsibility to:
- Provide information to individuals with disabilities in reasonable and accessible formats upon request;
- Evaluate each accommodation request on an individual basis;
- Provide or arrange reasonable accommodations, academic or employment adjustments, and/or auxiliary aids and services for courses, programs, services, and activities in the most integrated and appropriate settings;
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.

Halifax Community College is not required to lower its standards. Federal law does require the college to provide reasonable accommodations that afford an equal opportunity for individuals with a disability.

Individuals' Rights and Responsibilities

Individuals with a disability have the right to:

- Equal opportunity to participate in and benefit from courses, programs, services, activities, and employment offered through the College;
- Receive reasonable and appropriate accommodations, academic or employment adjustments, and/or auxiliary aids and services;
- Information that is reasonably available in accessible formats;
- Confidentiality regarding their disability.
- Individuals with a disability have the responsibility to:
 - Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and employment;
 - Self-identify as an individual with a disability when an accommodation is needed and requested;
 - Seek information, counsel, and assistance as necessary;
 - Provide documentation in a timely manner from an appropriate professional source that verifies the disability and the need for accommodations, academic adjustments, and/or auxiliary aids and services;
 - Follow the college's published procedures for obtaining information, services, and reasonable accommodations.
 - Accommodations are subject to adjustment. The initial accommodation determination may be modified for any number of reasons. Some common reasons for changing the initial accommodation determination are:
 - The faculty member teaching the course determines that providing the accommodation would fundamentally alter an essential element of the course;
 - The student tries the accommodation and it is not effective;
 - The student requests a different accommodation, provided it is reasonable and appropriate;
 - The student receives an equally effective accommodation.

Emergency Care Plan

Every student receiving accommodations will have an emergency care plan developed at the same time that accommodations are developed. The student is not required to sign a Release of Information granting permission for Counselors to provide a copy of the Emergency Care Plan to instructors, security, and the Dean of Student Services. A copy of the plan will be given to the student as well as a copy for the student to take to each instructor. The plan will be reviewed each semester with the student.

Accommodation Procedures

Requesting accommodation or self-identifying as having a disability is voluntary. Individuals choosing to access disability services should contact a Counselor as soon as possible after acceptance to Halifax Community College. The individual must self-identify as having a disability **and** submit current documentation (no more than three years old) of the disability in

order to meet eligibility requirements for receiving reasonable accommodations. **High school 504 plans and Individualized Educational Plans (IEP) are not considered appropriate documentation at the college level.** A student with a disability may request an accommodations information packet by telephoning, emailing, or coming to Counseling Services to request services.

- A student requesting accommodations must provide appropriate documentation to
Counseling Services
(Building 300, Suite 323, 252.536. 7203 or 7207).
- The accommodation requests will be reviewed and the student notified of the outcome.
(Late documentation may result in delayed accommodations).
- Individuals who qualify for services will work with Counseling Center to determine reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- The individual shall grant permission for a Counselor to consult with faculty, staff, and outside professionals regarding essential course elements and reasonable accommodations.
- Reasonable accommodations will be individualized to the person and the situation.
- Reasonable accommodations need only to effectively provide meaningful access to a program or activity.
- Academic Accommodation Documentation will indicate general accommodations.
- Counseling Services will provide the individual with Academic Accommodation Documentation to present to faculty members that certify the existence of the disability and recommended reasonable accommodations.
- The individual is responsible for meeting with each instructor to request the specific accommodations necessary for each class.
- The individual will deliver the documentation to the instructor for the class in which the student is requesting accommodation.
- Counselors will, with the individual's permission, send electronic documentation to the faculty member(s), indicating that an individual eligible for accommodations may present them with an Academic Accommodation Documentation.
- Faculty will notify a Counselor within two weeks after receiving the electronic communication if the individual fails to present the Academic Accommodation Documentation.
- Individuals with a disability are responsible for contacting Counseling Services if reasonable accommodations are not implemented in a timely manner or are not effective.
- Common academic accommodations include, but are not limited to: exam modifications or adjustments, note-takers, readers, scribes, taped textbooks, alternate print formats, assistive technology, course substitutions, priority registration, recorded lectures, and classroom relocations.
- Procedures for the most commonly requested accommodations at HCC are outlined in the North Carolina Community College Disability Services Resource Guide located in the Counseling Department. Contact Counseling Services for additional information regarding other accommodations.

Students can seek accommodations at any time by providing the appropriate documentation to a Counseling Center Counselor and allowing reasonable time for the accommodations to be put in place.

Accommodation is not required if:

- it would create a direct threat to the health and safety of others;
- it would require a substantial change in an essential element of the program or a substantial alteration in the manner in which services are provided;
- it would create an undue financial or administrative burden on the College.

Alternative Testing

Students with documented disabilities are eligible for reasonable and appropriate testing accommodations. Accommodations that may be available to students include, but are not limited to: extended time, alternative test formats (e.g., oral tests or essay instead of multiple choice), test settings with few distractions, readers, scribes, enlarged text, and access to word processing with spell check. Recommendations for testing accommodations are determined by Counselors following review of the documentation of disability submitted by the student. As per Accommodation Procedures the student is responsible for delivering the Academic Accommodation Documentation to the Placement Test Coordinator or faculty member.

Evaluating student progress in an academic setting is an essential component of the educational process for all students. A modified test method is often a more accurate way to measure the ability or achievement of a student with a disability. Modifications are meant to neither heighten nor lessen the student's chances for success or failure, but to equalize opportunities. The ADA provides for equality of opportunity, but does not guarantee equality of results.

The College is required to make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden. Faculty judgment is important when determining whether a requested accommodation would fundamentally alter an essential element of a course or program. Students and faculty should discuss accommodations for each testing situation to determine whether recommended accommodations are reasonable and effective. Students and faculty are encouraged to contact DS if consultation is needed regarding testing accommodations.

Testing accommodations shall be provided by the instructor of the course, designated faculty members, or the Placement Test Coordinator (Julia Horsley – 252.536.7254). It is the responsibility of the instructor or Testing Coordinator to ensure that appropriate accommodations are in place when the test is proctored by a designated faculty member, Placement Test Coordinator, or designee.

Alternative Testing Procedures

- The student must make testing arrangements with the instructor or testing coordinator.
- An "Alternative Testing Request Form" that includes information regarding test accommodations that have been agreed upon by the instructor, student, and Counseling Services must be completed for each test.

- The student should make arrangements at least one week in advance of each testing date.
- To schedule a test, the student must call, email, or come into the Counseling Center office to schedule a testing time. Tests can be proctored between 9:00 a.m. and 4:00 p.m., Monday through Friday,
- The "Alternative Testing Request Form" should be submitted to the testing coordinator or instructor at least one week before the date of the test.
- Requests for a reader, scribe, computer with word processing, or other special accommodations must be indicated on the "Alternative Testing Request Form."
- Proctoring instructions must be approved by the instructor or testing coordinator on the "Alternative Testing Request Form."
- Unless noted otherwise, the student may not use books, notes, or other materials during the test.
- The student may request to schedule the test at a date and/or time that is different from the actual class date and time of the test if, because of a schedule conflict, taking it at the actual class time does not allow for the provision of appropriate accommodations. The instructor must approve the alternative date and/or time.
- The start and finish times for the test must be provided on the "Alternative Testing Request Form." If an ending time or time limit is not indicated, the student may have unlimited time.
- The student must arrive on time when taking tests. Students are responsible for notifying the instructor or testing coordinator if they will be more than fifteen minutes late for a scheduled test.
- If the student is unable to take the test at the scheduled time due to illness or an emergency, the student should contact the instructor or testing coordinator as soon as possible.
- When test make-up dates are scheduled the instructor or testing coordinator must approve in writing the date and time for the test. This documentation is submitted to the Counseling Center.
- All forms of alternative testing are proctored for the entire length of the test, and the integrity of the testing situation is maintained at all times. Cheating will be reported to the instructor. The instructor determines the consequences for cheating.

Delivering Tests to Designated Proctor

1. The instructor may drop the test off to the proctor.
2. The instructor may e-mail the test to the proctor.
3. A student worker authorized by the instructor or testing coordinator may deliver the test to the proctor.
4. The student may pick up the test from the instructor or testing coordinator and deliver it to the proctor.
5. Test security will be maintained by placing the test in a sealed envelope with a signature over the seal. The test can be returned to the instructor or testing coordinator in the same manner.
6. The faculty or testing coordinator can pick up and return the test, though it is not always possible for the staff to pick up and/or return a test on the same day of the test. If the instructor requests that the Proctor pick up the test, it must be available

on the day before the test is to be given. Every attempt will be made to return the test on the same day of the test or no later than the following morning.

7. Each test should be labeled with the student's name.
8. It should be kept in mind by students, instructors, and testing coordinator that tests will be proctored only as a last resort.

Note-Taking Services

Students with documented disabilities that affect their ability to take class notes may be eligible for note-taking services. Examples of disabilities that may affect note-taking ability include, but are not limited to, learning, visual, hearing, and physical disabilities.

Halifax Community College shall provide to eligible students note-taking services as a reasonable accommodation. Anyone wishing to note-take can pick up a Note-Taker Form from the Counseling Center. A Release of Information will be signed by the student with the disability granting permission to disclose their identity to the note-taker. Note-takers often receive the benefits of improving their class attendance as well as improving the quality of their note-taking. Note-Takers are required to attend class to take notes. **The Note-Taker is not a substitute for the student's class attendance.** On a day that the student is absent from a class the Note-Taker will not provide notes to the student except in the event of a medical absence or other verified emergency that is directly linked to the student's disability.

Note-Taking Services Procedures:

- The student must request note-taking services.
- The student must provide appropriate disability documentation.
- Counselor will notify faculty of the need for note-taking services in her/his class.
- A "Request for Note-taking Services" form will be completed for each class in which a note-taker is requested.
- The student will give Academic Accommodation Documentation to each instructor to verify that the request for note-taking services is legitimate.
- Notes can be provided in two ways:
 1. Instructors can provide copies of their lecture notes, power point presentations, transparencies, etc., to the student.

Instructors are to provide copies of their materials to the student at the beginning of the class.

2. Class notes can be photocopied in building 300, Student Services Office (309).

Note-Takers are required to make copies of their notes at least once per week and will deliver the photocopies to the designated location (i.e., counseling services or instructor). The students will pick up their notes from the designated location (i.e., counseling center or the instructor). If the student grants permission to be identified to the Note-Taker, the note-taker can give the notes directly to the student.

- ❑ Only Note-Takers approved by Counseling Services can photocopy notes in Student Services.
- ❑ Only class notes for the student with the disability can be copied - homework, study guides, papers, etc., may not be copied.
- ❑ Students receiving notes are responsible for notifying Counseling Services if the notes are of poor quality or not supplied on a regular basis.
- ❑ If the student determines that a note-taker is not needed in a class, the student is required to notify Counseling Services immediately.
- ❑ Students receiving notes may not share their class notes with other students.

Registration Assistance Services

Through registration assistance, students with a disability may receive assistance with registration for their classes. Registration assistance is available on a case-by-case basis with appropriate documentation. All registration assistance requests are reviewed and approved through the Counseling Center. The Advisor will receive Academic Accommodation Documentation when a student has reasonable accommodations for Registration Assistance. Eligibility for registration assistance will be evaluated each semester; prior approval does not constitute automatic entitlement for on-going registration assistance.

Registration Assistance Services Procedures

- ❑ The student will sign a release that allows Counseling Center Counselors to release the name and social security and/or school identification number to the advisor so registration assistance can be provided to the student.
- ❑ The student is responsible for scheduling an appointment with the academic advisor as early as possible during the advising/registration period to plan a class schedule.
- ❑ After meeting with their advisor the student may register for classes during early registration.
- ❑ After finalizing a class schedule with their advisor, the student should meet with a Counselor to arrange accommodations for the upcoming semester.
- ❑ Counselors will forward Academic Accommodation Documentation to each instructor for classes in which accommodations are needed.

Books on CD Services

Students with documented disabilities that affect their ability to read print may be eligible for textbooks and other class materials on CD. Disabilities that may affect the ability to read print include, but are not limited to, learning, visual, and physical disabilities. Students can borrow recorded textbooks from Recording for the Blind and Dyslexic (RFB&D). RFB&D is a national nonprofit organization serving people with documented visual, perceptual, or other physical disabilities. Applications to register for RFB&D services can be obtained from Counseling Services or RFB&D. The application must be certified by a qualified professional in the field of disability services, education, medicine, or psychology. Students do not have to go through HCC to obtain a taped textbook. Students can obtain taped textbooks by setting up their own individual account and ordering their own books. The cost for the student to set up an individual

account includes a one-time registration fee of \$100.00 and an annual \$35.00 membership fee. *The student is responsible for paying the \$100.00 registration fee and for paying the \$35.00 annual fee.* The student's social security number will serve as their RFB&D identification number.

Books on CD Services Procedures

- The student must register with Recording for the Blind and Dyslexic at:

**Recording for the Blind &
Dyslexic 20 Roszel Road
Princeton, NJ 08540
Customer Service Phone: (800) 221-4792
Customer Service Fax: (609) 987-8116
web: <http://www.rfb.org>**

- The student must register with a state library (Halifax County Library) that provides books on tape at:

**State Library of North Carolina
109 East Jones Street, Raleigh, NC
919-807-7430
<http://statelibrary.dcr.state.nc.us/>**

or

**North Carolina Library for the Blind and Physically
Handicapped 888.388.2460
<http://statelibrary.dcr.state.nc.us/lbph/LBPHABOU.htm>**

Non-textbooks (fiction, magazines, etc.) can be borrowed from the Colorado Talking Book Library or a library in the student's home state that works in cooperation with the Library of Congress to provide recorded materials for people with visual, physical, and reading disabilities. There is no application fee for the Colorado Talking Book Library, and materials are provided at no cost. Applications must be certified by an appropriate professional. The Colorado Talking Book Library will provide students with a patron number.

**Colorado Talking Book Library
180 Sheridan Boulevard
Denver, CO 80226-8097
Toll-free Phone: (800) 685-2136
Phone: (303) 727-9277**

- Obtain a RFB&D VIBE player:

Books on CD supplied by RFB&D or a state library require a specially adapted CD player. The VIBE CD player can be purchased from RFB&D, or an adapted Walkman can be purchased through a mail-order catalog.

□ Order the recorded textbooks:

After meeting with an academic advisor and selecting classes for the upcoming semester, the student should contact the Halifax Community College Bookstore (536-7255) for a list of the books that will be used in the student's selected classes. If the books for a class are not listed at the bookstore, the student should contact the department that is offering the course for information regarding textbooks that will be used for a particular class.

The College Bookstore is also set up to assist students in ordering books on tape, through the student's RFD&D individual account; or, the student may order textbooks him/herself, directly from RFD&D or a state library that provides books on CD (e.g., the Colorado Talking Book Library). Students can check on the availability of taped textbooks from RFB&D through the RFB&D online catalog at <http://www.rfbd.org>.

If a book is needed that is not already in RFB&D's library, the student can request that RFB&D record the book. RFB&D records books that are within the educational scope of their library and if they have the appropriate readers and studio time available. There is no charge for the recording service. Two copies of the book must be sent to RFB&D; both copies will be returned when the recording is completed. The student should contact the publisher of the book to request that complimentary copies of the book be sent to RFB&D. If the publisher is not willing to provide copies of the book, Halifax Community College will provide one copy of the textbook.

□ Alternative arrangements for recorded materials:

In certain circumstances, Halifax Community College may be able to provide recorded materials, such as special readings, class handouts, and books that are not available from RFB&D or the Talking Book Library. Requests to have materials read onto CD must be made at least eight weeks in advance of the date that the student will need the recorded material or as soon as the instructor announces that the material will be required. If a student needs to have recorded materials provided by Halifax Community College, the student should contact Counseling Services in a timely fashion. Please note: In some instances the student may also need to obtain print copies of their textbooks to use along with the taped versions.

Compliance Responsibility

The Americans with Disabilities Act of 1990 (ADA) was enacted to protect individuals with disabilities against discrimination in critical areas such as employment, housing, public accommodations, education, transportation, communication, health services, and access to public services. The purpose of the ADA is to provide a clear mandate for the elimination of

discrimination against people with disabilities, thus bringing them into the social and economic mainstream.

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that prohibits discrimination on the basis of disability in programs and activities, public and private that receive federal financial assistance. Eliminating barriers to education programs and services, increasing building accessibility, and establishing equitable employment practices are addressed in Section 504 regulations. The U.S. Office for Civil Rights (OCR), U.S. Department of Education, is responsible for the enforcement and investigation of compliance with Section 504.

Counseling Service staff serves as ADA Coordinators and is responsible for facilitating the College's efforts to comply with the ADA and Section 504 of the Rehabilitation Act of 1973. Counseling Services staff will work with HCC personnel and students to resolve disagreements regarding ADA compliance issues. If the matter cannot be resolved informally, the student may file a formal complaint. Additional information is available in Counseling Services – Building 300, Suite 323 – 252.536.7203 or 7207.

Disability Harassment Policy

Halifax Community College prohibits any type of harassment involving individuals with a disability. HCC does not tolerate employees harassing a student, nor does HCC tolerate a student harassing an employee. The college's policy reflects the belief that all students and all employees are entitled to work and learn in an environment free of discrimination based on a disability. All actions, language, and behavior that constitutes harassment and that interferes with an individual's performance or results in a hostile, offensive, or intimidating environment is strictly prohibited.

Students or employees who feel they have been subjected to harassment as the result of a disability may file a complaint with the Dean of that department. Complaints involving a Dean can be filed with the Vice President of Instructional Services. Complaints involving the Vice President of Instructional Services can be filed with the President, and complaints involving the President can be filed with the Board of Trustees.

Grievance Procedure

Students who believe they have been discriminated against on the basis of their disability may seek advice and assistance from Counseling Services staff, Deans, Vice President of Instructional Services, and/or the President of the college. The student will have the opportunity to learn about the procedures and options for filing a complaint.

A student who believes they have been discriminated against on the basis of their disability is entitled to file an internal complaint in person or in writing with the Dean of the department in which the alleged behavior occurred, the Vice President of Instructional Services, the President, the Board of Trustees, or an external agency. Complaints will be handled according to the grievance procedures outlined below:

510.02 Student Grievance Procedures

Purpose

Halifax Community College is committed to mutual respect among all constituents. We are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. These procedures assure that all matters relating to present and prospective students will be handled fairly and equally without regard to race, color, sex, age, political affiliation, religion, disability, national origin, or other non-merit factors. The grievance procedures described below are applicable to academic and non-academic student grievances.

Definitions

Student - The term student is used herein to mean any person who is officially registered at Halifax Community College during the specific academic semester or term in which the grievance occurs.

Academic Grievance - An academic grievance is any difference of opinion or dispute between a student and a faculty member about learning activities as they affect the student. This may include grading, instructional procedures, attendance, instructional quality, and situations where the student believes he/she is being treated arbitrarily.

Non-Academic Grievance - A non-academic grievance is any difference of opinion or dispute between a student and an instructor, administrator, staff member, or another student pertaining to the interpretation and/or application of the policies and procedures of the college. In addition non-academic grievances may pertain to student governance issues, student activities, disability issues, and other concerns that students might present for redress.

Level I – This is the first level of the formal grievance. The grievant shall meet with the respondent(s) and try to seek resolution. All attempts should be made to resolve the grievance at this level.

Level II – The second level of the formal grievance shall involve a conference with the respective Dean, the grievant, and the respondent(s).

Level III – This is the highest and final level of the college's formal grievance procedures. At this level the grievance is presented to the Student Appeals Committee who shall present a recommendation to the Vice President of Instructional Services.

Student Appeals Committee - The Student Appeals Committee will hear appeals of students who have submitted a written appeal after exhausting Levels I and II of the formal grievance procedure. The committee shall be composed of one division chair, two faculty, one staff, and one student. In all cases the membership of the committee shall be individuals not directly working in the division of the complaint or directly involved with the grievance.

Informal Resolutions

Every attempt should be first made to resolve conflicts informally. The formal grievance procedure should be the last option. The grievant should first discuss the issue with the person(s) responsible for the action or decision being grieved. This is not required in cases where the grievant believes that efforts at informal resolution may result in retaliation or other unfair treatment or the accusation is sexual harassment. At the request of the grievant or respondent, the division chair in the school in which the student is enrolled, academic advisor, or other college personnel shall arrange for a meeting of the parties, attend such meeting(s), and attempt to aid in the resolution. This meeting should take place within ten (10) working days of any occurrence of the occurrence causing the filing of the grievance. Although it is encouraged to have disagreements resolved at this level, any student may choose to file a formal grievance without exercising the informal process.

Formal Resolutions

If the grievance is not resolved informally, the grievant should request a formal resolution by filing a formal grievance. The formal grievance procedure begins with the student's preparation of a written statement of the grievance. This written grievance can be lodged in the Dean's office overseeing that area. This written grievance must be lodged no more than twenty(20) working days of the occurrence causing the filing of the grievance. The student will present a written statement that clearly describes the issue(s) grieved and the resolution the student wishes to occur. The written statement will describe the facts and evidence supporting the alleged violation and provide a brief history of the attempts to resolve the grievance. The Dean receiving the written grievance will provide all the parties involved with a copy of this record and begin the resolution by scheduling a Level I meeting for the parties involved.

Level I

The Level I meeting shall take place within ten (10) working days of the student filing the formal grievance. At the Level I meeting, the student lodging the grievance must meet and discuss the grievance with his/her instructor or non-instructional party whose actions he/she is grieving except in the instance of a sexual harassment grievance in which case a student may be accompanied by the division chair in the school in which the student is enrolled, campus advocate, or other college personnel. Otherwise, no other parties will be present for either party. Every reasonable effort should be made by both parties to resolve the matter at this level. Both parties are encouraged to make notes as they feel appropriate. Within three (3) working days of the Level I meeting, the respondent will provide in writing to the student a disposition of the grievance. A copy of the Level I disposition will be sent to the respective Dean. If the student is not satisfied with the disposition of his/her grievance at Level I, he/she may continue to Level II.

Level II

If the student is not satisfied with the disposition of his/her grievance at Level I, he/she may file a written appeal of the Level I grievance decision with the respective Dean within five (5) working days. Upon receiving the appeal to Level II, the Dean will schedule a conference with the parties in an effort to resolve the grievance. This conference will occur within ten (10) working days of receiving the appeal to Level II. The role of the Dean is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, ensure that college policies have not been violated, and render a decision concerning the matter. Both parties are encouraged to make notes as they feel appropriate. Within three (3) days after the conference, the Dean shall prepare a report of the disposition of the matter with copies to the student, the faculty member or non-instructional party, and the administrative record. If the student is not satisfied with the disposition at Level II, he/she may continue to Level III.

Level III

If the student is not satisfied with the disposition of his/her grievance at Level II, he/she may file a written appeal of the Level II grievance decision with the respective Dean within five (5) working days. Upon receiving the appeal to Level III, the Dean will schedule a conference for the Student Appeal Committee. This conference will occur within ten (10) working days of receiving the appeal to Level III.

At the Level III meeting both parties may bring persons to provide testimony that support their position. Additionally, both parties must notify the Dean in advance of any persons, witnesses, or other that will be attending the Level III conference. The parties are responsible for collecting all pertinent documents and presenting the documents to the Dean 48 hours prior to the meeting. The Dean will distribute the information to the chair of the Student Appeals Committee. The Dean will also provide for the audio taping or other recording method of the meeting and may provide a copy to either party upon request.

The chair is responsible for conducting the meeting in an orderly, efficient, and equitable manner. At the beginning of the meeting, the chair will review the issues of the case to the group and establish the procedure by which testimony will be presented. He/she may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts. Disruptive persons may be asked to leave the room by the chair. Additionally, the chair prepares the recommendation(s) of the committee and presents it (them) to the Vice President of Instructional Services for action within five (5) working days of the meeting.

Within five (5) working days of receiving the recommendations of the Student Appeals Committee, the Vice President of Instructional Services shall prepare a report of the disposition of the matter with copies to the student and all other parties as appropriate. This decision rendered by the Vice President of Instructional Services shall be final.

History Note: Amended effective April 28, 2009

Students have the right to appeal any decisions regarding accommodations, discrimination, and/or harassment and can choose to file a complaint and not utilize the internal grievance.

Discrimination may include but is not limited to failure to accommodate the student's disability effectively, exclusion from school programs or activities, and disability-related harassment. A student can choose to use the grievance procedure as set forth by HCC. The procedure for filing a complaint that does utilize the HCC grievance procedure is outlined below:

Disputes may arise between the college and students with disabilities as a result of misunderstanding or miscommunications. Counseling Services staff may be able to facilitate a resolution of such disputes through informal negotiation or mediation. If the dispute is with a Counselor, the Dean of Student Services may handle the dispute. When this is not feasible, the Vice President of Instructional Services may handle the dispute, or the Office of the President may appoint a neutral official or facilitate a resolution in the matter.

A student may at any time make a complaint directly to the Office of Civil Rights without having to go through the Grievance Procedure as outlined above.

A student may choose to file a complaint of disability discrimination with an external agency instead of, or in addition to filing an internal complaint. Most external complaints should be filed with the United State Department of Education, Office for Civil Rights, which has a local office in Washington, D.C. (Metro).

The OCR for North Carolina
Office for Civil Rights
U.S. Department of Education
1100 Pennsylvania Ave., N.W., Rm. 316
P.O. Box 14620
Washington, D.C. 20044-4620
Telephone: 202-786-0500
FAX: 202-208-7797; TDD: 877-521-2172
Email: OCR.DC@ed.gov

The OCR National Headquarters
U.S. Department of Education
Office for Civil Rights
Customer Service Team
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 1-800-421-3481
FAX: 202-245-6840; TDD: 877-521-2172
Email: OCR@ed.gov

Complaints alleging disability-based employment discrimination can also be filed with the Civil Rights Division or the federal Equal Employment Opportunity Commission.

Documentation Guidelines

Students who request disability services are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Complete and appropriate documentation is necessary to determine eligibility for accommodations, auxiliary aids, and/or services. Disability documentation should reflect current levels of skills, abilities, and needs for support services. Documentation should be no older than three years. Disabilities that are sporadic or degenerative in nature may require more frequent evaluation as needed for accommodation change. An Individualized Educational

Plan (IEP) or a 504 Plan **will not be accepted**. Prior history in the form of an IEP or 504 Plan from high school does not, in itself, warrant the provision of an accommodation.

Documentation guidelines stand to assist Counseling Services in collaborating with each student to ensure that the documentation is complete and to determine individualized and appropriate accommodations, auxiliary aids, and/or services. **The cost of obtaining documentation is the sole responsibility of the student.** Counseling Services will review the appropriateness of submitted documentation on a case-by-case basis. At the discretion of Counseling Services additional documentation may be requested to determine eligibility for services. Pending receipt of documentation, Counseling Services reserves the right to deny accommodations, auxiliary aids, and/or services. **Note:** Submission of documentation is not the same as the request for services. The student must initiate requests for accommodations, auxiliary aids, and/or services by contacting Counseling Services.

Information regarding a student's documentation is confidential. All documentation and files related to a student's disability are housed in Counseling Services and are not to become part of the student's college record. Students should keep a copy of their documentation. All records will be kept for five years after the student leaves the College, and the entire record is then destroyed.

All documentation submitted to the Counseling Center must:

- Be submitted on the official letterhead of the evaluator that includes the address, fax, and phone numbers.
- Include the official testing date(s) and site(s).
- Be signed and dated.
- Include the name, title, and professional credentials of the evaluator.
- Identify the current functional impact of the student's disability.
- Verify the nature and extent of the disability in accordance with current ADA standards and professional standards and techniques.
- Substantiate the need for any specific accommodation requested.

Documentation consisting of only a diagnosis, notes, and/or prescription pad notations is insufficient to determine the impact of a disability. It is also insufficient for addressing the issue of limitations, and to develop reasonable accommodations.

Documentation should be submitted in person or by mail to:

**Halifax Community College Counseling Services
P. O. Drawer 809 - 100 College Drive
Building 300, Suite 323
Weldon, NC 27890**

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder (ADD/ADHD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for ADD/ADHD are practitioners who have been trained in the assessment of ADHD and have direct experience working with adolescents and adults with ADD/ADHD. Recommended practitioners include clinical psychologists, neuropsychologists, psychiatrists, and other qualified medical doctors. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current (within the last three years). The following guidelines are provided to assist Counseling Services staff to collaborate with each student to determine appropriate accommodations.

Documentation Guidelines

1. A specific diagnosis of ADD/ADHD based on the DSM-IV diagnostic criteria. In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the ADD/ADHD;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis;
3. All quantitative information in standard scores and/or percentiles;
4. All relevant developmental, familial, medical, medication, psychosocial, behavioral, and academic information;
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnostic assessment.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Counselor of Halifax Community College.

Blind/Low Vision

Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity, as well as tracking and fusion difficulties (including, but not limited to, eye movement disorders, inefficiency in using both eyes together, and misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders, and motor integration). Fellows of the College of Optometrists in Vision Development may also provide therapy in treating the above optometric conditions. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations. The

following guidelines are provided to assist the Counselor to collaborate with each student to determine appropriate accommodations.

Documentation Guidelines

The qualified diagnostician shall provide:

1. A clear statement of vision-related disability with supporting numerical description;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results;
3. Present symptoms that meet the criteria for diagnosis;
4. Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program;
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, including the use of corrective lenses and ongoing visual therapy (if appropriate);
6. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be supported by the diagnosis.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Disability Services.

Deaf/Hard of Hearing

Physicians, including otolaryngologists and otologists, are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may provide current audiograms. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. The age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations. The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. A clear statement of deafness or hearing loss, with a current audiogram;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate;
3. Medical information relating to the student's needs and the status of the student's hearing (static or changing) and its impact on the demands of the academic program;
4. A statement regarding the use of hearing aids (if appropriate);
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be supported by the diagnosis.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the Affirmative Action Officer of Halifax Community College.

Head Injury/Traumatic Brain Injury

Head injury and traumatic brain injury (TBI) are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners may include: physicians; neurologists; licensed clinical, rehabilitation, and school psychologists; neuropsychologists; and psychiatrists. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations). The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. A clear statement of the head injury or traumatic brain injury. In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the injury;
2. A summary of cognitive and achievement measures used and evaluation results, including all scores, used to make the diagnosis;
3. A summary of present residual symptoms which meet the criteria for diagnosis;
4. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnosis.

Further assessment by an appropriate professional may be required when co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Disability Services.

Physical Disabilities and Systemic Illnesses

Physical disabilities and systemic illnesses include, but are not limited to, mobility impairments, multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, HIV/AIDS, muscular dystrophy, and spina bifida.

Physical disabilities and systemic illness are considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist, or other medical specialist with

experience and expertise in the area for which accommodations are being requested. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations). The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. A clear statement of the medical diagnosis of the physical disability or systemic illness. In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the disability or illness;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
3. A description of present symptoms that meet the criteria for diagnosis;
4. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnosis.

Further assessment by an appropriate professional may be required when co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Disability Services.

Psychiatric/Psychological Disabilities

Psychiatric and psychological disorders include, but are not limited to: depressive disorders, post-traumatic stress disorders, bipolar disorders, and dissociative disorders.

A diagnosis by a licensed mental health professional is required and must include the license number of the professional rendering the diagnosis. Recommended professionals may include licensed clinical social workers (LCSW), licensed professional counselors (LPC), psychologists, psychiatrists, and neurologists. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations). The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. A clear statement of the disability, including the DSM-IV TR diagnosis and a summary of present symptoms. In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the disability;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores if appropriate;
3. Medical information related to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
4. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnostic assessment.

Further assessment by an appropriate professional may be required when co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Disability Services.

Rehabilitated Drug Addiction/Alcoholism

Professionals who are qualified for diagnosing, treating, and providing documentation for individuals who have been rehabilitated for drug addiction or alcoholism may include physicians with a specialty in addiction, clinical psychologists, psychiatrists, and licensed mental health professionals or State Health Department Certified Addiction Counselors who are supervised by psychologists or psychiatrists. The diagnostician should be an impartial individual who is not a family member of the student.

The term "qualified individual with a disability" excludes any individual who is currently engaging in the illegal use of drugs or alcohol.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for accommodations. The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. The DSM-IV TR diagnosis, a clear statement of successful completion of a supervised drug/alcohol rehabilitation program, and a dated statement attesting to compliance with appropriate post rehabilitation treatment. In clear, direct language, the report must identify the substantial limitation of a major life activity;
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis;
3. A summary of qualitative and quantitative information that supports the diagnosis;

4. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the documentation.

Further assessment by an appropriate professional may be required when co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and Disability Services.

Specific Learning Disability

Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified. A qualified professional shall hold a degree in a field related to diagnosis of the specific learning disability and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners may include certified and/or licensed psychologists, learning disabilities specialists, educational therapists, diagnosticians in public schools or colleges and rehabilitation services, and private practitioners with the above characteristics. The diagnostician should be an impartial individual who is not a family member of the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Documentation for eligibility should be current, preferably within the last three years (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's specific request for accommodations). The following guidelines are provided to assist the service provider in collaborating with each student to determine appropriate accommodations.

Documentation Guidelines

1. Testing that is comprehensive, including a measure of both aptitude and achievement in the areas of reading, mathematics, and written language;
2. A clear statement that a specific learning disability is present and the rationale for this diagnosis. (Note: "learning deficits," "learning styles," and "learning differences" do not, in and of themselves, constitute a learning disability.) In clear, direct language, the report must identify the substantial limitation of a major life activity presented by the learning disability;
3. A narrative summary, including all scores, that supports the diagnosis;
4. A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment;
5. Suggestions of reasonable accommodations that might be appropriate at the postsecondary level. These recommendations should be based on significant functional limitations and should be supported by the diagnosis.

Further assessment by an appropriate professional may be required when co-existing ADHD or other disabling conditions are indicated. Appropriate accommodations are collaboratively

determined by the student and Disability Services staff based on the verification of the documented disability and the recommendations of the qualified professional.

Information regarding the 1973 Rehabilitation Act, Section 504 and the 1990 Americans with Disabilities Act and the North Carolina Community College Disability Services Resource Guide retrieved from

<http://www.504idea.org/504overview.html> <http://www.ada.gov/pubs/ada.htm>

www.nccommunitycolleges.edu (click on search-type disability resource guide in search box).