



A GUIDE FOR STUDENTS WITH DISABILITIES

Disability Services, Edgewcombe Community College

Tarboro:

2009 West Wilson Street

Tarboro, NC 27886

Rocky Mount:

225 Tarboro Street

Rocky Mount, NC 27801

252-823-5166 x 263

Policy of Nondiscrimination

Section 504 of the Rehabilitation Act of 1973 states that...”No otherwise qualified individual 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 subject to discrimination under any program or activity receiving federal financial assistance.”

A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. A person with a disability includes...”any person who (1) has a physical or mental impairment with substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment.” A qualified individual is defined as one...”who meets the academic and technical standards as requisite to admission or participation in the educational program or activity.”

Section 504 protects the rights of qualified individuals who have disabilities and chronic illnesses such as, but not limited to:

Specific learning disability	Cerebral Palsy
Deafness or hearing impairment	Spinal cord injury
Epilepsy or seizure disorder	Tourette syndrome
Orthopedic/mobility impairment	Traumatic brain injury
Speech and language disorder	Blindness
AIDS	Diabetes
Arthritis	Multiple sclerosis
Cancer	Muscular dystrophy
Cardiac disease	Psychiatric disability

Under the provisions of Section 504 of the Rehabilitation Act of 1973...colleges may not discriminate in the recruitment, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested appropriate academic adjustments, or auxiliary aids that enable them to participate in the benefit from all educational programs and activities.

College Rights and Responsibilities

College Rights

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs and activities and to evaluate students on this basis

- Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the college

College Responsibilities

- Accommodate the known limitations of an otherwise qualified student with a disability
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities
- To maintain appropriate confidentiality of records and communication, except where permitted or required by law
- To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction

Student Rights and Responsibilities

Student Rights

- Equal access to courses, programs, services, jobs, and activities offered by the college
- Equal opportunity to work, learn, and receive accommodations, academic adjustments, and/or auxiliary aids and services
- Confidentiality of information regarding their disability as applicable laws allow
- Information available in accessible formats

Student Responsibilities

- Meet qualifications and maintain essential instructional standards for the programs, courses, services, and activities
- Self-identify disability status in a reasonable and timely manner
- Provide disability documentation from a qualified professional that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities

- Follow published procedures for obtaining academic adjustments, and/or auxiliary aids and services

Qualifying for Services

At the college level, students must self-identify by initiating contact with the Disability Services Coordinator. Students are required to submit current documentation of their disability in order to determine eligibility prior to the implementation of services. Documentation cannot be more than three years old and 504 plans and Individualized Educational Plans (IEPs) from the public school system are not considered as appropriate documentation. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for accommodations to be put in place.

Students wishing to receive accommodations should follow these steps:

1. Contact the Disability Services Coordinator
2. Provide current documentation
3. Complete the “Accommodations Request and Release Form” and other paperwork the college requires
4. Documentation will be reviewed and, *if approved*, reasonable accommodations will be released to instructors

Grievance Procedure

Any student wishing to file a complaint related to the determination of and/or provision of disability related services and accommodations through Disability Services is entitled to prompt and equitable review of his/her complaint.

In order to file a complaint or grievance, follow this procedure:

1. The student should put the concern in writing and submit it to the Vice President of Student Services.
2. The Vice President of Student Services will contact the student to discuss concerns
3. If the complaint is not resolved, the student has a right to follow the Student Grievance Procedure as stated in the Student Handbook.

Documentation Requirements

Documentation has two main purposes:

1. To establish that an individual has a disability
2. To describe and document the functional impact of the disability for use in establishing the need for and design of accommodations

Remember...while appropriate documentation is an essential piece of the process, accommodations will be provided only *if the accommodation is directly related to the disability*. In addition to providing documentation of a disabling condition, students must provide evidence of how the disability impacts participation in classes and other college programs in order to qualify for reasonable, appropriate accommodations.

Documentation must be provided from a qualified professional and cannot be more than three years old. IEPs and 504 Plans are not considered appropriate documentation. If some type of evaluation is required, any cost incurred is the student's responsibility.

General Documentation Standards

- All documentation should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.
- An IEP or 504 Plan from the public school system is insufficient documentation to support a student's eligibility but may be included to give insight into a case. Prior history of an accommodation does not, in itself, warrant the provision of an accommodation.
- For most students, documentation of only a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.
- If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Disability Support Services.



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ADD/ADHD Documentation Guidelines

- A comprehensive report is required and should include:
 - A SPECIFIC diagnostic statement using DSM-V classification
 - Methods of assessment with supporting data such as checklists and rating scales. Psychoeducational batteries completed within the last five years that include intelligence and achievement testing will allow possibility of providing more services. Without a psychoeducational assessment, accommodations will be minimal.
 - Discussion of substantial limitations in an educational setting to support the need for services.
 - The following professionals are considered qualified to evaluate ADD/ADHD: an appropriately licensed/certified psychologist, psychiatrist, neuropsychiatrist, neurologist, or relevantly trained medical doctor.
- Typical reasonable ADD/ADHD accommodations may include:
 - Copies of notes or overheads
 - Extended time on tests
 - Low-distracting setting for tests
 - Breaks during class
 - Extended time on in-class assignments
 - Tape recorders and/or laptop
 - Taped text and classroom materials
 - Syllabus provided before the start of the semester



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Deaf and Hard-of-Hearing Documentation Guidelines

- An audiogram indicating the severity of the hearing impairment must be provided by a licensed audiologist.
- Typical reasonable hearing impairment accommodations may include:
 - Seating that allows a clear view of the instructor, the interpreter, and the blackboard
 - An unobstructed view of the speaker's face and mouth
 - Written supplements to oral instructions, assignments, and directions
 - Providing handouts in advance
 - Visual aids as often as possible, including captioned versions of videos and films
 - Repeating questions and comments from other students
 - Interpreters and/or notetakers for class lectures or lab
 - Test accommodations may include: extended time, alternate location, proofreading of essay tests, access to word processor, and interpreted directions
 - Providing unfamiliar vocabulary in written form, on the blackboard, or in a handout
 - Use of electronic mail, fax, or word processor for discussions with the instructor
 - Excess noise reduced as much as possible to facilitate communication



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Learning Disability Documentation Guidelines

- The following professionals are considered qualified to assess and diagnose learning disabilities: appropriately licensed/certified clinical psychologists, school psychologists, and neuropsychologists. This professional must have expertise in evaluating the impact on the student's educational performance. All reports should be on letterhead, dated, and signed, and include the name, title, and professional credentials of the evaluator.
- A psychoeducational report should be current. Documentation should substantiate the need for service based on the student's current functioning in an educational setting.
- Typical reasonable LD accommodations may include:
 - Tape recorders and/or laptop computers
 - Copies of notes
 - Extended time on tests and/or assignments
 - Low-distraction setting for tests
 - Frequent breaks
 - Test given by page or section
 - Use of a scribe during testing
 - Alternative test forms, such as essay or oral instead of multiple choice
 - Syllabus provided before the start of the semester



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Medical/Physical Disability Documentation Guidelines

- The student's attending physician should originate current documentation for a medical disability. A specific diagnosis with treatment history and treatment plan should be included.
- The report should include how the disability impacts the student in the educational setting.
- In cases of head trauma or medical conditions which affect the brain, a neuropsychological evaluation may allow the student to be accommodated more thoroughly.
- Typical reasonable accommodations may include:
 - Extra time to get from one class to another, especially in bad weather
 - Adaptive seating in classrooms
 - Notetakers, use of tape recorders, laptops
 - Extended time on tests/in-class assignments
 - Separate setting, scribes, or word processors for testing
 - Accessible parking near buildings



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Psychological/Psychiatric Disability Documentation Guidelines

- Documentation should be prepared by a licensed/clinical psychologist, psychiatrist, or other qualified, licensed professional.
- The evaluation should include a current DSM-V diagnosis and the treatment history and treatment plan.
- The impact of the disorder on the individual should be discussed with particular detail regarding academic requirements.
- A neuropsychologist or psychological evaluation may allow the student to be accommodated more thoroughly.
- Typical reasonable accommodations may include:
 - Extended time for testing/assignments
 - Low-distraction for testing
 - Tests divided into segments
 - Frequent breaks
 - Notetakers or tape recorders
 - Extensions, incompletes, or late withdrawals in the event of prolonged illness



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Visual Impairment Documentation Guidelines

- An eye report or a specific diagnosis indicating the severity of the visual impairment must be provided by an ophthalmologist, optometrist, or other qualified, licensed health care professional.
- Typical reasonable accommodations may include:
 - Reading list or syllabi in advance to permit time for transferring into alternate form
 - Textbooks ordered in the preferred medium of the student
 - Seating in front of the class without glare from windows
 - Tape recording of lectures and class discussions
 - Note taking devices such as pocket Braille computers
 - Clear black print on white or pale yellow paper for student with visual impairments
 - Taped tests, reading of tests, scribe, extended time, alternate location, enlarged print, and word processing software with speech access