



Student Guide to
Disability Services

2012 - 2013



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WELCOME!

We are delighted you are going to attend RCC! Whether your goal is to take one course or to complete an associate degree, our mission is to help you succeed. Let our Student Services Department be your guide to all the services available to you. You will be assigned an advisor who will help you select the courses you need to take each semester. Our counselors can provide other information to make your college career at RCC a positive learning experience.

ABOUT RICHMOND COMMUNITY COLLEGE

In 1963, the General Assembly of North Carolina established a system of community colleges and technical institutes which was to be governed by the State Board of Education and a local board of trustees for each institution. In April 1964, the North Carolina Department of Community Colleges, upon recommendation of the Commission of Public Education Beyond the High School Level, established Richmond Technical Institute. Seven months later, the voters of Richmond County authorized a bond issue and a tax levy for construction and support of Richmond Technical Institute. In October 1980, the name was changed to Richmond Technical College. In July 1987, the name was changed to Richmond Community College when the North Carolina General Assembly approved RCC's application for community college status.

MISSION STATEMENT

The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services to support economic development and enhance the quality of people's lives.

VISION

Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland counties by:

- Being an institution of choice for educational opportunity;
- Serving as a cultural center for the community;
- Meeting the individual needs and aspirations of a diverse student population;
- Providing relevant, evolving, and accessible programs and services employing current technology in state-of-the-art facilities;

- Cultivating close and supportive relationships with the communities we serve;
- Engaging students in an educational experience that prepares them for the diverse and changing 21st century work place; and
- Continuously improving through data-informed self-assessments and evaluations.

STRATEGIC DIRECTIVES

1. Develop and implement new programs and courses that are relevant to our region, promote current technology, and respond to economic trends.
2. Use emerging technologies and platforms to enhance our public image, elevate our status as a cultural center, and connect to the community.
3. Develop comprehensive, individualized approaches to learning and services that meet student needs and foster success.
4. Supplement allocated funds with resources from external sources to enhance RCC's mission.
5. Expand collaborations with external educational and workforce partners to help students meet their educational and career goals.
6. Optimize current building usage, make targeted additions, and implement changes to meet the needs of a growing enrollment.

ACCREDITATION

Richmond Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate degrees, associate in applied science degrees, diplomas, and certificates. The Associate Degree Nursing program is accredited by the North Carolina Board of Nursing.

The Richmond Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowment (AAMAE), (Commission on Accreditation of Allied Health Programs, 35 W. Wacker Drive Ste. 1970, Chicago, Illinois 60601-2208. Telephone: (912) 553-9355)

The Criminal Justice A.A.S. Degree Program at Richmond Community College is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

THE CURRICULUM

Richmond Community College offers curricular programs leading to an associate degree, a diploma, or a certificate. Certificates may be awarded through certain curricula upon

the satisfactory completion of prescribed courses selected and identified by the College. The curricular programs are designed so all students who complete requirements for a degree or diploma will meet required competencies in reading, writing, oral communication, computing and general math skills. For additional information on the curriculum programs please refer to the Richmond Community College Catalog and Student Handbook.

RCC's NONDISCRIMINATION POLICY

The Richmond Community College is committed to the education of all academically qualified students. RCC does not discriminate on the basis of race, color, national origin, gender, age, religion, creed, sexual orientation or disability.

DISABILITY LAW & RCC POLICY

Section 504 of the Rehabilitation Act states:

“Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Title II of the Americans with Disabilities Act states:

“No otherwise qualified individual with disabilities in the United States ... shall, solely by reason of ... handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Richmond Community College recognizes a qualified individual with disabilities as one who meets the federal definition of having a disability.

Disability means any person who (1) has a physical or mental impairment that substantially limits one or more of the major life activities; has a record of impairment; or has been regarded as having such an impairment.

(1) **Physical or mental impairment** means:

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological,

musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine;

- b. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- c. The phrase physical or mental impairment includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illnesses, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic, tuberculosis, drug addition, and alcoholism.

- (2) **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

RCC is committed to providing support and services to disabled students to help them obtain a quality education and to reach their goals with the least amount of difficulty reasonably possible. Assistance is provided, as necessary, in relation to a student's impairment, and is intended to help them participate in and benefit from the programs and activities enjoyed by all students.

DISABILITY SERVICES AT THE POST-SECONDARY LEVEL

The laws applicable to educational services rendered to students with disabilities at the high school level are distinct from the laws which govern educational services rendered to them at the post-secondary level. Students with disabilities will operate under a new set of conditions and within a different framework. In an effort to assist with a clear understanding of the essential differences between these laws, the following comparison chart is included. It is very important that students read and understand these differences. It is important to know the rights and responsibilities of all parties involved.

**Major Differences Between
High School and Post-Secondary Disability Services
Comparison Chart**

	HIGH SCHOOL	POST-SECONDARY
Applicable Laws	Indiv. w/ Disabilities Education Act Rehabilitation Act, Section 504	Americans w/ Disabilities Act Rehabilitation Act, Section 504
Required Documentation	Indiv. Education Program School provides evaluation at no cost to student School re-tests over time	Varies depending on the disability, and must include testing documentation Student must provide the evaluation at his own expense Student provides re-testing
Student Role	Student is identified by school School sets up accommodations	The student must identify himself/herself as a person who has a disability to the Disability Services Office Student is responsible for securing accommodations
Parental Role	Access to student records Participation in accommodations Mandatory involvement	No access to student records without the student's written consent Student requests accommodation Student is self-advocate
Instructors	Modification of curriculum Use of multi-sensory approach Weekly testing, mid-term, final and graded assignments Attendance taken and reported	Not required to modify Not required to modify May test once or twice with few assignments Attendance often not taken but student can be dropped after missing 10% (one class)
Grades	Grades modified based on curriculum	Grades reflect the quality of work submitted
Conduct	Disruptive conduct may be accepted	Students who are disruptive and unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed
Cost	Free	Can be expensive
Student Participation	Mandatory	Voluntary

THE DISABILITY SERVICES OFFICE

The Disability Services Office staff consists of the Vice President for Student Services and the Disability Services Counselor. If you are disabled, see the Disability Services Counselor before you begin your application process. The Counselor will assess your individual needs and documentation. The Disability Services Counselor will assist you in working with your instructors to implement appropriate accommodations.

SERVICES AVAILABLE THROUGH THE DISABILITY SERVICES OFFICE

The Disability Services staff works with the students (as well as with faculty and staff members) to provide all reasonable classroom accommodations. Reasonable accommodation(s) will be made for students supplying satisfactory and complete documentation, unless the accommodation(s) contravene legal or medical requirements or core functions of the field of study, program, or job. This provision shall apply to any relevant curriculum.

Student wishing to enter the Associate Degree Nursing and Medical Assisting programs should be aware that additional activities are required to be performed by students. Refer to the Richmond Community College Catalog and Student Handbook for further program requirements.

In order to receive accommodations the student has the responsibility to:

- Self-identify as a person with a disability by initiating contact with the Disability Services office to receive reasonable accommodations;
- Provide Disability Services with appropriate documentation from an approved disability provider, if requested;
- Meet with the Disability Services Counselor to determine needed accommodations based on the documentation;
- Each semester, work with the Disability Services Counselor to provide your instructors with signed copies of your accommodations on the Request for Accommodations form;
- Give advance notice of your need for reasonable accommodations;
- Meet qualifications and maintain essential institutional standards for programs, courses, services, and activities.

Below are some of the more commonly provided accommodations. Please note that accommodations are designed to make learning possible and the evaluation process fair, but accommodations do not guarantee success nor do they alter published course standards.

Test Accommodations

Some students will need to take their tests in a non-traditional format. Prior permission for testing accommodations should be obtained through the Disability Services Counselor. This accommodation should be arranged prior to the beginning of the semester. Examples of alternative testing are: extended test time, dictating, scribing and reading services.

Interpreter Services

Students who are deaf or hard of hearing and who need interpreter services are strongly encouraged to pre-register for subsequent semester classes. Students should contact the Disability Services Counselor as soon as they know their scheduled classes for the next semester. It can take several weeks to locate a qualified interpreter who can work at the times you need. Every attempt is made to locate certified interpreters, but occasionally non-certified personnel are employed. If an interpreter cannot be located, an alternative format will be utilized.

Note Taker Services

If you need note takers for your classes, notification will be sent to your instructors at the beginning of the semester. At the first class session, you should work with your instructor to facilitate the establishment of a note taker as follows:

- ◆ On the first class day, communicate with your instructor about your note taker needs. Let the instructor know if there is someone in your class who you know, who takes good notes, and who may be willing to assist you. If you do not have a suggestion or preference for a note taker, the instructor will attempt to locate a classmate/student to serve as a note taker. Once a note taker has been identified, both you and your note taker should come to Student Services for an explanation and formalization of the note taking arrangement.
- ◆ In the event that the instructor is unable to identify a note taker, IMMEDIATELY notify the Disability Services Counselor.
- ◆ The accommodated student, the note taker, and the Disability Services Counselor will sign a contract, formalizing the note taking arrangement in that course, for that semester.

Academic Counseling

Trained counselors are available to help you make the best decisions about your education. They help with career planning and problem solving throughout your college career at RCC. Whether you need help managing your time, establishing priorities, or changing your schedule, our counselors are here to help you succeed. The counselors are aware of the fact that disabled students may have unique academic and/or personal concerns.

Registration Assistance

A faculty member/advisor will be assigned to you. You should schedule an appointment with your advisor each semester to discuss your progress and complete your class schedule card. Counselors are also available to assist you in this area. It is your responsibility to maintain an accurate record of your academic progress.

In some cases disabled students may be given "priority registration accommodations." Priority registration accommodations may include advance or priority placement in selected courses or advancement to the front of the line for students with mobility impairments. Be advised, however, that priority registration does not guarantee that students will get into all of the courses they have selected.

Taped Textbooks & Reader Services

RCC may be able to obtain pre-taped or alternatively formatted textbooks for students requiring written materials in a non-traditional format. If, however, the required textbook(s) are not available, reasonable accommodations will be coordinated between the Disability Services Office and the Academic Success Center. Whenever possible, students are encouraged to provide their class schedule to the Disability Services Counselor prior to the beginning of the semester in order to allow sufficient time to acquire and/or prepare textbook accommodations. Pre-scheduling is strongly recommended.

If you require other kinds of reader services, inform the Disability Services Counselor as soon as possible.

Tutorial Services

The Academic Success Center is an open computer/skills lab in which a trained coordinator assists students with their skill level in both computer related work and all subjects. The center also provides many resources via lab computer "favorites" and the Academic Success web site. The tutorial program, housed in the Academic Success

Center, offers free tutoring to all curriculum students. The tutorial program consists of peer tutors and also a few individuals with advanced degrees who work with the curriculum students to improve their skills.

Reduced Course Loads

RCC considers students carrying 12 or more credit hours to be full-time students. In the event that, because of a documented disability, a student is unable to carry a full-time course load, the College may allow the student to be regarded as full-time based on their maximum number of hours. Students seeking to retain full-time status while carrying a reduced course load must meet with the Disability Services Counselor. The student should be prepared to discuss how their disability specifically affects his/her ability to carry a normal full-time course load and the reason that the student needs to retain full-time status. Each case is considered individually and may require further discussion with the Vice-President for Student Services.

Course Substitutions

RCC recognizes that for some students with disabilities, even with reasonable accommodations, learning in some specific courses may be difficult. Students with disabilities requesting substitution of coursework must meet with the Disability Services Counselor. The student should be prepared to clearly demonstrate how his/her disability specifically affects his/her ability to acquire the subject matter of the particular course. Additional documentation may be requested and may include, but is not limited to, statements/recommendations from former teachers, special education providers, and/or other professionals, and a history of attempts to successfully complete the course while using accommodations. Each case is considered individually and may require further discussion with the Vice-President for Student Services.

While RCC will permit the substitution of another course as an accommodation in some instances, *RCC will not substitute or waive any course requirement that is found to be essential to a program of study.*

Any student who receives approval for a course substitution is expected to fully comply with all substituted requirements. Further, any substitution is only valid for the course(s) identified, within the student's official curriculum at the time of the substitution. If, however, the student initiates and causes any change(s) to be made to his or her curriculum, the previously approved course substitution shall be rendered void.

Class Attendance

RCC has determined that regular class attendance is essential to realize course objectives, and that excessive absences are detrimental to academic success. RCC has

established that absences in excess of 10% will be considered excessive. However, the College also recognizes that the nature of some disabilities may impact on a student's ability to comply with the 90% attendance policy, and a student may warrant an increased number of maximum allowable absences. This determination will be made on a case-by-case basis and shall only be in those cases where the increase will not create a substantial alteration in the manner of instruction or compromise the integrity of the course; generally, students will be allowed no more than 50% more absences. For example, if the maximum number of absences in a particular class would normally be 4, a student may be granted an additional 2 absences for a total of 6 allowable absences. If a class normally imposes a maximum of 8 absences, a student may be allowed an additional 4 absences for a total of 12.

The Office for Civil Rights states that each request for additional absences should be evaluated individually. The format of the class must be taken into consideration in determining if absences beyond those allowed by the attendance policy are acceptable. It is a curriculum decision to determine the essential functions of a course and to determine if absences beyond the attendance policy alter those functions. Disability Services does not have a role in determining course attendance policies and does not issue official written excuses for disability related absences.

In the event of a disability related absence, it is the student's responsibility to contact the instructor. With the instructor's permission, the student is responsible for making up missed assignments and tests.

Assistive/Adaptive Technology

RCC is committed to the goal of providing assistance, as necessary, in relation to a student's impairment in order to enable them to participate in and benefit from the programs and activities enjoyed by all students. Consequently, RCC maintains an inventory of specialized adaptive and assistive technology equipment. Upon registering his or her disability information with the Disability Services Counselor, the student should identify any needs for specialized assistive/adaptive technology. The Disability Services Counselor will assess the student's request(s) and make every effort to provide the student with reasonable technological accommodations.

APPEAL RIGHTS

In the event that a student should desire to seek reconsideration of decisions made by the Disability Services Counselor concerning accommodations, upon proper appeal, such matters will be reviewed by the Vice-President for Student Services.

CONFIDENTIALITY OF INFORMATION

All students receiving services through the Disability Services Office should be assured that any and all files, documentation, or other information, received and/or maintained by the Disability Services Office shall be treated with all due confidentiality and rights of privacy. However, students should be aware that information will be shared with others when necessary for evaluating, authorizing, establishing or otherwise working to provide services to the student.

In the event a student presents the threat of danger or harm to the health and/or safety of the student or others on campus, any and all such information in the possession of the College may be shared with others as needed.

COMMUNICATING WITH FACULTY & STAFF AT RCC

At the beginning of the semester, the student must complete an Accommodation Notice Request indicating the student's schedule and instructors for the particular semester. The notice also gives permission for the Disability Services Counselor to send a confidential Accommodation Contract to each of the student's instructors. The Accommodation Contract summarizes the student's particular accommodation requirements for the semester.

Students are encouraged to make an appointment with each of their instructors to discuss his/her special needs and expectations. It should be understood that the accommodations are not requests for special favors, but an arrangement that is necessary to maximize the opportunities for academic success.

EVACUATION PROCEDURES FOR STUDENTS WITH DISABILITIES

At the beginning of the semester, students should discuss with their instructors the best way they can assist in the event an emergency evacuation of the building should be necessary. Each student's needs and preferences will vary.

Students with disabilities that would affect their ability to quickly exit the building (e.g., in a wheelchair with limited mobility; visually or hearing impaired), should familiarize themselves with the immediate areas they will occupy during the semester. Locate and know the nearest accessible exits. Please take notice that *building elevators are not an option in the event of an evacuation emergency.*

*****QUESTIONS ABOUT EVACUATION PROCEDURES OR EXIT LOCATIONS IN A PARTICULAR BUILDING MAY BE DIRECTED TO THE DISABILITY SERVICES COUNSELOR.***

ADDITIONAL INFORMATION

Library Services

J. Richard Conder Learning Resource Center
410-1755

The library includes 26,000 books in its general, reference and special collections; a wide variety of magazines, newspapers, computer databases, and pamphlets to supplement the College's degree, diploma, certificate, and college transfer programs; and provides an appropriate setting for research, study, or leisure reading. Library staff member are available at all times to assist in library usage or with research.

Academic Success Center

J. Richard Conder Learning Resource Center
410-1756

The Academic Success Center provides instruction through programmed books and materials to students and the public at no charge. Trained coordinators assist in the selection of programs and the evaluation of progress. The Academic Success Center also offers free tutoring to curriculum students who are experiencing academic difficulty.

Career Center

The Hugh A. Lee Building
Student Development
410-1732

You know you need an education to get a good job, but there are so many fields to study. Which one is right for you? Our counselors are trained in career exploration using a variety of personality and interest inventories. They will help you look at job opportunities and make informed decisions about your future.

RCC Bookstore

The Lindsey-Petris Building
410-1851

A bookstore, stocking textbooks and supply items for courses taught at the College, is located near the student lounge and is open from 8:00am until 7:30pm, Monday through Thursday, during the fall and spring and from 8:00am until 6:30pm, Monday through Thursday, during the summer. The RCC Bookstore closes at 12:00 noon on Fridays.

Parking Services

The Hugh A. Lee Building
Student Development
410-1730

All students who wish to park on campus need to come to Student Services and request a campus parking permit. Disabled designations for vehicles must be obtained from the Department of Motor Vehicles in Raleigh, N.C.; only students with such vehicle

designations may park in the designated disabled parking spaces, located in either the faculty or student parking areas. Students with temporary disabilities may request use of a special parking permit through Student Services.

State issued disabled parking permits may be used in any disabled parking place on campus. Temporary permits are available for qualified disabled students. Disabled students are to pick up such parking stickers from the Student Services Office. Temporary permits will be issued for a specific amount of time.

For additional information on Richmond Community College, please visit our website at www.richmondcc.edu

Specific questions regarding this publication may be directed, by telephone, to 910-410-1867, or by email to Debbie Spurlin, Disability Services Counselor at dbspurlin@richmondcc.edu.

APPENDIX OF DOCUMENTS

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Documentation Requirements

Consent for Release of Confidential Information

Accommodation Notice Request

Accommodation Plan

Students with Disabilities Preparing for Postsecondary Education:
Know Your Rights and Responsibilities

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Disability Services Documentation Requirements

Students requesting assistance from Disability Services may be asked to provide documentation of their disability. This documentation will assist in determining reasonable services and accommodations. At times, the college also examines diagnostic information when determining the appropriateness of academic adjustments for a given student. Both the student and the college are well served by assessments that substantiate the appropriateness of various responses to students' needs of requests.

CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION

I, _____, _____, _____,
(Name of Student) (Date of Birth) (Social Security Number)
authorize the Student Development Department of Richmond Community College to disclose to the Richmond Community College faculty and/or staff members, information regarding my disability and need for accommodations.

This information may be used to evaluate the need for educational services and/or to plan an educational program. The use or release of this information is limited to purposes directly connected with my educational program.

I understand that my records are protected under confidentiality legislation and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I understand I may revoke this consent at any time except to the extent that action has already been taken. This authority expires with the completion of all transactions related to services provided by Richmond Community College unless otherwise specified.

Signature of Student

Date

Signature of Parent, Guardian,
or Authorized Representative
(when required)

Date

Witness

Date

ACCOMMODATION NOTICE

Student: It is your responsibility after registering for classes each semester to submit this completed form to the DSS office in order to have your Student Accommodation Notice sent to instructors.

Name (print):	Student ID:
Semester (circle one): Fall Spring Summer	Date:

Student Schedule

Course	SEC NO.	Days	Time	Credit Hrs.	Class Location	Instructor

Check to have your accommodation notice sent to the Academic Success Center.

Any change in your schedule should be reported immediately to Disability Support Services.

Please check the appropriate box and sign:

Yes, I want accommodation notices sent to all my instructors so that they will be aware that I may be requesting accommodations this semester.

Yes, I want accommodation notices sent **but only** to the following selected classes:

No, I do not want accommodation notices sent to my instructors. I understand that, in this case, my instructors are not obligated to provide accommodations and Disability Support Services cannot intervene on my behalf.

Student's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

ACCOMMODATION PLAN

<i>Name</i>	<i>Student ID</i>	<i>Date of Birth</i>
<i>Email</i>	<i>Program of Study</i>	
<i>Campus</i>	<i>Phone (Home & Cell)</i>	

❖ Documented Disabilities:

- | | |
|--|--|
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> EMD/Intellectual Disability | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Emotional Disorder | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Language Impairment | <input type="checkbox"/> Chronic Health Impairment |
| <input type="checkbox"/> Other Impairment _____ | |

❖ I, _____, authorize the Richmond Community College Disability Services Counselor to discuss (1) the nature of my disability, (2) essential issues related to my academic progress, and/or (3) other selected, appropriate information that is deemed necessary to plan and implement appropriate accommodations that will provide equal access to RCC facilities and programs.

Please check your choices(s) and provide name(s):

- | | | |
|--------------------------|--------------------------|-----------------------------|
| YES | NO | |
| <input type="checkbox"/> | <input type="checkbox"/> | Agency Counselors _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Therapist _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Parents _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | RCC Faculty and Staff _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ |

❖ Appropriate accommodations are determined on the basis of diagnostic documentation, observation, recommendations of educational and medical professionals, and on interviews conducted with the student. Reasonable accommodations are provided on an individualized basis, according to the needs of each student. The specific accommodations listed have been determined as appropriate accommodations and have been agreed upon by the student and by the DSS Counselor.

_____ is eligible for the following accommodations:

Student

- This student could experience an exacerbation of the disability necessitating medical intervention and causing disability related absences to occur beyond the attendance policy. DSS does not have a role in determining course attendance policies and does not issue official written excuses for disability related absences; nevertheless, this statement is verifying the severity of this student's disability based on appropriate documentation. It is a curriculum decision to determine the essential functions of a course and to determine if absences beyond the attendance policy alter those functions. The Office for Civil Rights states that each request for additional absences should be evaluated individually. The format of the class must be taken into consideration in determining if absences beyond the attendance policy are acceptable. In the event of a disability related absence, it is the student's responsibility to contact the instructor and the Disability Services counselor. With the instructor's permission, the student is responsible for making up missed assignments/tests.

- Priority Registration**
- Alternative Testing Services**
 - Extended time, x 1^{1/2}
 - Extended time, x2
 - Isolated, distraction-reduced environment
 - Reader
 - Scribe
 - Mark answers on test (rather than scantron)
 - Alternative format _____
 - Adaptive technology _____
 - Calculator
 - _____
- Extended time on assignments _____
- Paid/Volunteer Notetaking Services
- Tape recording privileges (for classroom lectures)
- Adaptive equipment/services - use of**
 - Calculator
 - Computer
 - Pocket speller
 - Textbooks in alternative format
 - Flat, table top desk
 - Raised height desk to accommodate wheelchair
Height: _____
 - FM sound amplification system
 - Assistive technology
 - _____
- Staff Assistance**
 - Sign language interpreter
 - Cued Speech transliterator
 - Notetaker/Scribe
 - _____
- Facility Access**
 - Guide dog accommodation
 - Mobility orientation to campus
 - Wheelchair accessibility
 - DMV handicapped parking
 - _____
- Preferential Seating**
 - Classroom seating _____
 - Space for guide dog
 - _____
- Alternative formatting for class**
 - Enlarged print
 - _____
- Other**
 - Academic support counseling
 - Permission to leave class for restroom
 - Permission to stand/stretch during class
 - Reduced course load
(Minimum of _____ credit hours)
 - _____
 - _____

Each semester, I will be provided an opportunity to notify my instructors of my accommodations as listed on my Accommodation Contract by completing an Accommodation Notification Request. I understand that it is my responsibility to return the Accommodation Notification Request form to the Disability Services Counselor before the beginning of each semester.

Student's Signature: _____

Date: _____

Disability Services Counselor's Signature: _____

Date: _____



**Students with Disabilities Preparing for Postsecondary Education:
Know Your Rights and Responsibilities**

U.S. Department of Education
Arne Duncan
Secretary

Office for Civil Rights
Russlynn Ali
Assistant Secretary

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Revised September 2007. Revised September 2011.

**U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202**

September 2011

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.



The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*/[*/](#)

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to

provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency at <http://rsa.ed.gov> by clicking on "Info about RSA," then "People and Offices," and then "State Agencies/ Contacts."

Once the school has received the necessary documentation from me, what should I expect?

To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If

you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school's grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at :

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100

Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

**/You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.*

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