

North Carolina Community College System

DISABILITY

Resource Guide

SERVICES

*Sponsored by the North Carolina Community College System
Disability Services Advisory Board*

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INTRODUCTION

What is a Disability?
The Law

What is a Disability?

A disability under Section 504 of the *Rehabilitation Act* and the *Americans with Disabilities Act*, is described as a mental, or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions.

The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post secondary institutions may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies.

The Law

Section 504 of the Rehabilitation Act:

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 the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

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 [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 person with a disability" 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 such as, but not limited to:

Blindness/visual impairment

Cerebral palsy

Deafness/hearing impairment

Epilepsy or seizure disorder

Orthopedic/mobility impairment

Specific learning disabilities

Speech and language disorder

Spinal cord injury

Tourett's syndrome

Traumatic brain injury

Section 504 also protects students with chronic illnesses and "treatable disabilities", such as, but not limited to:

AIDS
Arthritis
Cancer
Cardiac disease

Diabetes
Multiple sclerosis
Muscular dystrophy
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 reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in the benefit from all educational programs and activities.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 gives civil rights protections to individuals with disabilities. Title II of the ADA prohibits discrimination against qualified individuals with disabilities in all programs, activities, and services of public entities. It applies to all State and local governments, their departments and agencies, and any other instrumentalities or special purpose districts of State or local governments.

- Requires that people with disabilities not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination.
- Does not require the institution to receive federal financial assistance.
- Provides clear enforceable standards addressing discrimination against individuals with disabilities by ensuring the federal government plays a significant role.

ADA Amendments Act (ADAAA)

On September 25, 2008, the ADA Amendments Act (ADAAA) was signed into law. It became effective on January 1, 2009. The U.S. Senate and the U.S. House of Representatives both unanimously passed the ADAAA.

The ADAAA focuses on the discrimination at issue instead of the individual's disability. It makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of Equal Employment Opportunity Commission's (EEOC) ADA regulations. The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it

changes the way that the statutory terms should be interpreted. Most significantly, the ADAAA:

- Directs EEOC to revise the portion of its regulations that defines the term "substantially limits";
- Expands the definition of "major life activities" by including two non-exhaustive lists:
 - The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
 - The second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, respiratory, neurological, brain, circulatory, endocrine, and reproductive functions");
- States that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;
- Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
- Provides that an individual subjected to an action prohibited by the ADA (e.g., failure to hire) because of an actual or perceived impairment will meet the "regarded as" definition of disability, unless the impairment is transitory and minor;
- Provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation; and
- Emphasizes that the definition of "disability" should be interpreted broadly.

RIGHTS & RESPONSIBILITIES

College Rights & Responsibilities
Student Rights & Responsibilities

College Rights & 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 & 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 institutional 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.

Suggestions for students

- Some accommodations require extra time so it is imperative to self-identify and request accommodations as soon as possible;
- Attend classes and follow instructions provided in the class syllabus concerning absences, emergency needs, or other information specific to class;
- If possible inform instructor ahead of time of any absences;
- Contact other outside agencies for possible eligibility in additional services;
- Arrange for personal attendants if needed, whether paid for by an agency or family (colleges are not required under ADA to provide personal attendants, tutors, or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation).
- Students with disabilities should process their own college business i.e., registration, drop/add, refunds, etc.

(See Appendix IV, Auxiliary Aids and Services for Postsecondary Students with Disabilities, for additional information)

DISABILITIES AND RECOMMENDED ACCOMMODATIONS

*Attention-Deficit/Hyperactive Disorder
Blindness/Visual Impairment
Deaf/ Hard of hearing
Learning Disabilities
Physical Disabilities
Psychiatric Disabilities
Speech and Language Disabilities
Traumatic Brain Injury
Other Disabilities*

(Colleges must look at each individual disability and the functional impact of the disability for each student. Colleges may not prepackage accommodations for all students in a particular disability category such as deaf and hard of hearing.)

Physical Disabilities

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spinal bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Accommodations may include:

- Accessible location for the classroom and place to meet with instructor
- Extra time to get from one class to another, especially in inclement weather
- Adaptive seating in classrooms
- Notetakers, use of tape recorders, laptop computers, or copies of peer notes
- Test accommodations: extended time, separate place, scribe, access to word processors
- Special computer equipment/software: voice activated word processing, word prediction, keyboard modification
- Adjustable lab tables or drafting tables for classes taught in lab settings
- Lab assistance
- Accessible parking in close proximity to the building
- Activities that allow the student to participate within his/her physical capabilities and still meet the objectives of the course
- Course waiver or substitutions for certain students
- Taped texts
- Advance planning for field trips to ensure accessibility

Considerations and Instructional Strategies:

- *When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.*
- *Make sure the classroom layout is accessible and free from obstructions.*
- *If a course is taught in a lab setting, provide an accessible work station.*
- *A wheelchair is part of the student's personal space; do not lean on, touch, or push the chair unless asked.*
- *Let the student set the pace when walking or talking.*
- *Ask the student if he or she will need assistance during an emergency evacuation, and assist in making a plan if necessary.*
- *When field trips are required for a course, make sure accessible transportation is available.*

More information about orthopedic/mobility impairments...

Students with physical impairments may have any of the following characteristics:

- pain, spasticity, or lack of coordination
- flare-ups of intensity of the symptoms
- periods of remission in which little or no symptoms are visible
- inability to walk without crutches, canes, braces, or walkers
- ability to stand or walk but may use wheelchair to conserve energy or gain speed
- inability to stand or walk and use wheelchair for total mobility
- limited lower body use but full use of arms and hands
- limited use of lower body and limited use of arms and hands
- impairment of speech or hearing
- limited head or neck movement
- decreased physical stamina and endurance
- decreased eye-hand coordination

Disabilities that generally restrict mobility functioning:

Cerebral Palsy: The term applies to a number of non-progressive motor disorders of the central nervous system. The effects can be severe, causing inability to control bodily movement, or mild, only slightly affecting speech or hearing. The term is a general classification for stable cerebral lesions that occur at or before birth.

Spinal Cord Injury: In damage to the spinal cord, the extent of the resultant paralysis and sensory loss is determined by the level of injury. Injuries below the first thoracic nerve root (T1) level result in paraplegia, a spastic paralysis of the lower extremities. Injuries above the T1 level result in quadriplegia, a spastic or flaccid paralysis of the lower and upper extremities. The injury may be complete or incomplete.

Degenerative Diseases: Progressive diseases such as muscular dystrophy and multiple sclerosis may limit gross motor functions and/or fine motor activity.

Post-Polio Syndrome: A variety of problems are presumed to be the late effects of polio. The symptoms may include fatigue, weakness, shortness of breath, and pain.

Motor Neuron Diseases: A group of disorders such as Amyotrophic Lateral Sclerosis (ALS), Progressive Bulbar Palsy (PBP), Progressive Spinal Muscular Atrophy, and Charcot-Morrie-Tooth disease produce symptoms such as pain, numbness, weakness, loss of upper and lower motor functions, and problems in breathing.

Blindness/Visual Impairment

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use a guide dog, or a white cane, while others may not require any mobility assistance.

Accommodations may include:

- Reading lists or syllabi in advance to permit time for transferring into alternate form
- Textbooks ordered in the preferred medium of the student
- Seating in the front of the class without glare from windows
- Tape recording of lectures and class discussions
- Notetaking devices such as pocket Braille computers
- Handouts in the medium that the student prefers
- Clear black print on white or pale yellow paper for student with visual impairments
- Testing accommodations such as taped tests, reading of tests, scribe, extended time, alternate location, enlarged print, and word processing software with speech access
- Materials presented on the board or on transparencies read out loud
- Lab assistance
- Advance notice of class scheduling changes
- Note takers or note sharing
- Videos with audio description
- Closed Circuit TVs
- Computer software to enlarge print

Considerations and Instructional Strategies:

- *If needed, identify yourself at the beginning of a conversation and notify the students when you are exiting a room.*
- *Nonverbal cues depend on visual acuity. Verbally acknowledging key points in the classroom or conversation facilitates the communication process.*
- *A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted.*

- *When giving directions, be clear: say "left," "right," or "step down." Let the students know where obstacles are; for example, "the chair is to your left."*
- *When guiding or walking with a student, verbally offer your elbow instead of grabbing his.*
- *Allow the student to determine the most ideal seating location so he/she can see, hear and, if possible, touch much of the presented material.*
- *Discuss special needs for field trips or other out-of-class activities well in advance.*
- *Assist the student in labeling lab materials so they are easily identifiable.*
- *Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, and locating emergency equipment.*
- *Ask the student if she will need assistance during an emergency evacuation and assist in making a plan if necessary.*

Types of alternate format of printed material for students with blindness/visual impairments include:

- Audio tape - Most textbooks can be ordered on tape from Recordings for the Blind and Dyslexic (1-800-221-4792).
- Large print - Standard sized materials can be enlarged on a copier using 11" x 17" paper.
- Computer disk - Convert the text of materials to ASCII format.
- Braille - Adaptive equipment will be necessary to provide format in Braille; however, Braille is probably the least requested format for students with blindness.

Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

Accommodations may include:

(Students may not need all of these accommodations. Specific accommodations should be based on the diagnostic information.)

- Tape recorders and/or laptop computers
- Copies of classmate's and/or instructor's notes or overheads
- Extended time for tests
- Testing in a quiet, distraction-minimized environment
- Frequent breaks allowed during tests
- Test given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of test, such as an oral test or an essay instead of multiple choice format
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in class assignments to correct spelling, punctuation, and/or grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Concise oral instructions
- Instructions and demonstrations presented in more than one way
- Syllabus provided before the start of the semester

Considerations and Instructional Strategies:

Instructors who use a variety of instructional modes will enhance learning for students with learning disabilities. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels--auditory, visual and/or kinesthetic--to benefit from instruction

More information about learning disabilities...

Learning disabilities vary from one person to another and are often inconsistent within an individual. Some of the types of learning disabilities include:

- dyslexia - difficulty reading
- dyscalculia - difficulty doing mathematics
- dysgraphia - difficulty writing words with appropriate syntax
- dysphasia - difficulty speaking with fluency or sometimes to understand others
- figure-ground perception - difficulty seeing an object from a background of other objects
- visual discrimination - difficulty seeing the difference in objects
- auditory figure-ground perception - difficulty hearing one sound among others
- auditory sequencing - difficulty hearing sounds in the right order

Students may demonstrate one or more problem characteristics. The form may be mild, moderate, or severe.

Study Skills

- inability to organize and budget time
- difficulty taking notes/outlining material
- difficulty following directions
- difficulty completing assignments on time

Writing Skills

- frequent spelling errors
- incorrect grammar
- poor penmanship
- poor sentence structure
- difficulty taking notes while listening to class lectures
- problems with organization, development of ideas and transition of words

Oral Language

- difficulty understanding oral language when lecturer speaks fast
- difficulty attending long lectures
- poor vocabulary and word recall

- problems with correct grammar
- difficulty in remembering a series of events in sequence
- difficulty with pronouncing multi syllabic words

Math Skills

- computational skill difficulties
- difficulty with reasoning
- difficulty with basic math operations (multiplication tables)
- number reversals, confusion of symbols
- difficulty with concepts of time and money
- difficulty copying problems

Social Skills

- spatial disorientation
- low frustration level
- low self-esteem
- impulsive
- disorientation in time
- difficulty with delaying problem resolution

Attention Deficit Disorder (ADD) *Attention-Deficit/Hyperactivity Disorder (ADHD)*

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the area of the brain that regulate attention, impulse control, and the executive functions which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable but not curable, ADD and/or ADHD can lead to lifelong problems.

Accommodations may include:

- copies of classmate's notes and/or copies of instructor's notes or overheads
- extended time for tests
- exams in a quiet, distraction-minimized environment
- frequent breaks allowed during exam; exam given by page or by section
- clear arrangement of test items on paper
- calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- use of blank card or paper to assist in reading
- extended time to complete assignments
- tape recorders and/or laptop computers
- taped texts and classroom materials
- use of handouts and visual aids
- extended time for in-class assignments to correct spelling, punctuation, grammar
- word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- concise oral instructions
- syllabus provided before the start of the semester

Considerations and Instructional Strategies:

- *Since these students often also have learning disabilities, effective accommodations may include those also used with students with learning disabilities.*
- *Effective instructional strategies include providing opportunities for students to learn using visual, auditory and hands-on approaches.*

Students with ADD and/or ADHD may demonstrate one or more of the following problem characteristics:

- Difficulty following directions, listening, and concentrating
- Poor time management skills
- Difficulty in being prepared for class, keeping appointments, and getting to class on time
- Reading comprehension difficulties
- Starting, organizing, and completing tasks
- Difficulty with math problems requiring changes in action, operation and order
- Difficulty interacting with others
- Difficulty producing work at a consistent level
- Blurting out answers

A student with ADD and/or ADHD may:

- Perform better in morning classes
- May not perform well at all before noon
- Need to sit in the front of the class
- Need assignment organizers (planners)
- Need assignments in writing
- Experience difficulty following through with several directions at once
- Have problems organizing multi-step tasks
- Benefit from structure, using lists, and following schedules

Traumatic Brain Injuries (TBI)

Head injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years. There is a wide range of differences in the effects of TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include the following: memory, communication, cognitive/perceptual communication, speed of thinking, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

Accommodations may include:

- Tape recorders and/or laptop computers
- Copies of classmate's and/or instructor's notes or overheads
- Extended time for tests
- Tests in a quiet, distraction-free environment
- Frequent breaks allowed during test; test given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of test, such as an oral test or an essay test instead of multiple choice format
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions
- Syllabus provided before the start of the semester

Considerations and Instructional Strategies:

- *Brain injury can cause physical, cognitive, behavioral, and/or personality changes that affect the student in the short term or permanently.*
- *Recovery may be inconsistent. A student might take one step forward, two back, do nothing for a while and then unexpectedly make a series of gains.*
- *Effective teaching strategies include providing opportunities for a student to learn using visual, auditory and hands-on approaches.*
- *Ask the student if he or she will need assistance during emergency evacuation and assist in making arrangements if necessary.*

Highly individual; brain injuries can affect students very differently, depending on the area of the brain affected by the injury.

Students with TBI may demonstrate difficulty with one or more of the following characteristics:

- Organizing thoughts, cause-effect relationships, and problem solving
- Processing information and word retrieval
- Generalizing and integrating skills
- Social interactions
- Memory
- Balance and/or coordination
- Communication and speech

A student with TBI may:

- Need an established routine with step-by-step directions
- Need books and lectures on tape
- Need repetition or some type of reinforcement of information to be learned
- Demonstrate poor judgement and memory problems
- Need a tutor
- Exhibit discrepancies in abilities such as reading comprehension at a much lower level than spelling ability

Deaf/Hard of Hearing

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment, while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use a variety of communication methods, including hearing aids, lip reading, cued speech, signed English and/or American Sign Language.

Accommodations may include, but are not limited to:

- Seating which 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

Considerations and Instructional Strategies:

- *American Sign Language (ASL) is not equivalent to English; it is a visual language having its own syntax and grammatical structure.*
- *Look directly at the student during a conversation, even when an interpreter is present, and speak in natural tones.*
- *Make sure you have the student's attention before speaking. A light touch on the shoulder, wave or other visual signal will help.*

- *Recognize the processing time the interpreter takes to translate a message from its original language into another language; the students may need more time to receive information, ask questions and/or offer comments.*
- *It is **not** helpful to shout or exaggerate lip movements.*

Students who are Deaf or hard of hearing may have one or more of the following characteristics:

- Be skilled lipreaders, but many are not; only 30 - 40 percent of spoken English is distinguishable on the mouth and lips under the best conditions
- Have difficulties with speech, reading and writing skills, given the close relationship between language development and hearing
- Use speech, lipreading, hearing aids and/or amplification systems to enhance oral communication
- Be members of a distinct linguistic and cultural group; as a cultural group, they may have their own values, social norms and traditions
- Use American Sign Language as their first language, with English as their second language

Speech and Language Disabilities

Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. There may be a range of difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems, such as stuttering and stammering, and in articulating particular words or terms.

Accommodations may include:

- Modifications of assignments such as one-to-one presentation or use of a computer with voice synthesizer
- Alternative assignment for oral class reports
- Course substitutions

Considerations and Instructional Strategies:

- *Give students opportunity--but do not compel speaking in class. Ask students for a cue they can use if they wish to speak.*
- *Permit students time to speak without unsolicited aid in filling in the gaps in their speech.*
- *Do not be reluctant to ask students to repeat a statement.*
- *Address students naturally. Do not assume that they cannot hear or comprehend.*
- *Patience is the most effective strategy in teaching students with speech disabilities.*

Psychiatric Disabilities

Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. These behaviors persist over time; they are not in response to a particular event. Although many individuals with psychiatric disabilities are stabilized using medications and/or psychotherapy, their behavior and affect may still cycle.

Accommodations may include:

- Extended time for tests
- Quiet, distraction-free testing area
- Tests divided into segments with rest breaks
- Notetakers, readers, or tape recorders in class
- Use of computer or scribe for essay tests
- Extensions, incompletes, or late withdrawals in the event of prolonged illness
- Some flexibility in the attendance requirements in case of health related absences
- Seating arrangement that enhance the learning experience of the student
- Assistance with time management and study skills

Considerations and Instructional Strategies:

- *Student with psychiatric disabilities may not be comfortable disclosing the specifics of their disability. Instructors can help these students by providing an understanding and accepting environment in the classroom, which will encourage them to request the accommodations they need to succeed.*
- *With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.*
- *If students seem to need counseling for disability-related issues, encourage them to discuss their problems with a trained counselor. Maintaining a clear, distinct separation of roles between instructor and counselor is critical for this population.*
- *Sometimes students may need to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.*
- *Sequential memory tasks, such as step-by-step instructions, spelling, and math may be more easily understood by breaking up tasks into smaller ones.*
- *Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications.*

Invisible Disabilities - Psychological disorders fall into the group of invisible disabilities that may have little or no impact on learning. With proper diagnoses and treatment, students with psychological disorders are productive and successful in the academic environment.

Depression - Depression is a common occurrence that may affect social functioning, concentration and motivation, and the ability to tolerate stress. Episodes of lower level academic functioning related to the disability may be time limited. In some cases the student may need to withdraw from school or take an incomplete in course work to allow time for the condition to stabilize.

Medications - Medications or changes in the medications a student is taking may cause sleep disturbances, interference with concentration, diminished ability to attend class, or successfully complete assignments or tests. Accommodations may be needed for the presenting disability and the side effects of the medications.

Behavior - Some students may exhibit negative behavior such as indifference or occasionally disruptive behavior. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus.

Other Disabilities

Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

Examples include:

- Cancer
- Chronic Fatigue Syndrome
- Epilepsy/Seizure Disorder
- Fibromyalgia
- Lupus Erythematosus
- Multiple Sclerosis
- Chemical Dependency (*current users* are excluded from the ADA and section 504)
- Diabetes
- Epstein Barr Virus
- HIV+/AIDS
- Multiple Chemical Sensitivity
- Renal Disease

Accommodations may include:

- Conveniently located parking
- Extended time for tests
- Enlarged printed materials
- Recorded course materials
- Use of scribe and/or readers
- Use of computers or other assistive technology
- Modified courseload
- Test modifications, such as increased frequency, shorter testing sessions, or administering the test by page or by section.

Considerations and Instructional Strategies:

- *The condition of a student with a systemic disability may fluctuate or deteriorate over time, causing the need for the type of accommodation to vary.*
- *Fatigue may be a significant factor in the student's ability to complete required tasks within regular time limits.*
- *Some conditions may cause the student to exceed the attendance policy. A reasonable accommodation should reflect the nature of the class requirements and the arrangements initiated by the student for completing the assignments.*
- *Ask the student if he or she will need assistance during an emergency evacuation and assist in making a plan if necessary.*

DOCUMENTATION

Guidelines

Examples of Documentation

Attention Deficit Disorder/Attention Hyperactivity Disorder

Blindness or Visual Impairment

Chronic Health Disorders

Deaf/Hard of Hearing

Head Injury/Traumatic Brain Injury

Learning Disorders

Physical Disabilities

Psychiatric/Psychological Disabilities

Temporary Impairments

Guidelines

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

(Each college should develop its own policies and procedures for delivery of documentation and confidentiality of documentation.)

Information below is adapted from Longwood College, "What Documentation Do I Need - General Guidelines," <http://web.lwc.edu/disability/whatdocumentation.html>

Documentation will be used to evaluate requests for reasonable accommodations and/or auxiliary aids. The evaluation process will include the impact of the documentation on the goals and standards of the program, course and/or activity. Below are suggested documentation guidelines.

"As appropriate to the disability, the documentation should include the following six elements:

- 1- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- 2- A description of the diagnostic tests, methods, and/or criteria used.
- 3- A description of the current functional impact of the disability which includes specific test results and the examiner's narrative interpretation.
- 4- Treatment, medications, and/or assistive devices/services currently prescribed or in use.
- 5- A description of the expected progression or stability of the impact of the disability over time, particularly the next few years.
- 6- The credentials of the diagnosing professionals if not clear from the letterhead or other forms.

Beyond the six elements expected to be included in documentation; recommendations for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services will be considered."

Note: This document does not endorse a specific time line for renewed documentation (every 3 years, etc.), but instead suggests that the age of acceptable documentation is dependent upon the condition, the current status of the student and the student's request for accommodations.

Examples

The following examples are adapted from:

Longwood College, <http://www.longwood.edu/disability/15740.htm>

University of Colorado at Boulder, <http://www.Colorado.EDU/sacs/disabilityservices.html>

Association on Higher Education and Disabilities (AHEAD)

Documentation Guidelines for Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. (A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation.) Recommended documentation includes:

1. Evaluations must be comprehensive. Documentation must show that DSM-IV criteria for attention deficit/hyperactivity disorder have been met.
2. Information and/or test scores to rule out possible diagnoses including medical and psychiatric disorders as well as educational and cultural factors which impact the individual and may result in behaviors mimicking ADHD/ADD.
3. Documentation must give clear and specific evidence of attention deficit/hyperactivity disorder. A brief statement on a prescription form or letterhead is not acceptable.
4. The process of diagnosis should be reported, providing test scores and/or appropriate data.

5. Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations.
6. If medication is recommended, this should be noted.
7. Professional conducting assessment and rendering diagnosis of attention deficit/hyperactivity disorder must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is not acceptable.)

All documentation is confidential and should be submitted to:

Wesley Satterwhite, Disability Services Coordinator

First Floor, Oaks Hall, Rm G-13

(828) 399-4229

Documentation Guidelines for Blindness or Visual Impairment

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. (A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation.) Recommended documentation includes:

1. A clear and current statement of the vision related disability with supporting data (the age of acceptable documentation is dependent upon the condition, the current status of the student and the student's request for reasonable accommodations).
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and the summary of results including standardized scores.
3. A summary of present symptoms that meet the criteria for diagnosis.
4. Medical information relating to the student's needs and the status of the student'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 including the use of corrective lenses and ongoing visual therapy (if appropriate).
6. Suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level, are encouraged. These recommendations should be supported by the diagnosis.

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Deaf/Hard of Hearing

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. (A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation.) Recommended documentation includes:

1. A clear statement of Deafness or hearing loss, with a current audiogram (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for reasonable accommodations).
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 individual's hearing (static or changing) and its impact on the academic program.
4. A statement regarding the use of hearing aids or cochlear implants (if appropriate).

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Chronic Health Disabilities

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning. Chronic health impairments (such as, but not limited to, AIDS, arthritis, Crohn's disease, cystic fibrosis, fibromyalgia, heart disease, muscular dystrophy, multiple sclerosis, respiratory conditions) are considered disabilities under ADA if a major life activity is substantially limited.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Documentation from family members, immediate or otherwise, is not acceptable. A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation. Recommended documentation includes:

1. A clear and current statement of the medical diagnosis of the condition with supporting data (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student, and the student's request for reasonable accommodations).
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 which meet the criteria for diagnosis.
4. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
5. Suggestions of reasonable accommodation(s), which might be appropriate at the postsecondary level, are encouraged. These recommendations should be supported by the diagnosis.

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Physical Disabilities

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning. Physical disabilities (such as, but not limited to, mobility impairments, multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, muscular dystrophy, and spinal bifida) are considered disabilities under the ADA if a major life activity is substantially limited.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Documentation from family members, immediate or otherwise, is not acceptable. A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation. Recommended documentation includes:

1. A clear and current statement of the medical diagnosis of the condition with supporting data (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for reasonable accommodations).
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 which meet the criteria for diagnosis.
4. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
5. Suggestions of reasonable accommodation(s) that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Head Injury/Traumatic Brain Injury

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning. Head injuries are considered disabilities under the ADA if a major life activity is substantially limited. Head Injury or Traumatic Brain Injury is considered a medical or clinical diagnosis.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation to legitimize a student's request for appropriate accommodations. Documentation from family members, immediate or otherwise, is not acceptable. A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation.

Recommended documentation includes:

1. A clear statement and classification of the head injury or traumatic brain injury including date of injury and classification and dates pertaining to history of multiple concussions (as applicable).
2. Documentation should reflect the current level of functioning and is dependent upon the disabling condition, the current status of the student and the student's request for reasonable accommodations).
3. A summary of cognitive and achievement measures used and evaluation results (neuropsychological report) including standardized scores or percentiles used to make the diagnosis.
4. A summary of current residual symptoms and cumulative damage (as applicable and as a result of repeated injuries) which meet the criteria for diagnosis.
5. Medical information relating to the student's needs should include the impact of treatments, medications, devices or services currently prescribed.
6. Suggestions of reasonable accommodation(s) which might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Psychiatric/Psychological Disabilities

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity." A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major activities as walking, seeing, hearing, caring for self, performing manual tasks, working or learning. Psychiatric/Psychological disabilities (such as, but not limited to, depressive, anxiety, and bipolar disorders) are considered disabilities under the ADA if a major life activity is substantially limited.

The following guidelines are provided to assist the college in collaboration with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Documentation from family members, immediate or otherwise, is not acceptable. A school plan such as an Individualized Educational Plan [IEP] or a 504 Plan is insufficient documentation. Recommended documentation includes:

1. A clear statement of the disability, including the DSM-IV diagnosis, and a summary of present symptoms.
2. Documentation should reflect the current level of functioning is dependent upon the disabling condition, the current status of the student and the student's request for reasonable accommodations).
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, and a summary of evaluation results, including standardized or percentile scores.
4. Medical information relating to the student's needs should include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
5. Suggestions of reasonable accommodation(s) that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

All documentation is confidential and should be submitted to:

*Wesley Satterwhite, Disability Services Coordinator
First Floor, Oaks Hall, Rm G-13
(828) 399-4229*

Documentation Guidelines for Learning Disabilities (as Endorsed by AHEAD)

Introduction

In response to the expressed need for guidance related to the documentation of a learning disability in adolescents and adults, the Association on Higher Education And Disability (AHEAD) has developed the following guidelines. The primary intent of these guidelines is to provide students, professional diagnosticians and service providers with a common understanding and knowledge base of those components of documentation, which are necessary to validate a learning disability and the need for accommodation. The information and documentation that establishes a learning disability should be comprehensive in order to make it possible for a student to be served in a postsecondary setting.

The document presents guidelines on four important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) appropriate clinical documentation to substantiate the learning disability, and 4) evidence to establish a rationale supporting the need for accommodations.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the documentation should indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of assuring that LD documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids. It is recommended that postsecondary institutions using these guidelines consult their legal counsel before establishing a policy on documentation relating to individuals with disabilities. In countries not regulated by this legislation further modification may be appropriate.

These guidelines are designed to be a framework for institutions to work from in establishing criteria for eligibility. It is acknowledged that different educational settings with different student populations will need to modify and adapt these guidelines to meet the needs and backgrounds of their student populations.

Recommendations for consumers are presented in Addendum A to assist them in finding and working with a qualified professional in regard to documentation.

Documentation Guidelines

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, signed and otherwise legible.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

Flexibility in accepting documentation is important, especially in settings with significant numbers of non-traditional students. In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

III. Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

A. Diagnostic Interview

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary and postsecondary education should be investigated. The diagnostician, using professional judgement as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

B. Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery that does not rely on any test or subtest.

Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests is included in Addendum B. Minimally, the domains to be addressed must include the following:

1. Aptitude

A complete intellectual assessment with all subtests and standard scores reported.

2. Academic Achievement

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests

administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

3. Information Processing

Specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

C. Specific Diagnosis

Individual "learning styles," "learning differences," "academic problems" and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of."

D. Test Scores

Standard scores and/or percentiles should be provided for all normal measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid and should document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

E. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgement be utilized in the development of a clinical summary. The clinical summary should include:

1. demonstrations of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems and cultural/language differences;
2. indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; and
4. indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

IV. Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodations does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of

significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

If accommodations are not clearly identified in a diagnostic report, the disability service provider should seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the institution.

In instances where a request for accommodations is denied in a postsecondary institution, a written grievance or appeal procedure should be in place.

V. Confidentially

The receiving institution has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

Addendum A: *Recommendations for Consumers*

- 1) For assistance in finding a qualified professional:
 - a) Contact the disability services coordinator at the institution you attend or plan to attend to discuss documentation needs; and
 - b) Discuss your future plans with the disability services coordinator. If additional documentation is required, seek assistance in identifying a qualified professional.
- 2) In selecting a qualified professional:
 - a) Ask what his/her credentials are;
 - b) Ask what experiences he/she has had working with adults with learning disabilities; and
 - c) Ask if he/she has ever worked with the service provider at your institution or with the agency to which you are sending material.
- 3) In working with the professional:
 - a) Take a copy of these guidelines to the professional;
 - b) Encourage him/her to clarify questions with the person who provided you with these guidelines;
 - c) Be prepared to be forthcoming, thorough and honest with requested information; and
 - d) Know that professionals must maintain confidentiality with respect to your records and testing information.
- 4) As follow-up to the assessment by the professional:
 - a) Request a copy of the assessment report;
 - b) Request the opportunity to discuss the results and recommendations;
 - c) Request additional resources if you need them; and
 - d) Maintain a personal file of your records and reports.

Addendum B: *Tests for Assessing Adolescents and Adults*

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The professional judgement of an evaluator in choosing tests is important.

The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

Aptitude

- Wechsler Adult Intelligence Scale - Revised (WAIS-R)
- Woodcock-Johnson Psychoeducational Battery _ Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet Intelligence Scale (4th ed.)

(The Slosson Intelligence Test - Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.)

Academic Achievement

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

Other specific achievement tests

- Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language - 3 (TOWL-3)
- Woodcock Reading Mastery Tests - Revised

(Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test - 3 (WRAT -3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.)

Information Processing

Acceptable instruments include the Detroit Tests of Learning Aptitude -3 (DTLA-3), the Detroit Tests of Learning Aptitude - Adult (DTLA-A), information from subtests on WAIS-R, Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability, as well as other relevant instruments.

Temporary Impairments

Some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation is required:

- Letter on letterhead from a qualified professional stating diagnosis, functional limitations necessitating the accommodations and estimated length services will be needed.

TIPS FOR STUDENT SUCCESS

Tips for Faculty
Tips for Interacting with People with Disabilities

Tips for Faculty

Many teaching strategies that assist students with disabilities are known to also benefit nondisabled students. Instruction provided in an array of approaches will reach more students than instruction using only one method. The following are some dos and don'ts to assist students in an academic setting.

DO...

- write key terms or an outline on the board, or prepare a lecture handout
- create study guides
- assign advance readings before the topic is due in the class session
- briefly review the previous lecture
- use visual aids such as overheads, diagrams, charts, and/or graphs
- allow the use of tape recorders
- emphasize important points, main ideas, and key concepts
- explain technical language and terminology
- speak distinctly and at a relaxed rate, pausing to allow students time for note-taking
- leave time for questions
- administer frequent quizzes to provide feedback for students
- give assignments in writing as well as orally
- treat an individual with a disability the same way you would treat anyone--with dignity and respect

DON'T...

- turn your back to the class when speaking
- embarrass a student with a disability by drawing attention to the disability in front of the class
- assume that certain professions or majors are more suited to persons with disabilities
- assume a student with a disability does not belong in a certain major or program
- assume a student with a disability cannot perform well in your class
- make medical judgements
- feel apprehensive about discussing the student's needs as they relate to the course

Tips for Interacting with People with Disabilities

When interacting with people with disabilities, it is important to extend them the same courtesies and respect that is shown to others. However, there are some rules of etiquette that will help both you and the person with the disability feel more comfortable.

General

- Relax. Be yourself. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later" or "Got to be running along" that seem to relate to the person's disability.
- Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help. Listen to any instructions the person may want to give.
- Be considerate of the extra time it might take for a person with a disability to get things done or said. Let the person set the pace in walking and talking.
- When talking with someone with a disability, speak directly to that person rather than through a companion who may be present.
- It is appropriate to shake hands when introduced to a person with a disability. People with limited hand use or who wear an artificial limb do shake hands.

Hearing

- To get the attention of a person who is deaf or hard of hearing, tap the person on the shoulder, wave your hand, stamp your foot or flash the lights.
- Follow the person's cues to find out if he/she prefers sign language, gesturing, writing or speaking.
- Look directly at the person and speak clearly to establish if the person can read your lips. Those who do will rely on facial expressions and other body language to help in understanding. Remember, not all persons who are deaf or hard of hearing can lip read.
- Speak in a normal tone of voice. Talking too loudly or with exaggerated speech can cause a distortion of normal lip movements. Shouting won't help.
- Try to eliminate background noise.
- Written notes can often facilitate communication.
- Encourage feedback to assess clear understanding.
- If you have trouble understanding the speech of a person who is deaf or hard of hearing, let him/her know.

Vision

- When greeting a person with a severe loss of vision, always identify yourself and others who may be with you.
- When speaking in a group, remember to say the name of the person to whom you are speaking to give verbal cues.
- Speak directly to the vision impaired student and address him or her by name.
- Speak in a normal tone of voice, indicate when you move from one place to another and let it be known when the conversation is at an end.
- When you offer to assist someone with vision impairment, allow the person to take your arm. This will help you to guide rather than propel or lead the person. When offering seating, place the person's hand on the back or arm of the seat.
- Use specifics such as "left a hundred feet" or "right two yards" when directing a person with a visual impairment.

Speech

- Give whole, unhurried attention when you're talking to a person who has difficulty speaking. Allow extra time for communication.
- Keep your manner encouraging rather than correcting. Be patient--don't speak for the person.
- If necessary, ask short questions that require short answers of a nod or shake of the head.
- Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reaction will clue you in and guide you to understanding.
- Use hand gestures and notes.

Cognitive

- Be patient. Take the time necessary to assure clear understanding. Give the person time to put his/her thoughts into words, especially when responding to a question.
- Use precise language incorporating simpler words. When possible, use words that relate to things you both can see. Avoid using directional terms like right, left, east, or west.
- Be prepared to give the person the same information more than once in different ways.
- When asking questions, phrase them to elicit accurate information. People with cognitive disabilities may be eager to please and may tell you what they think you want to hear. Verify responses by repeating each question in a different way.
- Give exact instructions. For example, "Be back from lunch at 12:30," not "Be back in 30 minutes."

- Too many directions at one time may be confusing.
- Depending on the disability, the person may prefer information in written or verbal form. Ask the person how you can best relay the information.

Mobility/Wheelchair Users

- Any aid or equipment a person may use, such as a wheelchair, guide cane, walker, crutch or assistance animal, is part of that person's personal space. Don't touch, push, pull, or otherwise physically interact with an individual's body or equipment unless you're asked to.
- When speaking with someone in a wheelchair, talk directly to the person and try to be at his/her eye level, but do not kneel. If you must stand, step back slightly so the person doesn't have to strain his/her neck to see you.
- When giving directions to people with mobility limitations, consider distance, weather conditions and physical obstacles such as stairs, curbs and steep hills.
- Always ask before you move a person in a wheelchair--out of courtesy, but also to prevent disturbing the person's balance.
- If a person transfers from a wheelchair to a car, barstool, etc., leave the wheelchair within easy reach. Always make sure the chair is locked before helping a person transfer.

Service Animals

- Service animals should not be petted or otherwise distracted when in harness.
- If the animal is not in harness, permission from the animal's companion should be requested and received prior to any interaction with the animal.
- Guide dogs will need special consideration when you plan laboratory exercises and field trips.

RESOURCES

Disability Services Advisory Board
Community College Disability Service Providers
North Carolina
National

North Carolina Community College System Disability Services Advisory Board

Laura Bracken		Surry Community College	
Director, Disability Services	brackenl@surry.edu	336-386-3443	
Michael Bridgers		Pitt Community College	
Coordinator of Disability Services	mbridger@email.pittcc.edu	252-321-4294	
Wanda Horvath		Catawba Valley Community College	
Special Programs Coordinator	whorvath@cvcc.edu	828-327-7000 x 4222	
Monica Isbell (Chairperson)		Alamance Community College	
Coordinator of Special Needs	isbell@alamancecc.edu	336-578-2002 x 4130	
Nancy Leonard		Caldwell Community College & TI	
Director, Disability Services	nleonard@ccti.edu	828-726-2724	
Nancy Massey		NC Community College System	
Coordinator, Federal Vocational Education	massey@ncccommunitycolleges.edu	919-807-7131	
Regina Willis		Wake Technical Community College	
Asst. Director, Disability Support Services	rewillis@waketech.edu	919-866-5672	
Karen Yerby		NC Community College System	
Assoc. Director, Student Development Services	yerbyk@ncccommunitycolleges.edu	919-807-7107	

North Carolina Community College Disability Services Providers

Alamance Community College	PO Box 8000 Graham, NC 27253	336-578-2002
Monica Isbell Coordinator of Special Needs	isbellm@alamancecc.edu	336-506-4130
Asheville-Buncombe Tech. CC	340 Victoria Rd. Asheville, NC 28801	828-254-1921
Judith Harris Disability Services Coordinator	jharris@abtech.edu	828-254-1921
Beaufort County Community College	PO Box 1069 Washington, NC 27889	252-946-6194
Dawn Holden Special Populations Coordinator	dawnh@beaufortccc.edu	252-940-6351
Bladen Community College	PO Box 266 Dublin, NC 28332	910-879-5500
Tommy Rains Disability Counselor	trains@bladenccc.edu	910-879-5565
Blue Ridge Community College	180 West Campus Dr. Flat Rock, NC 28731	828-694-1700
Maggie Faulkner Director, Disability Services	mfaulkner@blueridge.edu	828-694-1813
Brunswick Community College	PO Box 30 Supply, NC 28462	910-755-7300
Julie Olson Director of Counseling	olsenj@brunswickcc.edu	910-755-7366
Caldwell Community College & TI	2855 Hickory Blvd. Hudson, NC 28638	828-726-2200
Nancy Leonard Director, Disability Services	nleonard@cccti.edu	828-726-2724
Cape Fear Community College	411 North Front Street Wilmington, NC 28401	910-362-7000
Susan Dermid Coordinator, Disability Services	sdermid@cfcc.edu	910-362-7012
Carteret Community College	3505 Arendell Street Morehead City, NC 28557	252-222-6000
Beth Belcher Director, Student Support Services	tlb@careret.edu	252-222-6239
Catawba Valley Community College	2550 Highway 70, Southeast Hickory, NC 28602	828-327-7000
Wanda Horvath Special Programs Coordinator	whorvath@cvcc.edu	828-327-7000 x 4222
Central Carolina Community College	1105 Kelly Drive Sanford, NC 27330	919-775-5401
David Oates Special Populations Coordinator	doates@cccc.edu	919-718-7273

Central Piedmont Community College	PO Box 35009 Charlotte, NC 28235	704-330-2722
Karen Franklin Disability Services Counseling Coordinator	Karen.Franklin@cpcc.edu	704-530-6556
Alice Carnes Disability Services Counselor	Alice.Carnes@cpcc.edu	704-330-3457
Cleveland Community College	137 South Post Road Shelby, NC 28152	704-484-4000
Nedra Maddox Director, Enrollment Services maddox@clevelandcommunitycollege.edu		704-484-6073
Coastal Carolina Community College	444 Western Blvd. Jacksonville, NC 28546	910-455-1221
Emily Ellis ADA Coordinator	ellise@coastalcarolina.edu	910-938-6331
College of The Albemarle	PO Box 2327 Elizabeth City, NC 27906	252-335-0821
Andrea Temple Director, Disability Services/Counselor	atemple@albemarle.edu	252-335-0821 x 2277
Craven Community College	800 College Court New Bern, NC 28562	252-638-4131
Vicki Moseley-Jones Director of Human Resources	moseleyv@cravencc.edu	252-638-7225
Fred Cooze Academic Skills Director	coozef@cravencc.edu	252-638-7294
Davidson County Community College	PO Box 1287 Lexington, NC 27293	336-249-8186
Matt Smith Mental Health & Disability Serv. Counselor	masmith@davidsonccc.edu	336-249-8186 x 6224
Durham Technical Community College	1637 Lawson St. Durham, NC 27703	919-536-7200
Paula Rubio Counselor, Disability Services	rubiop@durhamtech.edu	919-686-3741
Edgecombe Community College	2009 West Wilson St. Tarboro, NC 27886	252-823-5166
Kim Hampton Student Support Specialist	hamptonk@edgecombe.edu	252-823-5166 x 254
Fayetteville Technical Community College	PO Box 35236 Fayetteville, NC 28303	910-678-8400
Dorothy Ray Special Populations Coordinator	rayd@faytechcc.edu	910-678-8479
Forsyth Technical Community College	2100 Silas Creek Parkway Winston-Salem, NC 27103	336-723-0371
Dr. Sarah Hawks Counselor for Disability Services	shawks@forsythtech.edu	336-734-7155

Gaston College	201 Highway 321, South Dallas, NC 28034	704-922-6200
Amy Davis Counselor for Special Needs	davis.amy@gaston.edu	704-922-6224
Guilford Technical Community College	PO Box 309 Jamestown, NC 27282	336-334-4822
Angela Leak Director, Counseling Services	acleak@gtcc.edu	336-334-4822 x 2325
Kent Cowan Specialist, Assistive Technology	kjcowan@gtcc.edu	336-334-4822 x 2738
Alice Jordan Counselor	apjordan@gtcc.edu	336-334-4822 x 2246
Halifax Community College	PO Drawer 809 Weldon, NC 27890	252-536-4221
Dr. Carolyn Stuart Director, Counseling Services	stuartc@halifaxcc.edu	252-536-4221 x 207
Haywood Community College	185 Freedlander Dr. Clyde, NC 28721	828-627-2821
Angela Uhi-Kalev Counselor	kalev@haywood.edu	828-627-4504
Isothermal Community College	PO Box 804 Spindale, NC 28160	828-286-3636
Kelly Hargett Disability Services Coordinator	khargett@isothermal.edu	828-286-3636 x 422
James Sprunt Community College	PO Box 398 Kenansville, NC 28349	910-296-2400
Joseph Tillman Counselor/Testing	jtillman@jamesesprunt.edu	910-296-2506
Melvin Felton Special Needs Advisor	mfelton@jamesesprunt.edu	910-298-2447
Johnston Community College	PO Box 2350 Smithfield, NC 27577	919-934-3051
Andrea Sutton Disabilities Counselor	alsutton@johnstoncc.edu	919-209-2543
Lenoir Community College	PO Box 188 Kinston, NC 28502	252-527-6223
Macrina Martin Evening ADA Counselor	mmartin@lenoircc.edu	252-527-6223 x 331
Martin Community College	1161 Kehukee Park Rd. Williamston, NC 27892	252-792-1521
Dr. Thomas Powell Student Services Counselor	tpowell@martincc.edu	252-792-1521
Mayland Community College	PO Box 547 Spruce Pine, NC 28777	828-765-7351
Doug Dewar Coordinator for Counseling Services	ddewar@mayland.edu	828-765-7351 x 289

McDowell Technical Community College	54 College Rd. Marion, NC 28752	828-652-6021
Donna Short Director, Student Enrichment Center	donnasho@mcdowelltech.edu	828-652-0631
Mitchell Community College	500 West Broad St. Statesville, NC 28677	704-878-3200
Jennifer Williams-Cannon Coordinator/Counselor Special Populations	jwilliamscannon@mitchellcc.edu	704-878-3364
Montgomery Community College	1011 Page St. Troy, NC 27371	910-576-6222
Margo Gaddy Counselor	gaddym@montgomery.edu	910-576-6222 x 210
Nash Community College	PO Box 7488 Rocky Mount, NC 27804	252-443-4011
Dr. Jim Hartsell Counselor	hartsell@nashcc.edu	252-451-8260
Pamlico Community College	PO Box 185 Grantsboro, NC 28529	252-249-1851
Jaime Gibbs VP, Student Development Services	jgibbs@pamlicocc.edu	252-249-1851 x 3021
Piedmont Community College	PO Box 1197 Roxboro, NC 27573	336-599-1181
Brian Totten Fin. Aid/Special Populations Counselor	tottenb@piedmontcc.edu	336-599-1181
Pitt Community College	PO Drawer 7007 Greenville, NC 27835	252-493-7200
Michael Bridgers Coordinator of Disability Services	mbridger@pittcc.edu	252-321-4294
Randolph Community College	PO Box 1009 Asheboro, NC 27204	336-633-0200
Joyce Branch Disability Coordinator/Counselor	jmbranch@randolph.edu	336-633-0230
Richmond Community College	PO Box 1189 Hamlet, NC 28345	910-582-7000
Dr. John Wester VP, Student Development	jwester@richmondcc.edu	910-582-7117
Roanoke-Chowan Community College	109 Community College Rd. Ahoskie, NC 27910	252-862-1200
Sandra Copeland Counselor/Vocational Ed. Coordinator	sandrac@roanokechowan.edu	252-862-1228
Robeson Community College	PO Box 1420 Lumberton, NC 28359	910-272-3700
Ronnie Sampson Counselor, Disability Services	rsampson@robeson.edu	910-272-3345

Rockingham Community College	PO Box 38 Wentworth, NC 27375	336-342-4261
LaVonne James Coordinator, Student Academic Services	jamesl@rockinghamcc.edu	336-342-4261 x 2243
Terry Kent Counselor	kentt@rockinghamcc.edu	336-342-4261 x 2127
Rowan-Cabarrus Community College	PO Box 1595 Salisbury, NC 28145	704-637-0760
Misty Moler Counselor, Disability Services	misty.moler@rowancabarrus.edu	704-216-3623
Holly Wagoner Counselor Associate, Disability Services	holly.wagoner@rowancabarrus.edu	704-216-3639
Sampson Community College	PO Box 318 Clinton, NC 28329	910-592-8081
Tonita Smith Academic Services Coordinator	tsmith@sampsoncc.edu	910-592-8081 x 2032
Sandhills Community College	3395 Airport Rd. Pinehurst, NC 28374	910-692-6185
Madie Ash Director, Student Services	ashm@sandhills.edu	910-695-3707
South Piedmont Community College	PO Box 126 Polkton, NC 28135	704-272-5300
Serena Johnson Director of Counseling	sjohnson@spcc.edu	704-290-5844
Southeastern Community College	PO Box 151 Whiteville, NC 28472	910-642-7141
Vilma Legendre Counselor	vlegendre@sccnc.edu	910-642-7141 x 263
Southwestern Community College	447 College Dr. Sylva, Nc 28779	800-447-4091
Wesley Satterwhite Disability Services Coordinator	wesleys@southwesterncc.edu	828-339-4229
Stanly Community College	141 College Dr. Albemarle, NC 28001	704-982-0121
Andrea Bennett Coordinator of Special Services	abennett9422@stanly.edu	704-991-0214
Surry Community College	630 South Main Street Dobson, NC 27017	336-386-8121
Laura Bracken Director, Disability Services	brackenl@surry.edu	336-386-3443
Tri-County Community College	21 Campus Circle Murphy, NC 28906	828-837-6810
Linda Howell Coordinator Career Counseling	lhowell@tricountycc.edu	828-835-4259

Vance-Granville Community College	PO Box 917 Henderson, NC 27536	252-492-2061
Daniel Alvarado Director of Counseling	alvarado@vgcc.edu	252-492-2061 x 3282
Wake Technical Community College	9101 Fayetteville Road Raleigh, NC 27603	919-866-5000
Janet Killen Director, Disability Support Services	jkillen@waketech.edu	919-866-5669
Regina Willis Asst. Director, Disability Support Services	rewillis@waketech.edu	919-866-5672
Wayne Community College	PO Box 8002 Goldsboro, NC 27533	919-735-5151
Deana Holland Counselor, Disability Services	bdholland@waynecc.edu	919-735-5151 x 223
Western Piedmont Community College	1001 Burkemont Ave. Morganton, NC 28655	828-438-6000
Deanna Keller Disability Access Assistant	dkeller@wpcc.edu	828-448-3154
Wilkes Community College	PO Box 120 Wilkesboro, NC 28697	336-838-6100
Sherry Thompson Disability Services	sherry.thompson@wilkes.edu	336-846-3900
Wilson Community College	PO Box 4305 Wilson, NC 27893	252-291-1195
Joya Ebison Testing/Special Needs Coordinator	jebison@wilsoncc.edu	252-246-1230
NC Community College System	5016 Mail Service Center Raleigh, NC 27699	919-807-7100
Karen Yerby Associate Director, Student Dev. Services	yerbyk@nccommunitycolleges.edu	919-807-7107

Updated 8/18/10

North Carolina Resources

- **Disability Rights North Carolina**
2626 Glenwood Ave., Suite 550
Raleigh, NC 27608
919-856-2195
877-235-4210 (toll Free)
<http://www.disabilityrightsncc.org/>
- **NC-AHEAD**
<http://www.ahead.org/affiliates/north-carolina>
- **North Carolina Assistive Technology Project**
<http://www.ncatp.org>
Center Locations
<http://www.ncatp.org/Centers.html>

STATE AGENCIES

- [NC Division of Vocational Rehabilitation Services](#)
- [Independent Living Rehabilitation Program](#)
- [NC Division of Services for the Blind](#)
- [NC Division of Services for the Deaf and the Hard of Hearing](#)
- [NC Division of Aging and Adult Services](#)
- [NC Division of Public Health](#)
- [NC Division of Mental Health, Developmental Disabilities and Substance Abuse Services](#)
- [NC Council on Developmental Disabilities](#)
- [NC Library for the Blind and the Physically Handicapped](#)
- NC Department of Health and Human Services
<http://www.dhhs.state.nc.us>

National Resources

- **AHEAD (Association on Higher Education And Disabilities)**
107 Commerce Center Dr., Suite 204
Huntersville, NC 28078
704-947-7779
<http://www.ahead.org>
- **American Association on Intellectual & Developmental Disabilities**
<http://www.aamr.org>
- **American Council of the Blind**
800-424-8666
<http://www.acb.org>
- **American Foundation for the Blind**
800-232-5463 (9:00am-2:00pm, EST)
<http://www.afb.org>
- **American Printing House for the Blind**
800-233-1839
<http://www.aph.org>
- **American Speech-Language-Hearing Association**
888-498-6699
<http://www.asha.org>
- **Americans with Disabilities Act Library**
<http://askjan.org/links/adalinks.htm>
- **Attention Deficit Information Network, Inc. (AD-IN)**
475 Hillside Avenue
Needham, MA 02194
617-455-9895
- **Brain Injury Association, Inc.**
703-761-0750
<http://www.biausa.org>
- **CDC/National Prevention Information Network**
800-458-5231
<http://www.cdcnpin.org>
- **Children and Adults with Attention Deficit Disorders**
800-233-4050
<http://www.chadd.org>

- **Cystic Fibrosis Foundation**
800-344-4823
<http://www.cff.org>
- **DAIS**
<http://www.daisweb.com>
- **Deaf Connection**
<http://www.deafconnection.org>
- **Disability Rights Education and Defense Fund**
800-348-4232
<http://www.dredf.org>
- **EASI (Equal Access to Software and Information)**
<http://people.rit.edu/easi>
- **Epilepsy Foundation of America**
800-332-1000 (consumers)
<http://www.epilepsyfoundation.org>
- **Equal Employment Opportunity Commission**
<http://www.eeoc.gov>
- **HEATH Resource Center** (good resource site)
<http://www.heath.gwu.edu>
- **Immune Deficiency Foundation**
<http://www.primaryimmune.org>
- **Job Accommodation Network**
<http://askjan.org>
- **Learning Disabilities Association of America (LDA)**
<http://www.ldanatl.org>
- **DBTAC Mid-Atlantic ADA Information Center**
<http://www.adainfo.org>
- **Mental Health America**
703-684-7722
<http://www.nmha.org>
- **National Alliance of Blind Students**
800-424-8666
<http://acbstudents.org>
- **NCLD, National Center for Learning Disabilities**
212-545-7510
<http://www.nclld.org>

- **National Clearinghouse of Rehabilitation Training Materials**
800-223-5219
<http://www.nchrtm.okstate.edu>
- **National Easter Seal Society**
312-726-6200
<http://www.easterseals.com>
- **National Brain Injury Foundation**
<http://nbif.org.au/>
- **National Institute on Deafness and Other Communicative Disorders Clearinghouse (NIDCD)**
800-241-1044
800-241-1055 (TT)
- **National Institute on Mental Health (NIMH)**
1-866-615-6464
<http://www.nimh.nih.gov>
- **National Multiple Sclerosis Society**
800-344-4867
<http://www.nationalmssociety.org>
- **National Rehabilitation Association**
703-836-0850
<http://www.nationalrehab.org/website/index.html>
- **National Rehabilitation Information Center**
703-836-0850
<http://www.naric.com/>
- **National Spinal Cord Injury Association**
800-962-9629
<http://www.spinalcord.org>
- **Office for Civil Rights, U.S. Department of Education**
1-800-421-3481
<http://www2.ed.gov/ocr>
- **Office of the Americans with Disabilities Act**
800-514-0301
<http://www.ada.gov>
- **PEPNet (The Postsecondary Education Programs Network)**
<http://www.pepnet.org>
- **Reasonable Accommodations for Adults with Psychiatric Disabilities: An On-line Resource for Employers and Educators**
617-353-3549

<http://www.bu.edu/cpr/reasaccom/index.html>

- **Recording for the Blind and Dyslexic, Inc.**
800-221-4792 (book orders only)
606-452-0606
<http://www.rfbd.org/>
- **Resource Center on Substance Abuse Prevention and Disability**
800-628-8442
- **Spinal Bifida Association of America**
800-621-3141
<http://www.spinabifidaassociation.org>
- **Stuttering Foundation of America**
800-992-9392
<http://www.stuttersfa.org/>
- **Tourette Syndrome Association**
718-224-2999
<http://www.tsa-usa.org>
- **United Cerebral Palsy Associations, Inc.**
800-872-5827 (voice/TT)
<http://www.ucp.org/>

DEFINITION OF TERMS

Definition of Terms

Accommodation

Adjustments made in course materials or instructional methodology which do not change the essential nature or academic and technical standards of the course.

Adjustments made in the physical attributes of a classroom such as provision of tables and/or chairs, which do not disrupt the essential activities of the class or program.

Assistive technology made available to persons with disabilities in college learning labs, the library, test center or classroom.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. It mandates equal opportunities for persons with disabilities in areas such as employment, public accommodations, transportation, state and local government services, and telecommunications.

Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities for individuals with disabilities.

Attention Deficit Disorder

Attention deficit disorder, commonly referred to as ADD, is a neurological disability characterized by inappropriate attention skills, impulsive behavior, and in some cases, hyperactivity. The behaviors may include: fidgeting, difficulty remaining seated, difficulty following instructions, leaving tasks uncompleted, and appearing not to listen when others are speaking.

Blind

Visual acuity (20/20 scale) and the range of peripheral vision evaluate a person's vision. Normal vision is defined as 20/20 visual acuity and an average range of 180 degrees in peripheral vision. An individual is legally

blind if after methods of correction, such as glasses or contact lenses, he/she has a visual acuity of 20/200 or higher denomination, or a range of peripheral vision under 20 degrees.

Closed Captioning

Closed captioning allows individuals who are deaf or have limited hearing to view television and understand what is being said. The words spoken on the television are written across the bottom of the screen so the person can follow the dialogue and action of the program.

Communication Disabilities

Communication disabilities include any visual, hearing, or speech impairments that limit a person's ability to communicate.

Deaf-Blindness

Deaf-blindness, or dual sensory impairment, is a combination of both visual and hearing impairments. An individual with deaf-blindness can experience severe communication, educational, and other developmental problems. A person with deaf-blindness cannot be accommodated by services focusing solely on visual impairments or solely on hearing impairments, so services must be specifically designed to assist individuals with deaf-blindness.

Deafness

Deafness can be defined as a total or partial inability to hear. An individual who is totally deaf is unable to hear with or without the use of a hearing aid, whereas a person who is partially deaf may be able to hear with the help of a hearing aid. Deafness can be genetic or also acquired through disease most commonly from meningitis in the child or rubella in the woman during pregnancy.

Descriptive Video

Descriptive videos are designed for people who are visually impaired. The videos provide additional narration which carefully describes the visual elements of the film, such as the action of the characters, location, and costumes, without interfering with the actual dialogue and sound effects.

Developmental Disability

A developmental disability is a severe and long lasting disability which is the result of a mental and/or physical impairment. It is likely to continue

indefinitely and results in substantial functional limitations in three or more areas. These areas include: self-care, self-direction, economic self-sufficiency, independent living, learning, receptive and expressive language, and mobility.

Disability

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she:

- has a mental or physical impairment that substantially limits one or more of the major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks).
- has a record of such impairment; or
- is regarded as having such an impairment.

Documentation

Verifying documents which verify a person's mental or physical impairment and which describe the impairment adequately for the college to be able to determine the degree of resulting limitation on a major life activity to aid in the design of reasonable accommodations.

Essential Nature of a Course

This is language from applicable case law; ref. The Davis decision. Colleges need to identify the essential elements of each course requirement and curriculum program. Colleges are not required to waive or substitute alternate courses in place of courses which are essential elements of programs.

Health Impairments

The term, health impairments, refers to any type of chronic illness that affects how a person lives his or her life. Common examples of health impairments are AIDS, cancer, diabetes, arthritis, etc.

Hearing Impairment

This term is used to describe any level of hearing loss, such as hard of hearing or deafness.

Hyperactivity

Hyperactivity generally refers to a group of behavioral characteristics, such as aggressiveness, constant activity, impulsiveness, and distractibility. The actual behaviors displayed include: fidgeting, an inability to remain seated or still, and excessive talking. Hyperactivity is commonly associated with attention deficit disorder.

Intellectual Disability

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on.

Learning Disability

Learning disabilities is a broad term used to refer to disorders that affect a person's ability to interpret what they see or hear and link information from different parts of the brain. These disorders usually manifest as problems with reading, writing, reasoning, or mathematics. Learning disabilities are neurological, lifelong disorders, but can often be overcome through appropriate intervention and support.

Mental Illness

The term mental illness refers to any illness or disorder that has significant psychological or behavioral manifestations, is associated with painful or distressing symptoms, and impairs an individual's level of functioning in certain areas of life. There are several different types of mental illness with differing levels of severity. Therapy and medication are the most common forms of treatment.

Preadmission Inquiry

Institutions may not make preadmission inquiry as to whether an applicant for admissions has a disability. Confidential inquiries may be made after the candidate is admitted to determine if accommodations are needed.

Reasonable Accommodation

Academic adjustments (accommodation) or physical adjustments necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship.

Speech Impairments

Speech impairments refers to disorders that impair an individual's ability to verbally communicate. This could include the ability to speak, the inability to maintain a flow or rhythm of speech (e.g., dysfluency or stuttering), or the inability to pronounce certain sounds. Hearing impairments, neurological disorders, mental retardation, or physical impairments such as cleft palate can cause speech impairments.

Telecommunications Relay System

These are services (usually maintained by telephone companies) that will relay information verbally for those individuals whose communication must rely on electronic transmission due to a functional limitation; i.e., speech or hearing limitation.

Visual Impairment

A visual impairment is an impairment of sight that cannot be corrected by glasses or contact lenses. This includes individuals with low vision as well as people who are legally blind.

APPENDIX III

*Auxiliary Aids and Services for Postsecondary Students with
Disabilities*

*OCR Questions and Answers on Disability Discrimination under
Section 504 and Title II*



Auxiliary Aids and Services for Postsecondary Students with Disabilities

Higher Education's Obligations Under Section 504 and Title II of the ADA

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

Revised September 1998

Section 504 of the Rehabilitation Act of 1973

In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

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

The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation.

Postsecondary School Provision of Auxiliary Aids

The Section 504 regulation contains the following requirement relating to a postsecondary school's obligation to provide auxiliary aids to qualified students who have disabilities:

A recipient . . . shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or

otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

The Title II regulation states:

A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

It is, therefore, the school's responsibility to provide these auxiliary aids and services in a timely manner to ensure effective participation by students with disabilities. If students are being evaluated to determine their eligibility under Section 504 or the ADA, the recipient must provide auxiliary aids in the interim.

Postsecondary Student Responsibilities

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In elementary and secondary schools, teachers and school specialists may have arranged support services for students with disabilities. However, in postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or ADA coordinator, an appropriate dean, a faculty advisor, or a professor. Unlike elementary or secondary schools, colleges may ask the student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A college also may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Examples of Auxiliary Aids

Some of the various types of auxiliary aids and services may include:

- taped texts
- notetakers
- interpreters
- readers
- videotext displays
- television enlargers
- talking calculators
- electronic readers
- Braille calculators, printers, or typewriters
- telephone handset amplifiers
- closed caption decoders
- open and closed captioning
- voice synthesizers
- specialized gym equipment
- calculators or keyboards with large buttons
- reaching device for library use
- raised-line drawing kits
- assistive listening devices
- assistive listening systems
- telecommunications devices for deaf persons.

Technological advances in electronics have improved vastly participation by students with disabilities in educational activities. Colleges are not required to provide the most sophisticated auxiliary aids available; however, the aids provided must effectively meet the needs of a student with a disability. An institution has flexibility in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. These aids should be selected after consultation with the student who will use them.

Effectiveness of Auxiliary Aids

No aid or service will be useful unless it is successful in equalizing the opportunity for a particular student with a disability to participate in the education program or activity. Not all students with a similar disability benefit equally from an identical auxiliary aid or service. The regulation refers to this complex issue of effectiveness in several sections, including:

Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions.

There are other references to effectiveness in the general provisions of the Section 504 regulation which state, in part, that a recipient may not:

Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others; or

Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others.

The Title II regulation contains comparable provisions.

The Section 504 regulation also states:

[A]ids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

The institution must analyze the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom by a student who is hearing-impaired may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a notetaker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. College officials also should be aware that in determining what types of auxiliary

aids and services are necessary under Title II of the ADA, the institution must give primary consideration to the requests of individuals with disabilities.

Cost of Auxiliary Aids

Postsecondary schools receiving federal financial assistance must provide effective auxiliary aids to students who are disabled. If an aid is necessary for classroom or other appropriate (nonpersonal) use, the institution must make it available, unless provision of the aid would cause undue burden. A student with a disability may not be required to pay part or all of the costs of that aid or service. An institution may not limit what it spends for auxiliary aids or services or refuse to provide auxiliary aids because it believes that other providers of these services exist, or condition its provision of auxiliary aids on availability of funds. In many cases, an institution may meet its obligation to provide auxiliary aids by assisting the student in obtaining the aid or obtaining reimbursement for the cost of an aid from an outside agency or organization, such as a state rehabilitation agency or a private charitable organization. However, the institution remains responsible for providing the aid.

Personal Aids and Services

An issue that is often misunderstood by postsecondary officials and students is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions. The Section 504 regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are not required.

In order to ensure that students with disabilities are given a free appropriate public education, local education agencies are required to provide many services and aids of a personal nature to students with disabilities when they are enrolled in elementary and secondary schools. However, once students with disabilities graduate from a high school program or its equivalent, education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution. For example, readers may be provided for classroom use but institutions are not required to provide readers for personal use or for help during individual study time.

Questions Commonly Asked by Postsecondary Schools and Their Students

Q: What are a college's obligations to provide auxiliary aids for library study?

A: Libraries and some of their significant and basic materials must be made accessible by the recipient to students with disabilities. Students with disabilities must have the appropriate auxiliary aids needed to locate and obtain library resources. The college library's basic index of holdings (whether formatted on-line or on index cards)

must be accessible. For example, a screen and keyboard (or card file) must be placed within reach of a student using a wheelchair. If a Braille index of holdings is not available for blind students, readers must be provided for necessary assistance.

Articles and materials that are library holdings and are required for course work must be accessible to all students enrolled in that course. This means that if material is required for the class, then its text must be read for a blind student or provided in Braille or on tape. A student's actual study time and use of these articles are considered personal study time and the institution has no further obligation to provide additional auxiliary aids.

Q: What if an instructor objects to the use of an auxiliary or personal aid?

A: Sometimes postsecondary instructors may not be familiar with Section 504 or ADA requirements regarding the use of an auxiliary or personal aid in their classrooms. Most often, questions arise when a student uses a tape recorder. College teachers may believe recording lectures is an infringement upon their own or other students' academic freedom, or constitutes copyright violation.

The instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. The Section 504 regulation states:

A recipient may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

In order to allow a student with a disability the use of an effective aid and, at the same time, protect the instructor, the institution may require the student to sign an agreement so as not to infringe on a potential copyright or to limit freedom of speech.

Q: What if students with disabilities require auxiliary aids during an examination?

A: A student may need an auxiliary aid or service in order to successfully complete a course exam. This may mean that a student be allowed to give oral rather than written answers. It also may be possible for a student to present a tape containing the oral examination response. A test should ultimately measure a student's achievements and not the extent of the disability.

Q: Can postsecondary institutions treat a foreign student with disabilities who needs auxiliary aids differently than American students?

A: No, an institution may not treat a foreign student who needs auxiliary aids differently than an American student. A postsecondary institution must provide to a foreign student with a disability the same type of auxiliary aids and services it would provide to an American student with a disability. Section 504 and the ADA require that the provision of services be based on a student's disability and not on such other criteria as nationality.

Q: Are institutions responsible for providing auxiliary services to disabled students in filling out financial aid and student employment applications, or other forms of necessary paperwork?

A: Yes, an institution must provide services to disabled students who may need assistance in filling out aid applications or other forms. If the student requesting assistance is still in the process of being evaluated to determine eligibility for an auxiliary aid or service, help with this paperwork by the institution is mandated in the interim.

Q: Does a postsecondary institution have to provide auxiliary aids and services for a nondegree student?

A: Yes, students with disabilities who are auditing classes or who otherwise are not working for a degree must be provided auxiliary aids and services to the same extent as students who are in a degree-granting program.

For More Information

For more information on Section 504 and the ADA and their application to auxiliary aids and services for disabled students in postsecondary schools, or to obtain additional assistance, see the list of OCR's 12 enforcement offices containing the address and telephone number for the office that serves your area, or call 1-800-421-3481.

<http://www.ed.gov/ocr/docs/auxaids.html>

Page last updated 12/28/00 (sbd)

Questions and Answers on Disability Discrimination under Section 504 and Title II

How do Section 504 and Title II differ?

The main difference between the two laws is that one applies to the recipients of grants from the federal government (Section 504) and the other applies only to public entities (Title II). A school or college may be both a recipient of Federal funds from the US Department of Education and also a public entity. In such cases, the institution is covered by both laws.

Are all school districts, colleges, and universities covered by these laws?

Virtually all public school districts are covered by Section 504 because they receive some federal financial assistance. Public colleges and universities generally receive federal financial assistance, and most private colleges and universities receive such assistance. There are some private colleges that do not receive any federal assistance, and Section 504 does not apply to them. Title II applies only to public institutions.

Are all programs in a school or college covered if it receives federal financial assistance?

Generally, all programs in a school or college are covered if the school or college receives federal financial assistance or is a public entity.

Do these laws cover just students?

No. The laws protect all participants in the program from discrimination, including parents, students, and employees.

Do these laws cover just education programs?

No. They cover all programs of a school or college, including academics, extracurricular, and athletics. Also, the laws apply to the activities of a school or college that occur off campus..

Do all buildings have to be made physically accessible?

No, not necessarily. While buildings constructed after the Section 504 regulation was issued (that is, those built since 1977) must be fully accessible, older buildings do not have to be made fully accessible. For older buildings, the law requires that the program or activity be made accessible. A common way this is done is to relocate the program to another building that is accessible.

What types of adjustments are required for students with disabilities in colleges and universities?

Colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in the school's program. Examples of

auxiliary aids that may be required are taped texts, notetakers, interpreters, readers, and specialized computer equipment.

Colleges and universities are not required to supply students with attendants, individually prescribed devices such as hearing aids and wheelchairs, readers for personal use or study, or other devices or services of a personal nature

What types of services are required for students with disabilities in elementary and secondary schools?

School districts are required to provide a free appropriate education to students with disabilities based on their individualized educational needs. The services may include special education and related aids and services such as physical therapy, as well as modifications to the regular education program including adjustments in test taking procedures and adjustments to rules regarding absences when a student's absences are due to a disability.

Does OCR enforce laws that prohibit harassment of students or others because of a disability?

Yes. Both Section 504 and Title II of the Americans with Disabilities Act make it unlawful to harass people in covered entities because of their disabilities. OCR and the Office of Special Education and Rehabilitation Services have jointly issued [guidance to school districts](#) regarding harassment based on disability.

APPENDIX IV (Transition)

*Major Differences between High School and Postsecondary
Disability Services*

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

*Learning Disabilities in the College Setting: A Different Ball Game
than High School*

MAJOR DIFFERENCES BETWEEN HIGH SCHOOL AND POSTSECONDARY DISABILITY SERVICES

<u>High School</u>		<u>Post Secondary</u>
Applicable Laws		
I.D.E.A. Section 504, Rehabilitation Act		A.D.A. Section 504, Rehabilitation Act
Required Documentation		
I.E.P.		Varies depending on the disability, and must include testing documentation.
School provides evaluation at no cost to student.		Student provides evaluation at own expense.
School retests over time.		Student provides retesting.
Student Role		
Student is identified by school.		Student self-identifies to Disability Services Office.
School sets up accommodations.		Student is responsible for securing accommodations.
Parental Role		
Access to student records.		No access to student records without the student's written consent.
Participation in accommodations		Student requests accommodations
Mandatory involvement.		Student is self advocates
Instructors		
Modification of curriculum.		Not required to modify
Use of multi-sensory approach.		Not required. Lecture is predominant
Weekly testing, mid-term, final, and graded assignments		May test once or twice with few assignments.
Attendance taken and reported.		Attendance often not taken but student can be dropped after missing 10% (1 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

Most Important Differences in Summary

I.D.E.A. is about Success .	A.D.A. is about Access .
High School is mandatory and free.	Postsecondary is voluntary and costs

A Word about the A.D.A.

The ADA extends civil rights protection to persons with disabilities. A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504 of the Rehabilitation Act of 1973 (public institutions are covered under Title II), students with documented disabilities may request accommodations that will enable them to participate in postsecondary educational programs. A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs.

Institutions are expected to give "reasonable accommodations". Among the accommodations which postsecondary institutions can make are:

- Removal of architectural barriers
- Interpreters
- Notetakers
- Assistive Technology
- Extra time on tests and assignments (Time and a half in most cases).
- Tape recorders

The emphasis of the ADA is on accessibility for those who wish to pursue education at the postsecondary level. There is no obligation on the part of a college to make fundamental changes in its courses for students with disabilities.

**Students with disabilities who complete high school will enter either the work force or a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.*

(Blue Ridge Community College, revised 7/12/02)

U.S. Department of Education

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Secretary

Office for Civil Rights

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

September 2007

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 both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different 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 education 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, 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 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. However, 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 modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such 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 effect substantial modifications to 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 modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or

administrative burdens. 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 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 these procedures. Postsecondary schools usually include, in their publications providing general information, 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 Web sites. 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 your 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 that shows 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; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and 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.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. 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. This may mean that you 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 through the following Web page:

<http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902>

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

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. 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 an alternative one if the alternative would also be effective. 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. Furthermore, it may not 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 or Title II or both laws. You may contact this 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. However, 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 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 from using the school's grievance procedures or you wish to pursue an alternative to using the grievance 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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LEARNING DISABILITIES IN THE COLLEGE SETTING: A DIFFERENT BALL GAME THAT HIGH SCHOOL

By Stephen Strichart

I am frequently surprised to find how many high school students with learning disabilities, and their parents, think that college is just a slightly more difficult version of high school. From this perspective, the major challenge is to get accepted into college. I don't agree with this perspective. I've found that given a little persistence, and in some cases a lot of money, most LD students can get into a college somewhere, albeit not always one of their first choices. The major challenge is not that of being accepted, but of being successful. Unfortunately, LD students are often poorly prepared for the increased demands of college.

IMPORTANT DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

1. Public Law 94-142 no longer applies.

In high school, PL 94-142 mandates a free and appropriate education delineated in an IEP that spells out specific services. LD students receive these; they don't have to seek them out. This law does not apply at the college level. Instead, there is Section 504 of the Rehabilitation Act of 1973, a far reaching, but rather nonspecific law. To gain access to accommodations and services through this law, LD students must document and make their disability known, and in many cases, identify the assistance they need to succeed in college, and then self-advocate to get this assistance.

2. There is much less structure.

Programs for LD students at the high school level are extremely structured and supportive. Students take a specific schedule of classes that is the same each day. The same group of peers are in most of their classes. Teachers consistently review their expectations and monitor student progress. This is not the case in college, where each day's schedule can vary widely, and each class consists of a different group of students. College professors rarely take attendance, check to see if reading assignments are being done, or concern themselves with the quality of the notes being taken by students. Students have to analyze each class and professor to determine what will be required for success. This varies from class to class.

3. There is greater academic competition.

Unlike going to high school, going to college is a voluntary matter. Poor achievers and unmotivated students rarely reach the college campus. Consequently, students moving on to college find themselves in a "bigger pond" where peers have higher abilities and drive, and teachers have higher expectations. Memorization may have carried the day in high school, but high levels of analysis and synthesis is what is needed now. In terms of both the quality and the quantity of their work, LD students must be more productive than they have ever been before.

4. There is a need for greater independence.

The nature of high school LD programs tends to foster dependence in students. This presents a major problem in the college setting, where students are required to function

in a relatively independent manner. High school students don't have to declare a major, and for the most part, their course of study is prescribed. This, of course, changes dramatically in college. College students must make important career choices, and must carefully plan their sequence of courses, to include selecting from an array of elective courses. They must make good use of the many hours they are not in class and learn to fully utilize the many learning resources available on campus. Further, students must learn to establish and maintain work and study schedules, while balancing their academic and social lives. Decision-making and problem-solving skills become paramount.

MAKING THE ADJUSTMENT TO COLLEGE

Many of the recommendations that I offer may seem obvious and almost trivial. This may be true in the case of typical college students, but not for LD students. One thing my experience working with LD students has taught me is to never assume anything. With this proviso, I offer the following recommendations for college LD students.

1. Make your needs known.

Colleges are not required to seek out and identify LD students. What they are required to do is to respond to the needs of those students once they are identified. Consequently, LD students should make their needs known right from the beginning. They can do this by registering with the appropriate academic unit, and by discussing their needs with their professors in an open and positive manner. Once they understand the nature of an LD student's problem, most professors will do everything reasonable to assist the student to succeed in their class.

No one knows the needs of LD students better than the students themselves. Experience is the best teacher, and LD students have had much experience coping with the problems posed by their disability. Consequently, it is the students who are in the best position to articulate their special needs. While various support personnel on campus are willing and able to advocate for students with their professors, this is best done by the students. Professors may be leery of official forms apprising them of accommodations to offer to a given student. They may feel put upon or even intimidated when apprised that they are required by law to provide various accommodations. This is generally not a problem where a student personally makes his or her needs known in a non-threatening manner, offering suggestions as to how they can easily be met by the professor. Where necessary, LD students should stand behind their rights in an insistent, but reasonable manner.

2. Provide your own structure.

LD students must realize the importance of shifting from a reactive to a proactive student style. They must quickly determine the expectations of each of their professors and how best to meet these expectations. Ideally, students will meet with their professors before the semester begins. At this time they can obtain reading lists and course requirements, enabling them to prepare for the beginning of classes and get a good head start on some of the work. Once they have determined what each course requires, students must establish priorities for the use of their study time, devoting more time to difficult subjects. They must gather and organize the materials and resources they need for each course.

Planning and consistency become crucial. Students must develop and stick to an individualized study plan for each of their courses. This plan must be responsive to the academic calendar and the due dates for all exams and assignments. Students must plan ahead to allow sufficient time to complete all work as and when required.

3. Increase your effort.

College requirements are both quantitatively and qualitatively greater than those experienced by students in high school. Consequently, LD students must apply themselves in a concerted and efficient manner if they are to succeed. Students used to an hour or so of homework each night must now be committed to spending two to three hours in preparation for each hour of class. While memorizing and repeating information in written or spoken form may have sufficed in high school, most college professors require students to demonstrate the ability to analyze, synthesize, and apply information to solve problems.

LD students should strive to improve their skills in a number of areas. They will need to develop an effective textbook reading strategy, devise effective study routines, and become more effective test takers. They will need to make full use of the library as a learning resource and become adept in the use of resources such as the dictionary, thesaurus, and encyclopedia. Certainly, they will benefit by developing word processing skills. Overall, LD students must become “active” students who rewrite their lecture notes, take written notes from their texts in their own words, and integrate information from a variety of sources. Further, LD students should seek help from their peers as appropriate. Teaming with a student who is doing well in a course can be very helpful when reviewing notes, writing and editing papers, and preparing for tests.

4. Become independent.

The college experience involves far more than just continued academic preparation. It is a time when LD young adults must make important personal decisions about their career and life goals. At first, LD students should not attempt to make decisions completely on their own.

Seeking the advice of a faculty advisor and utilizing career counseling services can help students to begin to identify the appropriate bases for the important decisions they must make. As they begin to make choices about a major and course of study, LD students initiate the process of becoming full independent adults. Each time they make decisions regarding which electives to take, how to manage time between classes, and with which groups and organizations to become involved, these students move further toward independence. LD students must become increasingly willing to make decisions on their own, ultimately claiming full ownership and responsibility for their decisions. LD students will undoubtedly find college to be more difficult than high school. But by being prepared for the differences between high school and college, and taking steps to accommodate to these differences, LD students can not only succeed in college—they can excel.

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