

Accessibility Services Handbook

Policies, Procedures and Guidelines



Accessibility Services

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Advising & Counseling Center,
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Welcome to Rockingham Community College

Welcome to Rockingham Community College (RCC). We are glad you have chosen us as your learning community. We understand that education is a lifelong process. The first step is the most important: taking responsibility for your own learning.

Everything we do at the college is designed to assist your efforts as a student. The RCC staff is committed to continuous improvement in services and resources for students. We are committed to assisting you in achieving your goals and providing an academic environment that is challenging and accessible to all students.



This guide was created to lead students through the process of requesting, accepting, and continuing accommodations while at RCC. Please contact Accessibility Services with any questions.

Welcome!

Our Commitment

Rockingham Community College was chartered in 1963 as a comprehensive, public community college with an open door admissions policy. Our purpose is to provide individuals with high quality, economical, and convenient educational opportunities consistent with student and community needs.

- We believe that each person is important.
- We appreciate the diversity in the students we serve.
- We treat our students with respect and fairness.
- We are committed to giving students individual assistance and support.
- We provide an educational environment that encourages all individuals to progress to their maximum potential.
- We believe that the programs and services of the college should be equally available and accessible to all.

Purpose of this Handbook

This handbook includes policies and procedures on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations at Rockingham Community College. Students are responsible for knowing and abiding by the procedures and timelines stated in this guide. Readers should note that this document will continue to evolve as RCC and Accessibility Services identifies and addresses changing needs.

The Accessibility Services office is here to help you along your academic journey at RCC. If you have questions or need additional information, please contact:

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Accessibility Services

Legal Mandates

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual in the United States, as defined in section 706(6) of this title, shall, solely by reason of his handicap, 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 definition of “handicapped individual” is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

On July 26, 1990, the Americans with Disabilities Act (ADA) expanded the civil rights protections to a wide range of entities, including educational institutions.

North Carolina Senate Bill 866 guarantees the right to persons with disabilities in accessing electronic information, including web sites and computers. This bill requires compliance by community colleges.

The implications of Section 504 and ADA are that those who qualify for admissions have a right to be in higher education. In addition, once admitted, students have a right to access academic and nonacademic programs. Qualified students are eligible to receive reasonable accommodations that relate to their disabilities. The definition of a disability and criteria for establishing eligibility for accommodations under 504 and ADA for post-secondary institutions may be different from the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies. Rockingham Community College has, and will continue to comply with these laws.

Confidentiality

In accordance with the law and with ethical counseling and educational practices, specific information regarding a student’s particular disability will not be shared with a third party, including faculty, without the student’s express permission. Students have a right to confidentiality of all disability related information. Thus, it is the student’s right to disclose or not disclose specific information regarding his/her disability to his/her instructors. Counseling staff encourage self-advocacy and will assist the student with this when appropriate.

Am I Eligible to Receive Accessibility Accommodations for a Disability at RCC?

Accommodations are not provided to a student to improve the chance of success, but rather to assure equal **access** to the opportunity; thus, allowing the student to demonstrate whether he/she can be successful. The use of accommodations allows a student to prove their mastery of a subject. Accommodations are believed to “level the playing field” for students with disabilities. It is our belief that appropriate, reasonable accommodations help students with disabilities gain accessibility.

If you think you have a disability that may require accommodations ask yourself these questions:

- *Are there documents on file at my school, or with a psychologist, or at the office of my medical doctor that indicate I have a disability?*
- *In the past, did I receive accommodations such as extra time on testing, or alternative textbooks?*
- *Do I have a disability that limits my ability to learn and successfully participate in college programs or activities?*

Accommodation Procedures

To be eligible to receive accessibility services for a disability, at Rockingham Community College, a student must provide current documentation (within the last 3-5 years, depending on the age of the student) from a licensed, clinical professional. Depending upon the circumstances presented by each student, the Office of Accessibility Services may utilize flexibility and discretion in determining how recent the required document must be. **IEP's and 504 documents can provide historical information about past accommodation, but are not sufficient alone to receive documentation**

Students requesting accommodations should provide evidence (from personal experience) of how the disability has limited their ability to participate in any aspect of college programming or activities. If you are a new to college, describe how the disability limited these activities in high school.

The Accessibility Counselor at Rockingham Community College will determine if the accommodation is reasonable based upon verification that the accommodation supports the identified disability and that the accommodation does not fundamentally alter the structure of a course or program.

For more information contact the Accessibility Counselor in the Whitcomb Student Center at (336) 342-4261 ext. 2243.

Checklist: Students Requesting Accommodations for the First Time

1st Appointment:

- Receive Accessibility Services Handbook and review specific documents with counselor
- Receive appropriate *Documentation Guidelines* to be completed by a licensed medical or counseling professional who has diagnosed, or is currently treating the disability

After 1st Appointment:

- Submit required disability documentation and *Information Packet for Accessibility Services* to the accessibility counselor (including signed **Acknowledgement of Policies and Procedures** form)
- Schedule 2nd appointment with counselor

2nd Appointment:

- Review *Student Accessibility Accommodation* form(s) with counselor and discuss accommodations that have been approved for the student (student has the right to accept or decline accommodations).

To complete the process the student will either:

- Schedule a meeting with instructors and have them sign the accommodations forms
(Instructors return the *Student Accessibility Accommodation* form to the disabilities counselor)
- OR**
- If requested, the counselor is available for meetings where the instructor, the student, and the counselor will

Responsibilities of College

Rockingham Community College recognizes its responsibility to provide academic adjustments, and/or auxiliary aids and services to accommodate the known limitations of an otherwise qualified student with a disability, without compromising the content, quality or level of instruction. Students with disabilities are expected to meet the same level of academic standards as all other students. The purpose of an accommodation is to minimize the impact of the disability, not to “water down” a course or requirements. To do so would affect the credibility of the college and be unfair to the student.

Responsibilities and Rights of Faculty

Faculty/instructional personnel are encouraged to include a statement on their course syllabi inviting students with disabilities to meet with them outside class. This statement communicates to students that faculty members recognize there may be students with disabilities in the class, and provides an opportunity to discuss their learning needs and to make necessary referrals.

The following is an example of an appropriate statement to include in a course syllabus: ***“To determine eligibility, the Accessibility Counselor can be contacted at ext. 2243 for further questions or inquiries. Students with disabilities are encouraged to make an appointment with me, as your instructor, to discuss any unique educational need or situation.”***

Responsibilities include:

- ❖ Faculty must provide reasonable accommodations for students with documented disabilities as provided on the *Student Accessibility Accommodation* form.
- ❖ Faculty should **not** provide accommodations without communication from Accessibility Services.
- ❖ College employees should not make any statement or implications that the student with a disability is any different from the general student population.

Rights include:

- ❖ Faculty has a right to request a written agreement before allowing a student to tape record a class.
- ❖ Faculty can assume that all students must adhere to the behavior/conduct policy of the college.
- ❖ Faculty has the right to challenge an accommodation that jeopardizes the academic standards or integrity of the course.

If you have questions or concerns, contact the accessibility counselor at ext. 2243, or visit Accessibility Services in the Whitcomb Student Center to make an appointment.

Responsibilities of Student

Students with disabilities must maintain the same responsibility for their education as students without reported disabilities. This includes maintaining the same academic progression standards, maintaining appropriate behavior, and giving timely notification of any needs for reasonable and appropriate accommodations.

Each college student with a disability must identify him/herself as a student with a disability in a reasonable and timely manner. A student may choose to self-disclose his/her disability to faculty members or student development staff. However, to receive accommodations, the student must meet with the Accessibility Counselor, and provide him/her with appropriate documentation. **After meeting with the Accessibility Counselor, each student is strongly encouraged to discuss special needs he/she may have in a specific setting with his/her instructor.** A student is responsible for providing the college with the information and/or documentation from a qualified professional necessary for planning for his/her educational needs. The documentation should reflect the student's current disability status, functional limitations and how that disability affects participation in courses, programs, services, and activities. It is the student's responsibility to initiate each request for aids/services in a timely manner. Self-advocacy promotes independence and develops the skills the student needs to function successfully in the world of work.

For students taking online classes and requesting accommodations, students are reminded to contact instructors to confirm accommodations and discuss any other particular arrangements once letters have been signed with the Accessibility Counselor. Contact can be via in person or via email as RCC email is official communication. It is strongly suggested that online students contact the instructor to inform them of the need for accommodations after they've gotten the approval of accommodations from Accessibility Services.

Class Attendance Policy

The college's class attendance policy is designed to promote student success. Students are expected to punctually attend *every* scheduled lecture, lab, shop, field experiences, and clinical sessions on time and be prepared to engage in the teaching and learning process. Students are responsible for all materials covered and all assignments made in class.

Each instructor is responsible for providing the student with a written attendance policy in the course syllabus. Attendance policies are set by faculty and/or the department. Depending on the class, attendance may be a vital part of the course content. Part of the course objective could involve interaction with others or the use of special equipment. Students anticipating absences should notify their instructors in advance. Refer to the attendance policy as stated in the College Catalog or on each class syllabus. Accessibility Services does not issue official written excuses for absences. However, verification of a disability based on appropriate documentation may be provided, which may address the legitimacy of an absence or tardy, but this is not an excuse. Faculty is then made aware of the situation and can work with the student appropriately.

Please refer to an example of the RCC **Excused Absence/Attendance Leniency Policy Related to Accessibility Services** located on page 38.

Notification to the Faculty of a Student's Accommodations

Faculty will be notified by the Accessibility Counselor via email that a student will be approaching them at the beginning of the semester to discuss accommodations and present a ***Student Accessibility Accommodations*** form for the instructor to sign. (*A sample of this form is provided on page 35.*) It is the responsibility of ***the student*** to approach the teacher and initiate the conversation about receiving the accommodation in class, and asking the teacher to sign and return the ***Student Accessibility Accommodation*** form. Faculty notification must be initiated by the student as follows:

1. After registering for each semester, the student, with assistance from the Accessibility Counselor, will develop a ***Student Accessibility Accommodation*** form. The student will inform the Accessibility Counselor if he/she wants accommodations for all classes or for only select classes that the student is enrolled in during the academic semester.
2. The student will receive three copies of the ***Student Accessibility Accommodation*** form. One to be signed by the teacher and returned to the Accessibility Counselor to be placed in the student's file, one copy for the teacher's records, and one copy for the student's record.

- Instructors will be notified via email by the Accessibility Counselor that a student will be approaching them to discuss accommodations. ***This email will only be sent after the student has informed the accessibility counselor what classes will require accommodations for the semester.***

The student will present a copy of the form to his/her instructor to be signed and a copy returned to the counselor.

Documentation to Support Accessibility Requests

It is illegal for an institution to inquire about a student's disability prior to admission. Therefore, in postsecondary education, **it is the responsibility of the student to identify him/herself to the college should he/she need any kind of accommodation.**

Students generally will not receive accommodations until their documentation of a disability is on file with Accessibility Services. As the law allows, students undergoing evaluation or awaiting transmittal of their documentation may also receive temporary services and accommodations. The appropriateness of the documentation will be determined by the Accessibility Counselor, based upon the disability, the current status of the student, and the request for accommodations. Generally, updated clinical assessments and medical documentation **should not be over 3-5 years old.**

Documentation has two main purposes: (1) to establish that an individual has a disability and, (2) to describe and document the functional impact of the disability for use in establishing the need for and design of accommodations

Acceptable documentation should include, but is not limited to the following:

- The credentials of the diagnosing professionals.
- The current level of functioning for an individual
- A statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- Description of the diagnostic tests, methods, and/or criteria used.
- Description of the current functional impact of the disability which includes specific test results and the examiner's interpretation.
- Description of the expected progression or stability of the impact of the disability over time.
- Description of current and past accommodations, services and/or medications.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support service.
- Updated/additional documentation in order to determine specific accommodations. The documentation is considered confidential information and only the student's counselor(s) has access to it and uses it to determine the required accommodations.

*The following list is not meant to be totally inclusive but establishes **the tone of acceptable documentation**. The only exception to this requirement is what is called the "reasonable man rule." That is, if any reasonable person were to see a given student, he/she would concur that his/her disability is apparent.*

General Documentation Standards

Rockingham Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for accessibility services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility, but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Visual Impairment

1. A diagnosis with best corrected visual acuity and degrees of visual field, nasally and temporally, in each eye independently must be provided by an ophthalmologist, optometrist, or other qualified, licensed eye care professional.
2. Provide a written description that explains the impact the impairment has on the individual's visual ability and the functional limitations it may impose.

3. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Coordinator.

Deaf and Hard-of-Hearing

1. An audiogram indicating the severity of the hearing impairment must be provided by a licensed audiologist.
2. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.

*Local and national shortages of sign language interpreters make providing their services a critical concern for Rockingham Community College. Please read the guidelines regarding interpretative services under Interpreters in the **Accessibility Services Handbook**.*

Medical/Physical

1. The student's attending physician should originate current documentation for a medical disability. A specific diagnosis with treatment history and treatment plan should be included.
2. The report should include how the disability impacts the student in the educational setting.
3. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Accessibility Counselor.
4. In cases of head trauma or medical conditions which affect the brain, a neuropsychological evaluation may allow the student to be accommodated more thoroughly.

Learning Disability

1. The following professionals are considered qualified to assess and diagnose learning disabilities:
 - appropriately licensed/certified clinical psychologists,
 - school psychologists, neuropsychologists or an evaluator specializing in learning disabilities who has a Master's Degree in Education or Developmental Psychology. This professional must have expertise in evaluating the impact on the student's educational performance.

*All reports should be on letterhead, dated, and signed and include the name, title, and professional credentials of the evaluator.

2. A **psychoeducational report should be current within five years**. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting.

3. A psychoeducational evaluation *should* include a clinical interview. The student's developmental, academic, mental, and social history should be investigated and reported. This evaluation must include a comprehensive assessment battery including aptitude, achievement, and processing instruments.

The following aptitude tests are considered appropriate in the substantiation of a learning disability:

- Wechsler Adult Intelligence Scale-III (WAIS-III)
- Woodcock-Johnson Test Psychoeducational Battery-III: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Wechsler Intelligence Scale for Children-III or IV (WISC-III, WISC-IV)

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

The following achievement tests are considered appropriate in the substantiation of a learning disability:

- Woodcock-Johnson Psychoeducational Battery-III
- Wechsler Individual Achievement Test-II (WIAT-II)
- Scholastic Abilities Test for Adults (SATA)

The Wide Range Achievement Test is not a comprehensive measure of achievement and, therefore, is not useful as the sole measure of achievement.

In addition, processing instruments may give valuable information.

4. Individual "learning styles," "learning differences," "academic problems," "test difficulty or anxiety," and "weaknesses," in and of themselves, 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."

If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Accessibility Counselor at Rockingham Community College.

Psychological/Psychiatric

1. Documentation should be prepared by a licensed/clinical psychologist, psychiatrist, or other qualified, licensed professional.
2. The evaluation should include a current DSM-V diagnosis and the treatment history and treatment plan.
3. The impact of the disorder on the individual should be discussed with particular detail regarding academic requirements.
4. Any documentation shared with the disability coordinator should include medical information specifically related to the impact of current medication on the student's ability to participate in all school activities.
5. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Accessibility Counselor.
6. A neuropsychological or psychological evaluation may allow the student to be accommodated more thoroughly.

Attention Deficit Disorder (ADD/ADHD)

1. A **comprehensive report** on letterhead is required and should include:
 - A **SPECIFIC** diagnostic statement using DSM-V classification, avoiding the use of terms such as “suggests,” “is indicative of”, or “attentional problems.”
 - Discussion of the student's developmental, academic, mental, and social history.
 - Methods of assessment with supporting data such as checklists and rating scales. Psychoeducational batteries completed within the last five years that include intelligence and achievement testing will allow the possibility of providing more services. **Without a psychoeducational assessment, accommodations will be minimal.**
 - Discussion of substantial limitations in an educational setting to support the need for services.
 - The attached AD/HD checklist (located on the following page).
2. The following professionals are considered qualified to evaluate ADD/ADHD:

- An appropriately licensed /certified psychologist, psychiatrist, neuropsychiatrist, neurologist, or relevantly trained medical doctor.

This professional must have expertise in evaluating the impact on the student's educational performance. All reports should be dated, signed and include the name, title, and professional credentials of the evaluator.

- If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Accessibility Counselor at Rockingham Community College.

Attach the Following to the Comprehensive Report (ADHD Documentation Reports)

DSM-IV Diagnostic Code _____ Level of Severity _____

Date of Initial Diagnosis _____ Date of last visit _____

CHECK THE APPROPRIATE DIAGNOSTIC CRITERIA FOR ADHD

___ **A.** (1) Attention and/or (2) Hyperactivity-impulsivity

(1) Inattention

- ___ a) often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities
- ___ b) often has difficulty sustaining attention on tasks or at play
- ___ c) often does not seem to listen when spoken to directly
- ___ d) often does not follow through on instructions and fails to finish schoolwork
- ___ e) often has difficulty organizing tasks and activities
- ___ f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- ___ g) often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, or tools)
- ___ h) is often easily distracted by extraneous stimuli
- ___ i) is often forgetful about daily activities

(2) Hyperactivity-Impulsivity

- ___ a) often fidgets with hands or feet or squirms in seat
- ___ b) often leaves seat in classroom or in other situations in which remaining seated is expected
- ___ c) often runs (moves) about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- ___ d) often has difficulty engaging in leisure activities or playing
- ___ e) is often “on the go” or acts as if “driven by a motor”
- ___ f) often talks excessively
- ___ g) often blurts out answers before questions have been completed
- ___ h) often has difficulty waiting turn
- ___ i) often interrupts or intrudes on others (e.g. interrupts into conversations or games)

___ **B.** Some hyper-active impulsive behavior or inattentive symptoms that caused impairment were present before age 7 years.

___ **C.** Some impairment from the symptoms are present in two or more settings (e.g. school, work, home).

___ **D.** The symptoms do NOT occur during the course of a Pervasive Developmental Disorder, Schizophrenia, or other psychotic disorder and are not better accounted for by another mental disorder.

Was medication prescribed? _____ If yes, what _____

Response to Medication _____

Have you recommended any type of therapy? _____

Signature _____ Date _____

Reasonable Accommodations

Academic adjustments or physical adjustments are 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.

All accommodations are arranged with the Accessibility Counselor. A request for services can be made at any point in a semester, but students cannot request accommodations for tests, assignments, or papers, that have already been completed. If a student would like to request accommodations, contact the Accessibility Counselor at (336) 342-4261 ext. 2243.

Typical Accommodations

The following describes typical accommodations that are most often approved, when appropriate, for students who have provided the required documentation. This is not an all-inclusive list, as other accommodations are approved when deemed appropriate and necessary. Accommodations are approved based on the nature of the student's disability.

1. Personal Devices and Attendant Care

Rockingham Community College does not provide prescriptive devices, devices of a personal nature, or attendant care.

2. Service Animals

In accordance with the Americans with Disabilities Act, service animals assisting students with disabilities are permitted in all facilities of the college. The service animal provides assistance to the student in overcoming difficulties related to his/her disability and is trained to assist or accommodate sensory, mental, or physical disability. **This right is granted upon presentation of documentation by the student to the accessibility counselor.**

3. Priority Registration

Students with disabilities with appropriate documentation may be offered priority registration for the following reasons:

- Sufficient lead time is needed for the Accessibility Counselor to secure student assistants (interpreters, note-takers/scribes, and other learning resources)
- Medication schedules must be considered.
- Students needing specialized transportation may be able to receive workable schedules.
- Course and lab locations must be considered for those with mobility impairments.

4. Extended Testing Time

Students who are approved for extended time on tests, exams, and/or quizzes will generally be allotted one and a half the length of time allowed for the class. (ex: 60 minutes for the class $\times \frac{1}{2} = 90$ minutes or 1hr. 30 minutes). All arrangements for extended testing time should be made prior to the beginning of the semester through the Accessibility Counselor. Once accommodations have been approved, students must confirm testing arrangements at least 2 weekdays before the day of the test/quiz.

5. Isolated/ Distraction-Reduced Environment

This is defined as an examination setting which provides reduced auditory and visual stimuli and minimal interruptions. All Students who have this accommodation will have tests proctored in the Testing Center; located on the ground floor of the Advanced Technologies (ADT) Building.

6. Alternative Formatting (enlarged print)

All class handouts including, but not limited to: course information, syllabus, terms and definitions, instructor notes, diagrams, and charts, quizzes, exams, and tests must be made available to the student in an enlarged format if noted as an approved accommodation. The handout should be given to the student at the same time as the rest of the class, if possible. Enlarged font can be printed using word processing programs (example: 16 or 22 font & bolded). At the beginning of the semester, the student and instructor should discuss what appropriate font and type meets the accommodation.

7. Alternative Textbook Formats

Students who receive accommodations from Rockingham Community Collage are eligible to have textbooks in alternative formats. To have a textbook published in an alternative format, please fill out a request for an alternative text and return it to Accessibility Counselor. The Accessibility Counselor is responsible for making the request to the bookstore manager, who will contact an outside entity that is used to create alternative textbooks for students.

8. Reader

A reader is defined as a volunteer who reads a quiz, test, or exam word for word for a student when it is noted as an appropriate accommodation. The reader is not able to explain or clarify the question for the student.

9. Scribe/Note takers

Note takers are provided to students that have a visible need for note taker services or have documentation that substantiates a need for note taker services. Note takers are peers who are hired or volunteer to take notes for students with disabilities. This is coordinated by the

Accessibility Counselor. In most cases, instructors will locate a classmate to obtain notes. The note taker will deliver the notes to the instructor, and the instructor will deliver the notes to you. However, if you prefer, you may ask a classmate to take notes for you. Accessibility Services has a supply of NCR (No Carbon Required) paper available for this purpose, if so desired.

When taking notes, there are no special procedures used by scribes, they simply take notes the way they would for themselves. Students who use note takers are expected to come to class and participate in the academic process. The scribe is not responsible for taking notes for a student who is absent from class unless the student is sick or has some other extenuating circumstance. The student is responsible for contacting the scribe to notify them of the absence in advance.

10. Preferential Seating

A student who requires seating in the front row or near the instructor should receive accommodation from the instructor. The instructor is not expected to reserve a seat for the student, however, every attempt will be made by the instructor accommodate the student. Please note that instructors move throughout the class and may not remain in the same location during the class.

11. Accessible Tables, Desks, and Chairs

A student, who requires a certain height for a table or desk due to wheelchair accessibility or orthopedic impairment, must inform the Accessibility Counselor at least three full weeks prior to the beginning of the semester.

If the student needs an accessible work space or lab space, this must be brought to the attention of the Accessibility Counselor so that proper physical classroom arrangements can be made.

Students who require special accommodations regarding specific furniture needed inside the classroom must be approved by the Accessibility Counselor prior to attending class.

12. Assistive Technology

A computer with assistive technology software is located in the ADT Building- Testing Center lab on the first floor of the building. The following software is available for student use:

- Zoom Text Screen Magnification software
- Zoom Text Screen Magnification and Reader software1
- Dragon Naturally Speaking: Voice to Text for Digital Voice Recordings.
- Sony Noise reduction headphones.

13. Teletypewriter for the Deaf

A teletypewriter for the deaf is located in the Admissions Office in the Whitcomb Student Center. The number for the teletypewriter is (336) 634-0132. Students can request to use the phone during office hours.

This is not an exhaustive list of the accommodations offered by RCC. Instead, it provides examples of the more common accommodations requested by students.

Interpreter Services

The college provides interpreters for qualified students with hearing impairments for scheduled classes, labs, appointments, or activities. Students who need the services of an interpreter for college-sponsored meetings, appointments, or activities must submit a written request for those services to the Accessibility Counselor in a timely manner.

A student who requests interpreter services and then finds that he/she will not be attending the class, meeting, appointment, or activity in question must cancel the arrangements by notifying the Accessibility 24 hours in advance of the class/ college sponsored event.

If a student gives no prior notice and does not attend the class/college sponsored event, it will be considered a “no-show”. Three no shows for the same class in one semester will result in a required meeting with the Accessibility Counselor along with the implementation of a written agreement.

If a student is not present at the beginning of class, the interpreter will wait 25% of the total class time (i.e. 15 minutes for a 50 minute class, 20 minutes for a 75 minute class) for a student to arrive in class. If the student has not arrived within the allotted time after the class was scheduled to begin, the interpreter will leave and the student will be considered a “no show”. If a student is late for class more than four times in a semester, it is considered one “no-show.” **For a complete explanation of interpreter services, please see below:**

Guidelines

During the initial intake interview, the need for interpreting services will be discussed. If needed, an interpreter will be assigned to each of the student’s classes. The student should disclose the need for an interpreter via the ***Request for Interpreter/Transcriber form***, which can be obtained from the Accessibility Counselor.

Upon approval of the request, Rockingham Community College will provide an interpreter/transcriber to the student for all class meetings and college-related events. RCC hires qualified interpreters and pays all expenses for interpretive services. Although every effort will be made for an interpreter to arrange a regular schedule with the student, this is not guaranteed due to scheduling conflicts.

Any changes such as a room change, day, or time change either temporarily or permanently must be communicated to the Accessibility Counselor by the student, immediately, to ensure that services are not delayed.

If students know they will miss a class meeting, the Accessibility Counselor in the Advising & Counseling Center needs to be contacted at least 24 hours before the scheduled class so the interpreter service can be cancelled. Failure to provide at least 24 hours' notice is considered a "No-Show." To give advance notice, students may either:

- Call the Accessibility Counselor (336.342.4261 ext. 2243) and leave a message.
- Call the Vice President of Student Development (336.342.4261 ext. 2128) and leave a message.

Three “No-Shows” for the same class in one semester will result in a required meeting with the Accessibility Counselor and implementation of a written agreement.

Absenteeism, No-Shows, and Tardiness

In the case of frequent absenteeism, no-shows and tardiness to class, the Accessibility Counselor will meet with the student to discuss the situation. Students may be subject to suspension of services when the no-show behavior occurs the third time in a semester unless he/she can provide a good reason (ex: hospitalization)

If a student arrives late for class more than four times in a semester, the student will be asked to schedule a meeting with the Accessibility Counselor to discuss the pattern of tardiness. Being tardy four times in a semester could be considered one “no show” unless the student can provide a reasonable explanation for the pattern of tardiness.

If a student is late for a class, the interpreter/transcriber will wait 25% of the total scheduled assignment (i.e., 15 minutes for a 50 minute class; 20 minutes for a 75 minute class) up to a maximum of 30 minutes. For late arrivals, the wait time begins at the time the class is scheduled to begin. The interpreter will wait outside of the classroom. If the student has not arrived after the indicated wait time, the interpreter will contact the Accessibility Counselor, informing the office of the “no show” and then leave. Students are requested to inform the Accessibility Counselor as soon as possible if they are running late, via phone, or email. This will allow the office to notify the interpreter/transcriber to wait outside the classroom until the student arrives.

If the student arrives to class before the interpreter leaves, the interpreter will not inform the student of the information that was missed. It is the student's responsibility to ask the instructor, note taker, or other students what was missed, either after class or during break. If the student needs to talk to the instructor or other students after class, the student should ask the interpreter if she/he is available.

The student is responsible for all course content, tests, and other course requirements. The interpreter is not responsible for the grades the student receives, and all questions regarding course material and context should be directed to the instructor. The interpreter will not be able to provide course information, tutoring, or any form of instruction; the interpreter's/transcriber's role is to facilitate communication.

Problems/Concerns with Interpreter Services

The student should discuss with the interpreter if communication problems occur or the student is having other problems with the interpreter. Students should not discuss these problems with friends or with other interpreters. If the problem cannot be solved, contact the Accessibility Counselor, who will be available to discuss options for resolving the issue and to facilitate a meeting between the student, interpreter/transcriber and counselor.

If the problem is related to skill level on the part of the interpreter, all attempts will be made to replace the interpreter and the interpreter service will be notified of the issue.

However, if the problem is related to personality conflicts, all steps will be taken to resolve the issue to the satisfaction of both parties, but a replacement interpreter may not be sent to the campus.

If the problem continues and cannot be resolved, please contact the Accessibility Counselor as soon as possible, who can then discuss possible options to address the issue (up to and including filing a student grievance) with limited interference in the educational process.

College-Related Events - Request for Interpreting Services outside of Classroom

If interpreting services are needed for any college-related events other than the regularly scheduled class meetings, complete a ***Request for Interpreter/Transcriber*** form (available in the Student Advising & Counseling Center, from the Accessibility Counselor). As with in-class interpreting services, Rockingham Community College hires qualified interpreters and pays all expenses for interpretive services.

Students will receive confirmation that the submitted request has been received within 24 hours. If the student does not receive confirmation, please contact the Accessibility Counselor immediately. Requests should be made at least two weeks before services are needed. Last minute requests will be accepted and all attempts will be made to provide services.

Other Information

Students will be asked to fill out an evaluation providing feedback regarding interpreter services at least two times each semester. This will help the Advising & Counseling

Department maintain top quality services. However, if students are experiencing problems or have any concerns, they are urged to make an appointment to meet with the Accessibility Counselor immediately.

Career & College Promise & Rockingham Early College HS Students

Students with a disability that may affect his/her education and register as a Career & College Promise student or Rockingham Early College HS student, should contact the Accessibility Counselor at 342-4261 ext. 2243 to request accommodations and provide documentation. Students who receive credit from their high school for these courses may be eligible under the Individuals with Disabilities Education Act (IDEA) for accommodations. **The student's high school will be responsible for any services or accommodations required under IDEA. It is the student's responsibility to notify the college of his/her disability well in advance of accommodations being provided.** Students who have a disability and are 16 years old or under and choose to attend Rockingham Community College for credit fall under ADA/504 guidelines, not IDEA. *(Please refer to sheet on HS IDEA and Post-Secondary ADA Services on page 33)*

Evacuation Procedures for Individuals with Disabilities

At the beginning of each semester, each instructor should assist in the identification of all individuals in their classes who will need assistance in exiting the building in case of an emergency. During the initial meeting between student and instructor to discuss accommodation services, there should be a discussion about evacuating the classroom and/or building. This includes wheelchair bound individuals, those with any condition limiting mobility, visually or hearing impaired individuals and anyone else who might have difficulty following directions in an emergency situation. *Building elevators may not be available for use and those with limited mobility may require assistance.*

Campus Services

As part of Rockingham Community College's commitment to each student's success, a number of resources/services are available on campus. Some of these services are listed below:

- **Advising:** Advisors help the student identify his/her goals, objectives and concerns at RCC. As a teacher, the advisor assists the student in developing skills in asking questions, in planning and implementing, and in making decisions. As an academic role model, the advisor brings to the relationship a concern for the student and her/his academic program as well as information, experience, and resources which can be of assistance to the student. As a mentor, the advisor raises appropriate questions, offers advice and facilitates the solving of academic problems. In the event the student's personal problems interfere with academic success, the advisor/counselor may assist the student in identifying and utilizing college and community resources. General counseling staff and academic advisors are available to all students. Academic advisors are located in the Student Advising Center in the Whitcomb Student Center.

Faculty Hours: Each member of the teaching faculty maintains office hours, in addition to teaching. **If academic difficulties occur, your instructor is the primary resource for assistance.** Faculty members typically operate by appointment and their schedules are posted on their office door and/or in the syllabi. Each faculty member also has both voice mail and e-mail. Staff members in the department can assist with scheduling appointments.

- **Counseling:** Counselors are available to assist students with personal, academic, and career concerns. Their primary objectives are to help people reach personal goals and to help people improve decision-making abilities which will aid them in exercising self-direction and problem-solving skills. To talk with a counselor, call ext. 2288, or stop by the Student Advising Center in the Whitcomb Student Center. Counselors are available 8:00 AM to 5:00 PM Monday, Tuesday, Thursday and Friday, and 8:00 AM to 6:00 PM on Wednesday except in the summer (mid-May thru mid-August), when offices are open 7:30 AM to 4:00 PM Monday, Tuesday and Thursday, 7:30AM to 6:00 PM Wednesday, and 7:30 AM – 12:00 Noon, Friday.
- **ARC:** Academic Resource Center (ARC) is an instructional support service available to Rockingham Community College students and other individuals. The Lab provides a place for students to study and work on a variety of self-paced courses with assistance from instructors and peer tutors.

ARC offers a variety of tutoring services, particularly foreign languages, grammar, writing, math, computer literacy, research skills, and study skills. Tutoring is achieved through several methods in order to meet the needs of different learning styles; we offer computer-assisted instruction, audio tapes, and printed material as well as one-on-one tutoring. In addition to helping students better understand concepts taught in various courses, the Lab staff also aids students in improving their study skills and in becoming independent learners.

- **TRiO – Student Support Services:** The TRiO Student Support Services (SSS) is a federally funded program that offers extra support and assistance for 140 qualified students each academic year. The SSS staff wants to help students succeed in reaching their academic and career goals. The SSS’s mission is to increase the graduation and transfer rates of students. The program offers both one-on-one and group-based services. All of the services are free for program participants. For more information, contact the SSS office on the first floor of the Advanced Technologies (ADT) Building or by phone: 336.342.4261 ext.2702.
- **College Transfer and Career Development Center:** The College Transfer and Career Development Center has a wealth of resources designed to help students examine and understand the various aspects involved in career selection or transfer to another college. The Center, located in the Advising & Counseling Center in the Whitcomb Student Center, enables students to explore and develop methods that will lead to realistic and satisfying career and life goals.
- **Human Resources Development (HRD):** HRD is designed to provide students with the knowledge and skills that will enable them to use learned techniques to find jobs in today’s complex and demanding job market. Additional attention is given to career counseling, training options, and continuing education. In the program, students gain knowledge of up-to-date application tips, answers to difficult interview questions, including professional practice

interviews, and each receives a powerful and concise resume. Emphasis is placed on boosting self-confidence and developing team-building skills. If you are interested in this four-week class contact the HRD program at ext. 2121.

- **Financial Aid:** The primary responsibility for financing a college education rests with the individual student. However, financial aid is available to students who qualify and is used to supplement personal, family, and community resources. Aid includes grants, scholarships, and employment. The Financial Aid Office is open from 8:00 am to 5:00 pm Mondays, Tuesdays, Thursdays, and Fridays. They are open until 6:00 p.m. on Wednesdays. If you would like additional information, contact financial aid representatives at ext. 2203, or stop by the Financial Aid Office in the Whitcomb Student Center.
- **Veterans Services:** Financial and other assistance is available to qualified veterans and the dependents of disabled veterans. Contact Veterans' Services at ext. 2319 in the Financial Aid Office in the Whitcomb Student Center for more information.
- **Vocational Rehabilitation:** The North Carolina State Division of Vocational Rehabilitation Services (336.634.5611) maintains a working relationship with Rockingham Community College. Students receiving and/or requesting disability services should contact the Accessibility Counselor in the Advising & Counseling Center at ext. 2243, for coordination and arrangement of special needs.

Facilities and Parking

Qualified persons may not be denied the benefits of, or be excluded from participation in, any program or activity because the facilities are inaccessible to or unusable by persons with disabilities. In other words, qualified students with disabilities may not be excluded from a specifically requested course offering, program, or other activity because it is not offered in an accessible location. Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate. It is not required that every outside entrance be accessible, and structural changes in existing facilities are not required where other methods provide program accessibility.

Parking for students with disabilities is available in accordance with the Americans with Disabilities Act. **Students are required to obtain a Rockingham Community College parking permit** and display it in accordance with the college vehicle registration and parking regulations (even if the student has a North Carolina Disability Parking Permit). Contact Student Development in the Whitcomb Student Center at ext. 2333 or 2323 to obtain a permit.

Emergency Services

In case of emergency please contact Campus Security, 336-342-4261, ext. 2299.

Area Resources

Division of Vocational Rehabilitation	336.634.5611
Daymark Recovery Services	336.342.8316
Services for the Blind	800.422.0373

Key Points to Remember for Students with Disabilities:

- Encourage students to see an RCC Counselor early – right after they apply
 - Cannot provide accommodations until the appropriate documentation has been received and eligibility for services is determined
 - Accommodations, if needed, can be arranged for placement testing
- Typical Request Process
 - Initial meeting between counselor and student to discuss process
 - Review documentation to determine eligibility
 - 2nd meeting to discuss student's needs and appropriate accommodations
 - Student meets with the instructor to discuss accommodations (counselor will be present at student's request)
- Submitting Documentation
 - Needs to clearly state the diagnosed disability, and needs to be more specific than the IEP
 - If possible the student should get re-tested prior to graduating high school to ensure that the documentation is not outdate

Code of Conduct

Accessibility Services takes seriously its responsibility to protect and promote a positive learning environment at Rockingham Community College, and all students are expected to adhere to the College's Student Code of Conduct policies.

Students are expected to be responsible for their behavior. The rights and feelings of others must be respected both in the classroom and outside it. In the area of academics, students are expected not to give or receive help during quizzes, tests or exams, not to submit papers or reports (that are supposed to be original work) which are not entirely their own, and not to cite source materials improperly.

Students, who furnish false oral, written or forged documentation for a medical condition or disability to deliberately misrepresent, alter or modify forms and/or reports used to determine eligibility and/or accommodations will be reported to the Dean of Student Development for appropriate disciplinary action.

The RCC Student Code of Conduct details offenses which may lead to sanctions and is printed in the RCC Catalog & Student Handbook.

Class Attendance Policy

The college's class attendance policy is designed to promote student success. Students are expected to punctually attend *every* scheduled lecture, lab, shop, field experiences, and clinical sessions on time and be prepared to engage in the teaching and learning process.

Students are responsible for all materials covered and all assignments made in class. Each instructor is responsible for providing the student with a written attendance policy in the course syllabus. Attendance policies are set by faculty and/or the department. Depending on the class, attendance may be a vital part of the course content. Part of the course objective could involve interaction with others or the use of special equipment.

Accessibility Services cannot excuse a student from attending class. Student Development does not have a role in determining attendance policies. Students anticipating absences should notify their instructors in advance. Refer to the attendance policy as stated in the College Catalog or on each class syllabus.

Accessibility Services does not issue official written excuses for absences. However, we can provide verification of a disability based on appropriate documentation which may address the legitimacy of an absence or tardy, but this is not an excuse. Faculty is then aware of the situation and can work with the student appropriately.

Please refer to an example of the RCC **Excused Absence/Attendance Leniency Request Form Related to Accessibility Services** located on page 38.

Grievance Procedure for Students with Disabilities

It is the policy of *Rockingham Community College* not to discriminate on the basis of disability. *RCC* has adopted an internal grievance procedure to allow for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and Title II of the Americans with Disabilities ACT (28 CFR Part 35).

The Director of Counseling Services/Section 504 & ADA Compliance Officer has been designated to coordinate the efforts of *Rockingham Community College* to comply with Section 504 and ADA-related concerns. In the absence of this staff member, the Vice President for Student Development may be contacted for inquiries.

Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations for which they are entitled, may file a grievance under this procedure.

It is against the law for *Rockingham Community College* to retaliate against anyone who files a grievance, otherwise complains of discrimination or otherwise advocates for their rights, or who cooperates in the investigation of a grievance. The College will maintain confidentiality throughout the grievance process to the greatest extent possible while still conducting a thorough investigation. The grievance and identity of the person filing the grievance and the identity of the person allegedly responsible for the discrimination will not be disclosed except as required by law, College policy, as necessary to fully investigate the complaint, and as authorized by the person filing the grievance.

When to Use the 504/ADA Grievance Procedure

The *504 Grievance Procedure* is applicable to all students at the College. It is designed to address disputes that include, but are not limited to, the following:

1. Disagreements about a requested service or accommodation of a College practice or requirement;
2. Inaccessibility of a program or activity;
3. Harassment or discrimination on the basis of disability;
4. Violation of privacy in the context of a disability.

For all disability-related grievances, the *504/ADA Grievance Procedure* is to be used.

Role and Availability of Compliance Officer

Rockingham Community College's Compliance Officer is responsible for administering this *grievance procedure* and ensuring the College is in compliance for all applicable laws.

The **Director of Counseling Services** is designated as the **Section 504 & ADA Compliance Officer**. Additional compliance officers may be designated occasionally by the Vice President for

Student Development if needed, for example, if the Section 504 & ADA Compliance Officer is the subject of the grievance or is otherwise unavailable.

Students who seek guidance in determining if theirs is a potential disability-related grievance, or a potential grievance of another type that should be pursued using a different procedure, are advised to contact the Section 504 & ADA Compliance Officer for guidance as to the appropriate procedure to use.

Steps Toward Resolution of Disability-Related Grievances:

There are up to three steps available in the procedure to resolve disability-related grievances. These include: (1) an initial attempt at informal resolution (if appropriate), (2) a formal complaint if informal resolution is unsuccessful, and (3) an appeal of a decision regarding a formal complaint. These steps are described in the sections that follow.

Step 1: Informal Resolution

Prior to filing a formal complaint, as outlined below, a student is encouraged first to seek to resolve the issue informally by discussing it with the person(s) most directly responsible. Prior to this, a student may consult with the **Section 504 & ADA Compliance Officer or alternate designee**, to obtain guidance in this step. If the circumstances make it inappropriate for the student to make direct contact with the person(s) most directly responsible (e.g., if there is an allegation of harassment against the responsible person), the student should contact the **Section 504 & ADA Compliance Officer or alternate designee**, who will discuss with the student her/his right to file a formal complaint, as well as explain the process to file that complaint.

If an informal resolution of the complaint is achieved, both parties will verify this by signing a written agreement that specifically states the terms of the new arrangements. This agreement must be submitted to the **Section 504 & ADA Compliance Officer or alternate designee** in order to ensure that the agreement has been properly documented and also to ensure that the agreed-upon arrangements are fulfilled.

If the issue is not resolved informally, the student may then contact the **Section 504 & ADA Compliance Officer or alternate designee**, who will discuss with the student her/his right to file a formal complaint, as well as explain the process to file that complaint.

Step 2: Filing of a Formal Complaint

Should an individual seek to use the formal process for seeking resolution of a complaint, the following process is to be used.

1. Formal complaints must be submitted to the **Section 504 & ADA Compliance Officer or alternate designee** within **20 class days** of the date on which the person filing the grievance (Complainant) either becomes aware of the alleged discriminatory action, or was unable to achieve an informal resolution of the complaint. Complainants are strongly encouraged to submit complaints as soon as possible to ensure a prompt resolution. Failure to file a

complaint in a timely manner may result in a delay to the potential relief or remedy that a Complainant seeks. While 20 class days are permitted for the filing of a complaint, a Complainant should act *as quickly as possible* in order that a resolution may be reached as quickly as possible. Extenuating circumstances may be considered by the College that would permit the extension of time for the filing of a complaint. (Examples of such circumstances include, but are not limited to: documented personal illness; family emergency, weather-related factors, natural disasters).

2. A complaint must be in writing and contain the following:
 - a. Name, address, email, and phone number of the person filing complaint,
 - b. A detailed description of the issue(s),
 - c. A description of the efforts that have been made to informally resolve the issue(s), if applicable,
 - d. A statement of the requested remedy.

3. Complaints must be filed with:

Director of Counseling Services/Section 504/ADA Compliance Officer
Whitcomb Student Center, 484 County Home Rd, Wentworth, NC 27375
336-342-4261), 336-634-0132 (TTY), 336-342-1809 (Fax),
by mail addressed to P.O. Box 38, Wentworth, NC 27375

In the event the Section 504 & ADA Compliance Officer is unavailable or is potentially the subject of a complaint, the alternate officer with whom to file a complaint is:

Dr. Robert Lowdermilk, Vice President for Student Development
Whitcomb Student Center, 484 County Home Rd, Wentworth, NC 27375
336-342-4261, ext 2128 (Voice), 336-634-0132 (TTY), 336-342-1809 (Fax),
by mail addressed to P.O. Box 38, Wentworth, NC 27375,
or by email: lowdermilkb@rockinghamcc.edu.

4. The **Section 504 & ADA Compliance Officer** (or her/his designee, as needed) will conduct an investigation of the complaint. The investigation must be thorough and allow all interested persons an opportunity to submit evidence and present witnesses relevant to the complaint. The investigation may involve requests for information from witnesses (as provided by the parties involved) and/or individuals that are believed to have relevant information that pertains to the complaint. Information requested may include:
 - a. Interviews and/or consultations
 - b. Written responses to the issues raised in the complaint
 - c. Any other information or documentation that is pertinent to the complaint

The **Section 504 & ADA Compliance Officer** will complete the investigation and issue a written decision on the complaint no later than ten (10) class days after the receipt of the

complaint. The written decision will be issued to the Complainant and the person(s) against whom the complaint was filed. The **Section 504 & ADA Compliance Officer** will make every effort to keep the Complainant informed as to this matter, by way of telephone communication, email, and/or in writing, explaining the reason for any delay and indicating the estimated time frame as to completion of the investigation. While an efficient and expedient investigation of the complaint is the ultimate aim, thoroughness is also critical, and often involves the obtaining of information from persons who may not be immediately accessible due to other commitments or temporary absence from the institution. (A delay in obtaining information needed to complete the investigation may result in a delay beyond the 10 class day period noted above for the issuance of a decision.)

Step 3: Appeal of a Decision Rendered by the Section 504 & ADA Compliance Officer (or Alternate)

1. If desired, the Complainant may appeal the decision of the **Section 504 & ADA Compliance Officer** by writing to the **Vice President for Student Development** (contact information listed in the preceding section) within **10 class days** of receiving the **Section 504 Compliance Officer's** written decision.
2. While 10 class days are permitted for the filing of an appeal, a Complainant should act *as quickly as possible* in order that a resolution may be reached as quickly as possible. Extenuating circumstances may be considered by the College that would permit the extension of time for the filing of an appeal. (Examples of such circumstances include, but are not limited to: documented personal illness; family emergency, weather-related factors, natural disasters).

In the event the Vice President for Student Development is unavailable, or if the initial decision was rendered by the Vice President for Student Development as the alternate to the Section 504 & ADA Compliance Officer, the alternate officer with whom to file an appeal is:

Sheila Regan, Vice President for Academic Affairs

Administration Building, 215 Wrenn Memorial Rd, Wentworth, NC 27375
336-342-4261, ext 2138 (Voice), 336-634-0132 (TTY), 336-342-9986 (Fax),
or by mail addressed to P.O. Box 38, Wentworth, NC 27375

3. The appeal must be in writing and contain the following:
 - a. Name, address, email, and phone number of the person filing the appeal (Complainant),
 - b. A detailed description of the issue(s),
 - c. A description of the efforts that have been made to informally resolve the issue(s), if applicable,
 - d. The reason(s) why the Complainant disagrees with initial decision,
 - e. A statement of the requested remedy.
4. The Vice President identified for the appeal review will have access to all information used in the previous level of review, and will determine if additional information is needed for a

decision at the appeal level. As needed, the Vice President may require interviews with or other means of obtaining relevant information from the Complainant and any/all other persons involved in the preceding stage of investigation and decision.

5. The Vice President for Student Development (or alternate) shall issue a written decision in response to the appeal no later than 10 class days after the receipt of the Complainant's appeal, and will be issued to the Complainant, the person(s) against which the complaint was filed, and the **Section 504 & ADA Compliance Officer**. (A delay in obtaining information needed to complete the appeal may result in a delay beyond the 10 class day period noted above for the issuance of a decision.)

The appeal process ends with the decision made by the Vice President for Student Development (or alternate, as indicated above).

The **Section 504 & ADA Compliance Officer** will maintain the files and records of Rockingham Community College relating to such grievances.

The use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the Office of Civil Rights

Major Differences Between High School (IDEA) & Post-Secondary (ADA) Disability Services

Public Schools

Post Secondary Schools

Applicable Laws

I.D.E.A
Section 504, Rehabilitation Act
Individuals with Disabilities Education Act

A.D.A
Section 504, Rehabilitation Act
Americans with Disabilities Act

Required Documentation

Individualized Educational Plan (IEP) occurs after evaluation and placement in Exceptional Children Services

Varies depending on the disability; must include testing documentation

School provides evaluation at no cost to student

Student is responsible for paying for evaluation

School re-tests over time

Student provides re-testing

Student Role

School is identified by school

Student self-identifies to appropriate college staff

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-advocate

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 10%

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

Summary of Most Important Differences

I.D.E.A. is about *success*
High School is mandatory; free

A.D.A. is about *access*
Postsecondary is voluntary; can be expensive



SAMPLE FORM – Student Accessibility Accommodations

STUDENT: _____ ID: _____
INSTRUCTOR: _____ CLASS: _____

COUNSELOR: Deborah Wodhanil PHONE: 336-342-4261 Ext. 2243 SEMESTER: _____

Classroom and Other Accommodations:

- Priority registration
- Preferential seating: accessible, near instructor, front row seating, etc.
- Closed caption videos Early notification of assignments
- Screen magnification software Braille Format (Syllabi, handouts, in-class, take-home assignments, etc)
- Assistive Listening Device Electronic format (Syllabi, handouts, in-class, take-home assignments, etc)
- Permission to audiotape lectures (recorder provided by student)
- Extended time on in-class graded assignments
- Note Taker _____
- Interpreter _____
- Other _____

Please complete if student needs to test in a separate area

Testing Location: <u>Testing Center – ADT</u> Testing Time: _____ **Must be agreed upon by instructor & student**

Alternative Testing Arrangements:

- Quiet setting/low distraction room
- Electronic Spell Checker
- Reader
- Large print (on tests)
- Extended time- Typically time and a half
- Enlarged materials: tests, in-class and take-home assignments, etc.
- Other Tests and quizzes should be sent along with the Accommodations Test Request form (found in Doc-E Fill) at least 24 hours before the student's test date. The student will contact testing@rockinghamcc.edu or 336-342-4261 ext. 2225 to schedule an appointment for testing.

To the student:

It is the student's responsibility to contact the Counseling and Career Development Center regarding his/her disability and to request academic accommodations from the counselor in a timely manner. The student **must** also provide documentation of his/her need when appropriate. In addition, the student agrees that it is his/her responsibility to access these accommodations.

Student Date

To the counselor and instructor:

The above named student has a documented disability on file with the Counseling and Career Development Center. Under Title II of the Americans with Disabilities Act, the college is required to provide auxiliary services and aides to qualified students to give them equal access. The Counseling and Career Development Center is responsible for providing these accommodations in a timely manner. The identified academic accommodations are in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. They have been approved by the counselor based on the functional limitations of the student.

Counselor Date

Instructor Date



Rockingham COMMUNITY COLLEGE

Request for Release of Confidential Information

Information released by:

Agency/School/Person _____
Address _____
Telephone _____ Fax _____
E-mail _____
Position _____

Information released to:

Deborah Wodhanil
Accessibility Counselor
PO Box 38
Wentworth, NC 27375
Office: 336-342-4261 Ext. 2243
Fax: 336-342-1809
E-mail: dwodhanil@rockinghamcc.edu

Specific Information to be released: (Please initial the appropriate lines)

- | | |
|--|--|
| <input type="checkbox"/> ADHD/ADD Reports | <input type="checkbox"/> Psychiatric Evaluation & History |
| <input type="checkbox"/> Admission Assessment/Screening | <input type="checkbox"/> Psychoeducational Evaluation |
| <input type="checkbox"/> Alcohol or Drug History & Treatment | <input type="checkbox"/> Psychological Evaluation |
| <input type="checkbox"/> Current Medications | <input type="checkbox"/> Service Plan |
| <input type="checkbox"/> Functional Capacity Evaluation | <input type="checkbox"/> Social/Developmental History |
| <input type="checkbox"/> Hearing/Audiological Evaluation | <input type="checkbox"/> Speech/Language Evaluation |
| <input type="checkbox"/> IEP (highest grade completed) | <input type="checkbox"/> Summary of Evaluation & Treatment |
| <input type="checkbox"/> Medical Evaluation | <input type="checkbox"/> Vision Evaluation & Report |
| <input type="checkbox"/> Other _____ | |

I give permission for the information listed above regarding (student's name) _____ (date of birth) _____ to be released as indicated. I understand that the released information is protected under the Family Educational Rights & Privacy Act (FERPA) and that the individuals listed above receiving this information will be responsible for its continued confidentiality. This release is valid for one (1) calendar year and can be revoked, in writing, at any time.

Signed by: _____ Date _____

Witnessed by: _____ Date _____

Request for Excused Absences and/or Tardies Related to Disability

Accessibility Services does not issue official written excuses for absences. However, we can provide verification of a disability based on appropriate documentation which may address the legitimacy of an absence or tardy, but this is not an excuse. Instructors can work with the student as the instructor deems appropriate.

Students should sign and keep a copy of this statement for reference if an instructor **chooses** to excuse disability-related absence or tardy. Students who are absent frequently or for long periods may not be eligible to receive excused absences (if the instructor allows them). Instructors have the right to make decisions regarding excused disability-related absences on a case-by-case basis. Receiving one disability-related absence **does not** guarantee future disability-related absences will be excused.

Any student who wishes to be considered for an excused disability-related absence/tardy should do the following:

1. Inform your instructor immediately that you are absent or tardy due to disability-related issues. The Accessibility Counselor recommends you e-mail your professor and save the message you sent for records. If you do not have access to e-mail, you should contact your professor via telephone. It is imperative that your professor is aware of your absence or tardy as soon as possible.
2. If you visit a physician or other type of care-giver, please obtain a signed excuse from that person to give to your professor and the Accessibility Counselor.

If your instructor grants you an excused disability-related absence or tardy, please remember:

- You are responsible for any work or exams you miss due to an absence or tardy.
- Make arrangements to complete missed assignments and/or exams with your instructor as soon as possible.

If you have any questions, contact the Accessibility Counselor at (336) 342-4261 ext. 2243.

Student Name

Date

Whitcomb Student Center- Advising & Counseling
Accessibility Counselor
PO Box 38
Wentworth, NC 27375-0038
(336) 342-4261, ext. 2243
(336) 634-0132 (TTY)
(336) 342-1809 (Fax)

Acknowledgements

“At Rockingham Community College You Get More Than A Quality Education”

Disability Services Advisory Board of the North Carolina Community College System. Disability Services Resource Guide. 2001.

“Disability Support Services Policies, Procedures, and Guidelines for Students”,
Wake Technical Community College, Raleigh, NC

“Policies, Procedures, and Guidelines”, Blue Ridge Community College, Flat Rock, NC

Rockingham Community College Catalog 2009-2010.

Take Charge of Your Education: A Handbook for Students with Disabilities. Guilford Technical Community College, Jamestown, NC.