

College of the Albemarle
Disability Support Services
Student Handbook 2010 (Revised 2-4-10)

Purpose

The purpose of Disability Support Services (DSS) is to adapt the College's general services to the specialized individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, College of the Albemarle is committed to equality of educational opportunity and ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of any program or activity operated by the College. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities.

Student Referral Process

If you are a Elizabeth City campus student who requests accommodations or would like to disclose a disability, please contact the Director of Disability Services, Andrea Temple (AE 119, 335-0821 ext 2277, atemple@albemarle.edu). Dare students should contact Laura Katz, Director of Counseling and Testing (Tech Building, Room 227, 473-2264 ext 227, lekatz@albemarle.cc.nc.us). Edenton Chowan students may contact Betty Newman, Coordinator of Student Advising/Activities (Adm. Building 1316, Room 109, bnewman@albemarle.edu) to obtain brochures and Request for Accommodations Forms. The students will then contact the Director of Disability Services.

Registering with Disability Services

The student will:

1. Meet with Director of Disability Services or Dare Director of Counseling and Testing and complete a Request for Accommodations Form.
2. Secure and submit documentation of a disability.
3. Meet with Director of Disability Services or Dare Director of Counseling and Testing and develop an Accommodation Plan.
4. Receive Educational Accommodation Notices from Director of Disability Services or Dare Director of Counseling and Testing.
5. Meet with instructors during office hours to present Notices and discuss accommodations.

Disability Definition under the Americans with Disabilities Act

An individual with a disability is a person who—

Has a physical or mental impairment that substantially limits a “major life activity” (caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), or

Has a record of such an impairment, or

Is regarded as having such an impairment.

Possible Types of Disabilities

Attention-Deficit Hyperactivity Disorder

Blindness/Visual Impairment

Deaf/Hard of Hearing

Learning Disabilities

Physical Disabilities

Psychiatric Disabilities

Speech and Language Disabilities

Traumatic Brain Injury

Other Disabilities Affecting the Body's Systems

Documentation Standards

Documentation verifies a student'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.

As appropriate to the disability, documentation should include:

-A current diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.

-A description of the diagnostic criteria and/or diagnostic test used.

A description of the current functional impact of the disability.

Treatments, medications, assistive devices/services currently prescribed or in use.

A description of the expected progression or stability of the impact of the disability over time.

The credentials of the diagnosing professional(s).

Recommendations from professionals with a history of working with the individual regarding appropriate accommodations, adaptive services, assistive services, compensatory strategies and/or collateral support services will be considered.

(See Disability Support Services on the COA website for additional information.)

Reasonable Accommodations

Reasonable accommodations ensure equal access and are individualized (case-by-case and class-by-class). Primary consideration is given to the student's request.

Accommodations can not be made retroactively and are not reasonable if it causes: a direct threat to the health and safety of others, a substantial change in an essential element of the curriculum, a substantial alteration in the manner in which services are provided, or an undue financial or administrative burden.

Examples:

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|--|---------------------------|---|
| -extended time on tests | -scribes | - computer |
| -quiet/low distraction setting for testing | -tape recording | -reading list in advance |
| -note-takers | -Braille | -instructor's notes |
| -interpreters | -pocket spellers | -textbook outlines |
| -readers | -assistive technology | -flexible attendance |
| -advance notice of class scheduling change | -closed circuit tv | -front row seating |
| -hand-outs | -course substitution | -change in length of time to complete program |
| -enlarged print | -taped text | -modified course load |
| -assistive technology | -small group presentation | |
| -FM System | | |

Assistive Technology

Assistive technology is technology that is used by students with disabilities in order to perform functions that may otherwise be difficult or impossible.

-Zoom Text: Magnifier (blows up screen) and Reader (reads back information on the computer)

Locations: Learning Resource Center, C101, Open Lab in E Building, Chowan Basic Skills (GED) Dare (Computer 1 in Library)

-Jaws: (program used to read material on the computer back to the student; includes punctuation)

Location: C101

Ergonomic Keyboard (a keyboard designed for more natural wrist alignment)

Note-taking

If a student has an accommodation notice for a note-taker, your instructor will identify a strong student with neat hand-writing and few absences and ask the student if he or she would be a volunteer note-taker. The note-taker will be referred to Andrea Temple for Edenton-Chowan or Elizabeth City students or Laura Katz for Dare students.

OR The instructor will provide a list of potential note-takers. The note-taker will meet with Andrea Temple or Laura Katz to obtain carbonless paper and review guidelines for note-taking.

Extended Time on Tests

A student who has an Educational Accommodation Notice with (time and a half) extended time on tests receives the same amount of time the class is given to complete a test plus an additional half. For example, a student with time and a half for a 1 hour test will be allowed 1 hour and 30 minutes to complete the test. A student may receive extended time for double the amount of time the class is given. Each notice will specify the amount of time.

For internet courses, additional time can be given by creating a separate internet class for testing the student. (The test will be the same; only the name will differ.) The instructor should inform the student of the name of the test so that no other students are aware of the accommodation.

A student can receive extended time in the classroom with the other students, in a nearby vacant classroom, or during instructor's office hours. If arrangements can not be arranged for the Elizabeth City Campus, please contact Andrea Temple (ext 2277). Dare Campus instructors should contact Laura Katz (ext 227).

A student does not have to utilize extended time for each test. The student may want to have extended time on the final exam only. The student should discuss his or her preference for accommodations on upcoming tests with the instructor in advance.

Testing in a Separate Room/Distraction Reduced Environment

The student can take the test in a nearby classroom or with the instructor during office hours. If arrangements can not be made for the Elizabeth City Campus, please contact Andrea Temple (ext 2277). Dare Campus instructors should contact Laura Katz (227).

A student does not have to utilize a separate room for each test. The student may want to take quizzes with the class and exams in a separate room (etc). The student should discuss his or her preference for upcoming test accommodations with the instructor in advance.

If the class is given the opportunity to earn extra credit points by taking a test on the scheduled test date and at the scheduled test time, then a student who is registered with Disability Support Services and receives an accommodation (separate testing room) must be given the same opportunity to possibly earn extra credit points.

Tape-recording

A student with an Educational Accommodation Notice for tape-recording should meet with the instructor prior to tape-recording. The instructor can request a written agreement before allowing a student to record.

Interpreter

If an interpreter will be used, the Director of Disability Services or the Dare Director of Counseling and Testing will notify the instructor and schedule a meeting to discuss the location of the interpreter, assignments, testing, etc.

Classroom Attendance

A student with an Educational Accommodation Notice for flexible attendance will attend a meeting with the Director of Disability Services or Dare Director of Counseling and Testing and the instructor to discuss attendance. The following questions will be addressed:

Is there classroom interaction between the instructor and students and among the students themselves?

Do student contributions in class constitute a significant component of the learning process?

Does the fundamental nature of the course rely upon student participation as an essential method for learning?

To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?

What does the course description and syllabus say regarding attendance? Each instructor may have different requirements regarding attendance.

What is the method by which the final course grade is calculated?

Guide Dogs

Commonly referred to as "Seeing Eye Dogs", guide dogs may be recognized by a leather harness worn across the back and around the chest. They are highly trained animals who use a system of behavior and reward. Because of this, it is fundamentally important that all of the attention received by a guide dog come exclusively from his or her handler.

People will have to resist the urge to pet, talk to, make cute faces at, make eye contact with, or call by name a working dog. This kind of inappropriate attention confuses the clarity of the dog's training and interferes with the safety of the dog and it's handler. If there is ever any confusion about this, it is always okay to ask the dog's handler any questions you may have.

Guide dogs do get to play, but it is exclusively with their handlers. This side of the working relationship is often not visible to the general public. It is important to realize that no dog graduates as a guide who doesn't really love being a working dog. Part of the communication between the handler and dog comes in the form of leash signals. This does not hurt the dog in any way. A dog's neck is the strongest part of its body, much like a person's thigh. As well, guide dog handlers are encouraged to massage their animals. A happy dog makes for a healthy working relationship. The work that guide dogs do can be quite spectacular to observe. We are glad to welcome a guide dog team to campus. The Director of Disability Support Services or the Director of Counseling and Testing will meet with the student and discuss arrangements for a guide dog.

Confidentiality

In accordance with the federal Family Education Rights and Privacy Act, Disability Support Services protects each student's right to privacy by limiting access to departmental records pertaining to the provision of services and accommodations. Students may authorize other people to have access to materials in their Disability Support Services file by completing a Release of Information Form. The form can be found on the website or by visiting the Director of Disability Support Services or Dare Director of Counseling and Testing.

Fees

There is no charge for provision of services and reasonable accommodations.

Meeting with Instructors

If the student would like, the student should present the Educational Accommodation Notice to each instructor during office hours. Office hours should be noted on the syllabus and posted outside of his or her office door. Doing so can open up an opportunity for the student and instructor to discuss procedures for administering accommodations, learning strategies, additional resources, grading, etc.

Other Resources at College of the Albemarle

-Student Support Services provides comprehensive needs assessments, development of an academic success plan, tutoring assistance (at no cost to the student), counseling, college transfer counseling & assistance, and child care services.

-Educational Opportunity Center provides assistance with researching colleges and universities, completing applications for admission, having your transcripts from high school/GED and any other college or post-secondary institution sent to the Admissions Office, submitting your Financial Aid, researching scholarships that are available to you, applying to take SAT/ACT tests and/or placement tests, Career Assessment and Study Skills Assessments, and academic and course counseling.

-Smart Thinking is an on-line tutoring. Visit Campus Cruiser and click on tutorials.

-Writing Center provides assistance with writing and/or proof-reading papers. (C206)

Community Resources

-Vocational Rehabilitation Services provides counseling, training, education, clothing, transportation, medical and other support services for individuals with physical and mental impairments that substantially impede employment.

401 South Griffin Street Suite 100 Elizabeth City, NC 27909 (252)331-4768

Psychologists

-Albemarle Counseling Group 335-2018 (across from Elizabeth City Campus)

1141 N Road St Elizabeth City, NC 27909

-Albemarle Psychological Services 338-8821

301 East Church Street Elizabeth City, NC 27909

Regional Medical Center, Suite 4 Kitty Hawk, NC

-Linda Ward 453-9071 (willing to come to EC campus for testing) (gives discount for out of pocket) (could test for just reading and the fee would be less) (accepts Medicaid, Blue Cross/State Employee and Federal Insurance)

-Local Management Entity 1-877-685-2415 can provide referral information.

Appeals Procedures for Issues Concerning Disability Support Services

An instructor or student who believes that an accommodation is not appropriate or a student who believes that he or she has received unfair or improper treatment regarding a disability should address the problem informally through discussion with the Disability Support Services Director/Counselor at the Elizabeth City or Edenton-Chowan campus or the Director of Counseling and Testing at the Dare campus.

The Director, Disability Support Services/ Counselor (Elizabeth City or Edenton-Chowan Campus) or the Director of Counseling and Testing (Dare County Campus) may convene a meeting with the individuals involved to resolve the concern.

If the concern is not resolved satisfactorily, the instructor or student may submit a formal appeal in writing to the Vice President, Student Development or designee. In order to ensure a prompt resolution, the appeal must be submitted as soon as possible and no later than 10 college working days after the alleged improper treatment occurred. The appeal must be dated and signed by the student and must include the following:

A detailed description of the alleged improper treatment;

An identification of the person, policy, or procedure against whom or what the appeal is filed;

An explanation of the steps taken in an effort to resolve the appeal at the informal level; and

A description of the instructor's or student's idea of a satisfactory resolution.

The Vice President, Student Development or designee may resolve the concern or may refer the concern to the Disability Support Services Committee. The Disability Support Services Committee will hear the concern, determine a resolution and provide written notification of the findings and resolution to all involved parties within 10 college working days.

The student may make a written appeal to the President of the college within 5 working days of receiving the resolution from the Vice President, Student Development or the Disability Support Services Committee. The President's decision will be final.

A student with a serious concern may also have the right to file a complaint with designated federal agencies. The student should contact the Vice President, Student Development for further information.

Websites

ADA Home Page <http://www.usdoj.gov/crt/ada/>

DO IT Disabilities, Opportunities, Internetworking, and Technology www.washington.edu/doi/

General Information on Disabilities www.disAbility.gov

American Council of the Blind 1-800- 424-8666

Attention Deficit Information Network, Inc. 475 Hillside Ave. Needham, MA 02194

HEATH Resource Center <http://www.acenet.edu/programs/heath/home.cfm>

Learning Disabilities Association of America <http://www.ldanatl.org>

National Center for Learning Disabilities <http://www.nclld.org>

National Institute on Deafness and Other Communicative Disorders 1-800-241-1044

National Institute on Mental Health <http://www.nimh.nih.gov>

Recording for the Blind and Dyslexic, Inc. <http://www.rfbid.org/> 1-800-221-4792