

**HELPING**



**REACH THEIR POTENTIAL**

ACCESSIBILITY SERVICES HANDBOOK



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## **MISSION**

The mission of the Accessibility Services Office is to provide equal access to students with disabilities, including all educational opportunities, services, and facilities offered by the College. A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

## **POLICY OF NON-DISCRIMINATION**

Wilson Community College is committed to providing access to facilities and reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The College does not discriminate against students, employees, or applicants on the basis of race, color, religion, age, gender, national origin, or disability. This policy of non-discrimination covers participation in all programs, services, and activities.

## **ADMISSION TO WILSON COMMUNITY COLLEGE**

Individuals with disabilities are admitted to the College through the established admissions procedures that are required for all prospective students. Specific admissions information may be found in the College catalog or on the website at [www.wilsoncc.edu](http://www.wilsoncc.edu).

### **CURRICULUM ADMISSIONS**

1. Submit a residency and an admissions application to the College, available through the website, at [www.ncresidency.org](http://www.ncresidency.org) and [CFNC.org](http://CFNC.org) respectively.
2. Request and submit official (unopened) transcripts of previous high school (required) and college work (if applicable/desired).
3. Applicants will be admitted to the College, assigned an advisor, and emailed instructions on how to access their student accounts. In some cases, placement testing may be required before admissions can take place.

Admission to some selective programs such as Allied Health have a more robust admissions process and application deadlines.

### **CONTINUING EDUCATION ADMISSIONS**

1. Obtain a schedule of continuing education courses on the College website, on campus, or by calling (252) 246-1287 or (252) 246-1317.
2. Submit a Registration Form with necessary fees to the Continuing Education Division.
3. Classes are filled on a first-come, first-served basis.

## COLLEGE AND CAREER READINESS ADMISSIONS

Persons interested in enrolling in the Adult Basic Education, Adult Secondary Education, or English Language Program should contact the Continuing Education Division at (252) 246-1340.

## QUALIFYING FOR ACCESSIBILITY SERVICES

Students requesting accessibility services from the College must self-identify and initiate contact with the Accessibility Services (AS) Office. Students are required to submit current documentation of their disability to the AS Office to determine eligibility prior to the implementation of services. Accommodations are put into place to minimize the effect of a student's disability on class performance and are provided as long as an accommodation does not alter a college or course standard or policy. Self-identification and provision of documentation may be initiated at any time; however, it should be known that **accommodations are not retroactive**. This means that accommodations only go into effect after the student completes the application process and meets with the Special Populations Counselor to discuss their accommodations and sign the necessary paperwork. Further, the student must allow reasonable time for accommodations to be implemented. It is advised that students seeking academic accommodations self-identify at **least 14 days prior to the start of term or exam in question**.

### PROCEDURE

1. Submit a completed [Accommodation Request Form](#) to the AS Office. The Accommodation Request Form can also be found on the [Accessibility Services](#) webpage as well.
2. Submit disability documentation to the AS office. In most cases, acceptable documentation reports come from psychologists, psychiatrists or other qualified mental health professionals, audiologists, speech therapists, physicians, and are no more than five years old. Documentation requirements vary; specific requirements are detailed in the documentation guidelines by disability/condition. These are available on pages 13-24 of the AS Handbook, which is posted on the [Accessibility Services](#) page of the website. Consent for Release of Confidential Information forms are also available in the AS office. The student bears the responsibility of ensuring documentation is provided to the AS office in a timely manner. Students who are requesting accommodations are strongly encouraged to meet with the Special Populations Counselor immediately after being admitted to the College.
3. Professional staff will evaluate the documentation and inform the student if there is a need for additional information. In considering auxiliary aids or academic adjustments for students with disabilities, the determination of what academic requirements are "essential" are to be made by the Dean and the Vice President of Academic Affairs. Such discussion should always include the Special Populations Counselor.
4. Once accommodations are approved, the Special Populations Counselor will meet with the student to discuss the accommodations, student rights and responsibilities, and notification of student-selected instructors and staff members.

## **MODIFICATION**

Individual faculty members do not have the authority to unilaterally allow or deny accommodations or academic adjustments. Student or faculty concerns related to appropriateness of accommodations should be directed to the Special Populations Counselor or the Dean of Student Development.

## **RIGHTS AND RESPONSIBILITIES**

Communication between the student, the AS office, and instructors is absolutely necessary to ensure equal access for students with disabilities.

### **COLLEGE RIGHTS**

1. Identify and establish the essential functions, abilities, skills, knowledge, and standards for courses, programs of study, and activities and to evaluate students on that basis.
2. Receive current documentation from qualified professionals that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
3. Deny requests for accommodations, academic adjustments, and/or auxiliary aids and services if the complete documentation does not demonstrate to the College that the request is warranted, or if the documentation is incomplete.
4. Select from equally effective accommodations, adjustments, and/or auxiliary aids and services.
5. Deny a request for an accommodation, adjustment, or auxiliary aid or service that imposes a fundamental alteration of an essential element of the course, program of study, or activity of the College, as determined by the College.
6. Deny the continuation of an accommodation, adjustment, or auxiliary aid if the student fails to use such an accommodation, adjustment, or auxiliary aid.

### **COLLEGE RESPONSIBILITIES**

1. Accommodate the known limitations of an otherwise qualified student with a disability/medical condition.
2. Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate setting.
3. Provide or arrange approved reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities/medical conditions.
4. Maintain confidentiality of records and communication, except where permitted or required by law.
5. Maintain academic standards by providing accommodations without compromising the content quality or level of instruction.

## STUDENT RIGHTS

1. Equal access to courses, programs, services, and activities offered by the College.
2. Equal opportunity to work, learn, and receive accommodations, academic adjustments, and/or auxiliary aids.
3. Confidentiality of information regarding their disability as applicable law allows.
4. Information available in accessible format.
5. File an appeal using established Grievance Procedures.

## STUDENT RESPONSIBILITIES

1. Meet qualifications and maintain essential institutional standards for the course, programs, services, and activities.
2. Self-identify disability status in a reasonable and timely manner to the AS office and each instructor and/or staff member from whom they want or need accommodations.
3. Provide sufficient disability documentation from a qualified professional that reflects the current disability status and how that disability limits participation in courses, programs, services, and activities.
4. Follow established procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids and services, **including meeting with the Special Populations Counselor each semester.**
5. Early register for classes and make the AS office aware of any schedule changes immediately.
6. Make the AS office aware of any anticipated absences for a scheduled class or activity for which accommodations have been arranged.

## PRIORITY REGISTRATION

The accommodation of priority registration is based on the need for the College to make advanced preparations for accessible materials, hiring interpreters, moving accessible furniture, and/or installing software. Priority registration is an accessibility accommodation based on individual need and is not given to every student with a disability. The AS office is not responsible for inaccurate schedules. Course prerequisites, financial holds, satisfactory academic progress holds, ability to pay, and schedules being purged for non-payment are the responsibility of the student.

## **FACULTY NOTIFICATION**

Faculty will not be automatically notified by the AS office that a student requiring academic accommodations is registered for their class. **Faculty Notification must be initiated by the student as follows.**

1. After registering for each semester, the student must meet with the Special Populations Counselor to discuss and renew accommodations for the semester.
2. The AS office will then send an Accommodation Notice to each of the student's selected instructors.
3. The student must also self-identify and discuss his or her approved accommodations with each of his or her selected instructors.

## **RECORDS MAINTENANCE**

Records for students with disabilities are maintained in the AS office by the Special Populations Counselor. Documentation related to the student's disability is not a part of the student's academic/education record. Such documentation is considered confidential and will be shared with others only on a need-to-know basis, in accordance with federal and state laws.

Disability records will be destroyed five years after the student's last date of enrollment, or if the student submits a written request to have the records destroyed. The AS office may determine that it is necessary to maintain a record.

## **ACCESSIBLE SERVICES AND MATERIALS**

The AS office will prepare materials and provide services that present academic information in an accessible manner. In an effort to ensure that materials and services are made available in a reasonable time, the AS office has established the following guidelines.

All services are provided based on submitted documentation. If the needs of the student change during his or her academic career at the College, it is the responsibility of the student to meet with the Special Populations Counselor to discuss specific changes or adjustments to accommodations.

### **ACCESSIBLE SERVICES**

#### **Interpreters**

The College provides interpretation and transliteration services for qualifying deaf and hard-of-hearing (DHH) students during classes, labs, scheduled appointments, and College sponsored events. Similar needs at other times and in other settings at the College should be discussed with the Special Populations Counselor. National and local shortages of sign language interpreters make providing such service a critical concern of the AS office. The College has adopted the following procedures governing the provision of interpreting services for DHH students.

1. Registering for classes as early as possible is the best way for a student to assure that interpreter services can be arranged before the first day of classes. Such students are given priority registration and they should consult their academic advisor as soon as early registration is made available. Students who are enrolled and/or register for classes during regular registration periods are likely to have a delay in accommodations or services.



2. Students must submit an Accommodation Request to the AS office as soon as they are admitted to the College and prior to the commencement of early registration in each subsequent semester.
3. Students must make the AS office aware of any academic schedule changes or drop/adds immediately.
4. Students who need the services of an interpreter for college-sponsored meetings, appointments, or activities must make a written request for such services to the AS office at least seven (7) business days before the event is to take place. When an interpreter is requested with less than seven (7) business days' notice, the service will be provided if an interpreter is available.
5. A student who requests interpreter services and then finds that he or she will not be attending the class or meeting in question must cancel the arrangements by notifying the AS office immediately at (252) 246-1230. Repeated absences when interpreter services have been scheduled could result in services no longer being provided.
6. A student who has a problem or concern with regard to an interpreter should report their concern to the Special Populations Counselor. Every reasonable effort will be made to resolve the situation fairly and expeditiously.

### **Classroom Notes**

Students with qualifying functional limitations, whose disability makes it difficult/impossible for them to take notes independently, require an alternative method of obtaining classroom notes comparable to notes of non-disabled students. Determination of the method recommended for obtaining classroom notes is based on disability documentation, class format, and the Special Populations Counselor's interview with the student. It is the responsibility of the student to be proactive in the acquisition of acceptable classroom notes. The AS office is available to discuss and facilitate.

### **Volunteer Notetakers**

Students with this accommodation should discuss their need for assistance with notes with the instructor and then may ask classmates to volunteer to take notes or may contact the instructor for assistance in finding a volunteer or two. The student requesting the notes is responsible for keeping volunteer notetaker(s) supplied with carbonless duplication paper, which is available in the AS office.

Having a volunteer notetaker is not an excuse to miss class. A student with a disability should not expect to receive notes for class meetings for which they were not present, unless such an arrangement is made ahead of time with the instructor and the volunteer notetaker(s).

### **Tape Recording**

A limited number of tape recorders are available for qualifying students to use in the classroom and may be checked out for a semester; however, students may opt to purchase their own. Students may also opt to download a recording app of their choice to their smartphone or tablet or laptop to use to record lecture material. Tape recorders are available on a first-come, first-served

basis. If a tape recorder is not available upon request, arrangements will be made to meet the need as soon as possible. Taped lectures may be used for personal studies only.

1. Eligible students should make such a request to the AS office as soon as possible after registering for classes.
2. The student may pick up the recorder from the AS office no more than three (3) days prior to the first day of classes by signing a Borrowed Equipment Agreement. All recorders must be returned to the AS office by the last day of classes for the semester. Failure to return the borrowed equipment will place a hold on the student's registration account until the equipment is returned in working order or paid for.
3. Batteries and tapes (if necessary) are the student's responsibility.
4. If a problem with a recorder occurs, the recorder should be returned to the AS office. Due to a limited number of recorders, the malfunctioning recorder will be replaced if another piece of equipment is available.

### **Staff Notetakers**

Based on the inability to use volunteer notetakers, the unavailability of tape recording equipment, or the inappropriateness of such options, the AS office may on a case-by-case basis arrange for a paid notetaker.

## **ACCESSIBLE MATERIALS**

The need for large-print or other alternatively accessible materials for sight-impaired students is typically met through state or community based agencies such as Vocational Rehabilitation and/or NC Services for the Blind. The AS office will be happy to assist in the coordination of provision of accessible materials with such agencies.

### **Textbooks**

Students that need large print or electronic versions of textbooks may be able to obtain such through the College Bookstore, given sufficient notice. Students should discuss this option with the Bookstore Manager. Additionally, students may be granted access to electronic textbooks through the AS office. Eligibility for this is determined by the AS office on a case-by-case basis. Proof of purchase for books by the student must be shown before access to electronic textbooks can be granted by the AS office. **Students are strongly encouraged to request access to electronic textbooks before each semester starts, as it may take a while for the AS office to find electronic copies of the appropriate textbooks for the student.**

### **Assistive Technology**

Computers with assistive technology software are available in the College library, in the Learning Center, and can be installed in computer labs around campus. Specific needs for adaptive software should be discussed with the Special Populations Counselor as soon as possible after the student's schedule is set.

### **Personal Devices and Care**

The College does not provide prescriptive devices, devices of a personal nature, community-based workers, or personal attendant care; however, the AS office may determine that allowing such otherwise-provided devices or care is appropriate. Any community-based or personal attendant who will be attending class with a disabled student must be approved by the Special Populations Counselor prior to the beginning of the semester. The AS office will make affected instructors aware that such an approval has been granted.

## **ACADEMIC SERVICES**

All accessibility services for students are based on submitted and approved documentation. If the needs of the student changes during his or her academic career at the College, it is the student's responsibility to meet with the Special Populations Counselor to discuss changes or adjustments to approved accommodations.

### **ALTERNATIVE TESTING**

Testing accommodations based on approved documentation of disability may include extended time, breaks, testing in a low-distraction environment or completely separate setting, scribe, reader, computer for written exams, enlarged print, and use of calculator as appropriate. Alternative testing may be provided by the instructor or by the AS office if the faculty member cannot find the time or space to proctor the exam.

Instructors who need the assistance of the AS office should discuss that need with the Special Populations Counselor. All testing materials should be delivered to the AS office, along with specific instructions. It is the responsibility of the student to schedule an appointment with the AS office for proctored alternative testing on a date and time consistent with the instructor's instructions. Make-up tests will be at the discretion of the instructor.

### **ACADEMIC ASSISTANCE (TUTORING)**

Disabled students have the same access to tutoring services as all other students, including:

#### **Student Support Services**

Student Support Services is a federally funded program designed to assist currently enrolled curriculum students who qualify for services. Qualification is based on income, first-generation college status, and/or disability. The SSS Lab offers counseling, tutoring, support workshops, and cultural and college enrichment activities. The SSS Lab is located in C-112.

#### **NetTutor**

NetTutor® provides online tutorial services to all curriculum students wanting academic assistance in math, writing, science, and business and computer skills. To access NetTutor® from any computer at home or on campus, students should log in to the Wilson Community College website, login to the distance learning course management system such as Moodle, and then click on NetTutor®. The student's login to NetTutor® is the same as the Wilson Community College login and password. Please see the [NetTutor webpage](#) for more information.

Students with disabilities should discuss their tutoring needs with the Special Populations Counselor if accommodations to have access are necessary.

## **CLASS ATTENDANCE**

All students, including students with disabilities, are held to the same College attendance policies, as described in the College catalog and in each course syllabus. Students should discuss concerns regarding attendance with their instructors. In some cases, the AS office may determine that a student qualifies for medical-based absences due to their disability/medical condition. This determination is made on a case-by-case basis for each student. For any student who has been approved for medical-based absences:

1. Students are expected to communicate with their instructors about any disability/medical-related absences. Failure to do so may result in the student being dropped from the course in question due to the College attendance policies. They are also expected to communicate with their instructor about a reasonable number of absences given the course content.
2. Students are expected to complete any coursework that is missed due to their disability/medical condition. It is the responsibility of the student to communicate with their instructor(s) about a make-up plan for any missed coursework.
3. For online courses, medical based absences should be provided in the form of deadline extensions for assignments. Again, it is the responsibility of the student to communicate with their instructor about the need for an extension/medical absence. Further, the assignment extension length is at the discretion of the course faculty member.
4. The Office for Civil Rights (OCR) offers the following guidelines in determining whether attendance is an essential aspect of the course:
  - Are there classroom interactions between the instructor and student, and among students?
  - Do student contributions 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 constitute a significant loss to the educational experience of other students in the class?
  - What do the course description and syllabus say?
  - Which method is used to calculate the final grade?
  - What are the classroom practices and policies regarding attendance?

## **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 must provide assistance to the student in overcoming difficulties related to his or her disability. The maintenance, upkeep, and discipline of the service animal are the student's responsibility. Documentation from a medical professional may be necessary to determine the validity of the student's request for this accommodation.

## **FACILITIES**

Qualified persons may not be denied the benefit of, or be excluded from participation in, any program or activity because the facilities are inaccessible to, or unusable by, persons with disabilities. Otherwise 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. New construction will be planned in accordance with the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

## **HANDICAPPED PARKING**

Handicapped parking is available in accordance with the Americans with Disabilities Act and the NC Building Code.

If a student needing handicapped parking finds the supply of handicapped parking insufficient to meet their reasonable needs, such concerns should be addressed to the AS office and/or the Dean of Student Development.

## **GRIEVANCE PROCEDURES**

Once accommodations are defined and approved, should disputes arise between the student and an instructor or staff member as to the delivery of the service or accommodation, the student should contact the AS office for assistance. If the dispute remains unresolved, the student may use the Grievance Procedure in the Student Handbook to attempt to resolve the issue.

**If disagreements arise between the student and the Special Populations Counselor as to the appropriateness of accommodations, the sufficiency of documentation, or the degree to which essential academic requirements are of concern, the Special Populations Counselor will bring the matter to the Dean of Student Development who will initiate a meeting with the appropriate Dean and the Vice President of Academic Affairs. All decisions by the Vice President are final.**

## **CONTACT INFORMATION**

Please contact the Accessibility Services Office at the following:

Office: Building F-100b

Phone: (252) 246-1230

Fax: (252) 246-1384

## ADD/ADHD Documentation Guidelines

### General Documentation Standards

Wilson 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.

### 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.**
    - For instances in which a psychological evaluation is not easily/readily accessible, additional documentation from a medical provider that **can speak in detail to the presence of a diagnosis of ADHD, a history of treatment, and recommended accommodations based on that treatment may be considered on a case by case basis.**
  - Discussion of substantial limitations in an educational setting to support the need for services.
  - The attached AD/HD checklist.
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 Accessibility Services.

## Attach the following to the comprehensive report:

Diagnostic Code (DSM-V) \_\_\_\_\_ Level of Severity \_\_\_\_\_

Date of Diagnosis \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

### PLEASE CHECK THE APPROPRIATE DIAGNOSTIC CRITERIA FOR AD/HD

\_\_\_ A. (1) Inattention and/or (2) Hyperactivity-Impulsivity

(1) Inattention (6 or more of the following have persisted for at least 6 months and is inconsistent with developmental level and negatively impacts social and occupational activities.)

- \_\_\_ 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 in tasks or 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, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- \_\_\_ 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 and 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 in daily activities

(2) Hyperactivity-Impulsivity (6 or more of the following have persisted for at least 6 months and is inconsistent with developmental level and negatively impacts social and occupational activities.)

- \_\_\_ 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 quietly
- \_\_\_ 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 his or her turn
- \_\_\_ i) often interrupts or intrudes on others (e.g. butts into conversations or games)

\_\_\_ B. Several hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 12 years.

\_\_\_ C. Several hyperactive-impulsive or inattentive symptoms are present in two or more settings (e.g. school, work, home)

\_\_\_ D. There is clear evidence that the symptoms interfere with or reduce the quality of social, academic, or occupational functioning.

\_\_\_ E. The symptoms do NOT occur exclusively 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 \_\_\_\_\_

## **Deaf and Hard-of-Hearing Documentation Guidelines**

### **General Documentation Standards**

Wilson 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.

### **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 Accessibility Services.*



## **Learning and Intellectual Disability Documentation Guidelines**

### **General Documentation Standards**

Wilson 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.

## Learning/Intellectual Disability

1. The following professionals are considered qualified to assess and diagnose learning/intellectual disabilities: appropriately licensed/certified clinical psychologists, school psychologists, and neuropsychologists. This professional must have expertise in evaluating the impact on the student's educational performance. All reports should be on letterhead, dated, and signed and include the name, title, and professional credentials of the evaluator.
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-IV soon to be V (WAIS-IV)
- Woodcock-Johnson Test Psychoeducational Battery-IV: Tests of Cognitive Abilities
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Wechsler Intelligence Scale for Children-IV or V (WISC-IV, WISC-V)

*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-IV
- Wechsler Individual Achievement Test-III (WIAT-III)
- 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."
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 Accessibility Services.

## **Medical/Physical Documentation Guidelines**

### **General Documentation Standards**

Wilson 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.

### **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 Accessibility Services.
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.

## Psychological/Psychiatric Documentation Guidelines

### General Documentation Standards

Wilson 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.

### 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. 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 Accessibility Services.
5. A neuropsychological or psychological evaluation may allow the student to be accommodated more thoroughly.

## **Visual Impairment Documentation Guidelines**

### **General Documentation Standards**

Wilson 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 Accessibility Services.

## **Borrowed Equipment Agreement**

As a student at Wilson Community College who has been approved for academic accommodations based on a documented disability, I understand and agree to the following terms for participation in the Borrowed Equipment Program and understand and agree that my use of the below described equipment shall be subject to the terms and conditions outlined below.

Student Name \_\_\_\_\_

Student ID Number \_\_\_\_\_ Phone Number \_\_\_\_\_

1. Agree to borrow from the Accessibility Services Office at Wilson Community College a tape recorder NC CC # \_\_\_\_\_ for the \_\_\_\_\_ semester.
2. I understand that the Accessibility Services Office and Wilson Community College make no representations, promises, or warranties regarding the performance of this equipment and by loaning said equipment does not assume any liability for its malfunction or failure.
3. I acknowledge that said equipment was operational when it was delivered to me.
4. I agree to exercise all due care and responsibility in handling and use of said equipment and agree to return it on or before the due date in good condition.
5. I understand that the Accessibility Services Office and the College accept reasonable wear but will not accept the cost of damage to the equipment where negligent use or misuse is evident or where the poor condition is intentional.
6. I understand that I am responsible for batteries and tapes to be used with said equipment.
7. I understand that said equipment is to be returned to the Accessibility Services Office no later than the last day of classes of the \_\_\_\_\_ semester.
8. I understand that if I fail to return said equipment by the date it is due that a financial hold will be placed on my account and that I will be unable to register for further classes, receive grades or transcripts, or participate in graduation until the equipment is returned or paid for.
9. I understand that if said equipment is not returned in a timely manner, further use of College loaned equipment may be denied.
10. I understand that the recordings I make on said equipment are for personal study purposes and that I will not share or distribute them to others without the written permission of the Accessibility Services Office.
11. I understand that if there are problems with said equipment, I will make the condition known to the Accessibility Services Office as soon as possible and will return it to the Accessibility Services Office for replacement or repair.

I have read and understand this agreement and understand that it is a legally binding document.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

.....  
For staff use only:

Date Checked Out \_\_\_\_\_

Date Returned \_\_\_\_\_

Condition \_\_\_\_\_

Condition \_\_\_\_\_

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Staff Signature

SAMPLE



### Authorization to Release Education Records

I, \_\_\_\_\_, the undersigned, hereby authorize Wilson Community College to release information pertaining to my

- Educational Records
- Accessibility Services documentation

maintained by Wilson Community College. This includes, but is not limited to, academic achievement, attendance, personal history, and disciplinary records.

This information may be released to the following individuals or entities.

1. _____ Name  _____ Address  _____ City, State, Zip  _____ Phone Number	2. _____ Name  _____ Address  _____ City, State, Zip  _____ Phone Number
--	--

I understand that by signing this authorization, I am waiving my rights of nondisclosure of these records under federal law only as to the persons specifically listed. This release does not permit the disclosure of these records to any other persons or entities without my written consent.

\_\_\_\_\_  
Date

\_\_\_\_\_  
College ID

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name





**Consent for Release of Confidential Information**

(to be completed and signed by the student)

\_\_\_\_\_  
Service Provider: Agency, Physician, Psychologist, School

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Address, City, State, Zip Code

is authorized to disclose to Accessibility Services at Wilson Community College all information necessary to document the need for Accessibility Services. **Documentation Guidelines** are available from Accessibility Services if not attached to this form.

This documentation will be used to determine eligibility and to implement appropriate accommodations that will provide equal access to Wilson Community College programs and facilities. The use or release of this information is limited to purposes directly connected with the administration of Accessibility Services.

\_\_\_\_\_  
Name of Student (please print)

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
City, State, and Zip Code

\_\_\_\_\_  
**Last 4 digits** of SSN

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**DIRECTIONS:**

**Student:** Complete this form and forward it to the appropriate professional or school.

**Professional:** Return this form with disability **documentation as described** on the accompanying page to P.O. Box 4305, Wilson, NC 27893 or the fax number listed above with attention to: **Special Populations Counselor.**