



*Creating Opportunities. Changing Lives.*

# ***Disability Services***

## ***Policies and Procedures for Students***

***Disability Services  
Randolph Community College  
Revised January 2012***

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# *Policies and Procedures*

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## ***Mission***

The mission of Disabilities Services 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.

## ***Policy of Nondiscrimination***

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection against discrimination, which is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In addition, Section 504 of the Rehabilitation Act of 1973 states:

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

Consistent with the ADA and Section 504, Randolph Community College 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 in the most integrated setting appropriate.

The Disability Services policy is not intended and shall not supersede the ADA law and separate college policy and procedures that exist for addressing violations of ADA and/or Section 504 issues of concern. Students are encouraged to consult with Director of Student Success Center or the Coordinator of Students with Disabilities, regarding the most appropriate policy or procedure to address a particular concern.

## ***Rights and Responsibilities of the College***

Randolph Community College has the right to:

- ❖ Maintain essential academic standards.
- ❖ Request and receive documentation verifying a student's disability and limitations from a qualified professional in a timely manner.
- ❖ Request clarification and/or further documentation of a student's disability.
- ❖ Determine appropriate accommodations.
- ❖ Deny a request for accommodations for an undocumented need that imposes an alteration that changes the essential function of a program or activity.

- ❖ Select from equally effective options for accommodations considering cost and/or availability.

Randolph Community College has the responsibility to:

- ❖ Provide accessible educational programs and services that offer the opportunity for student success.
- ❖ Provide reasonable accommodations for students with disabilities.
- ❖ Maintain confidentiality of students' records and communications.
- ❖ Ensure continual communication and collaboration from administrators, faculty, and staff on disability issues.
- ❖ Offer in-service training for college employees to develop their awareness and understanding of the needs and rights of students with disabilities.

## *Admission to RCC*

Individuals with disabilities enter the college through the established admissions procedures that are required of all prospective students. Specific admissions information can be found in the college catalog located on the website at [www.randolph.edu](http://www.randolph.edu)

### **Curriculum Education (Credit)**

#### **Admission**

1. Submit an application to Admissions. One may be obtained from the website at [www.randolph.edu](http://www.randolph.edu) or by calling (336) 633-0200.
2. Request official transcripts of previous high school and college work.
3. Take the placement assessment, if required. The COMPASS placement assessment is on a computer and is not timed. If accommodations other than extended time and a calculator are needed on the placement assessment, follow the procedure in **Qualifying for Services** to qualify for accommodations and to schedule the placement assessment, contact the Disability Coordinator at (336) 633-0246.

### **Continuing Education**

#### **(Non-credit) Admission**

Admission to Continuing Education classes/noncredit classes is open to any adult, 18 or older, who is not currently enrolled in public school. Students 16 to 18 may enroll, when space is available, as long as they have written permission from their high school principal. We require students under the age of 18 to submit a permission form, which can be obtained from the Continuing Education office, with all appropriate signatures prior to class registration.

You may register and pay for course(s) any time up to the first day of the course. However, we suggest you register early to secure your place in the course or ensure that there is sufficient enrollment in the course.

If a large number of people are interested in a course, and we know in time, we may be able to set up an additional section to accommodate everyone. On the other hand, your registration makes it possible for us to notify you if there is insufficient interest in the course and it has to be canceled.

Registration and prepayment of fees are required in advance to reserve your space in the course.

Courses being offered can be found on the website at [www.randolph.edu](http://www.randolph.edu) or by calling (336) 633-0221 or (336) 633-0216.

## **Basic Skills Admission**

To obtain specific admission criteria and information, refer to [www.randolph.edu](http://www.randolph.edu) or contact the individual program listed below.

### **Adult Education Center**

#### **GED/Adult Basic Education or Adult High School Diploma**

(336) 633-0152

The General Education Diploma (GED) program is designed for students preparing to take the GED Tests (High School Equivalency Exam). Instructors work with students in planning a program of study to meet individual needs and goals. Students work at their own paces. These classes are free and books are provided for classroom use.

The Adult High School Diploma program is for students who wish to complete a traditional high school diploma. Students can acquire these credits by transferring courses passed in high school and earning credit for additional courses in RCC's program. This program is offered only at the Asheboro Campus.

### **Compensatory Education**

(336) 633-0254

This program is designed for students who have been diagnosed as having an intellectual disability or functioning on the equivalent level of an intellectual disability resulting from head injury or brain damage.

## ***Qualifying for Services***

Students requesting disability accommodations from the college must initiate contact with the disabilities coordinator. Students are required to submit current documentation of their disability to the coordinator to determine eligibility prior to the implementation of services. Students requesting accommodations from the college must have a disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Self-identification and providing documentation can be initiated at anytime; however, the student must allow reasonable time for accommodations to be implemented. **The College recommends that requests for accommodations be made or as soon as possible, prior to the date needed.** The College must be given a reasonable time to evaluate requests and to offer necessary accommodations.

### **Disabilities Services Overview & Procedures**

1. Student must **identify and disclose** her/himself as having a disability.
2. Student must **provide** documentation from a medical provider (within the last 3 years), which clearly identifies the current disability/condition, give date of evaluation, give results of certain tests if related to a cognitive disorder, indicate how the disability affects the student's academic performance and list recommendations for academic success - all on letterhead paper. **IEPs alone are not acceptable documentations for accommodations for college students.**
3. Student must **make an appointment** to speak with the disabilities coordinator so that there is an understanding of what **reasonable accommodation(s)**, if any, may be provided for his/her class(es).

4. Student **must** request accommodations each semester. After registering, it is the student's responsibility to let the disability coordinator know what classes he/she will be taking and for which of those classes he/she would like to receive accommodations. This is needed in order for instructors to meet students' needs.
5. Student must sign an Accommodation Semester Request form. After being notified that Accommodation Memorandums are complete, the student must pick them up within two days.
6. Student must deliver the memorandums to his/her instructor(s). Instructor will receive **three** copies of the memorandum. The instructor, student, and disabilities coordinator will each get a signed copy. **Note:** Instructors are to contact the disability coordinator if there are questions regarding the accommodations. **Accommodations begin when student and instructor receive the letter. They are not retroactive.**

**Specific disability areas include, but are not limited to:**

- ❖ Attention Deficit Disorder/ADHD
- ❖ Deaf/Hard-of-Hearing
- ❖ Learning Disability
- ❖ Medical/Physical
- ❖ Psychological/Psychiatric
- ❖ Blind/Visual Impairment

### *Record Maintenance*

Records for students with disabilities are maintained and secured in the disabilities coordinator's office. Documentation that relates to a student's disability is not a part of the academic record in the Registrar's Office. Information shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. Information in files will not be released except in accordance with federal and state laws. If a student wishes to have records expunged, he or she must make written request Vice President of Student Services, who will decide whether it is necessary for the office to retain a record. Five years after the student's last day of enrollment, records pertaining to any disability will be destroyed.

### *Accessible Services*

#### **Communication Access for Deaf**

The college can arrange and provide interpretation and transliteration of the English language for qualifying deaf students for scheduled classes, labs, and appointments. Other forms of English language communication access should be discussed with the disabilities coordinator to determine eligibility.

#### ***PROCEDURE***

Local and national shortages of sign language interpreters make providing their services a critical concern of the disabilities coordinator. The college has adopted the following procedures governing the provision of interpreting services for deaf students.

1. Registering for a semester as early as possible is the best way for a student to assure that interpreter services can be arranged before the first day of class. Students should complete and submit their class schedules on an **Accommodation Semester Request** to the disabilities coordinator as soon as possible so that interpreter arrangements can be made promptly. When

students drop and/or add courses, the arrangements for interpreters must be altered. Students must notify the disabilities coordinator of the schedule change **immediately**. *Students who register in the late registration period may experience a delay in receiving the accommodation of interpreters or transliterators. Hiring an interpreter may require up to 60 days.*

**2.** Students who need the services of an interpreter for college-sponsored meetings, appointments, activities, or class changes must submit a written request for those services to disabilities coordinator at least two (2) weeks before the event is to take place. When an interpreter is requested within less than two (2) business weeks, the service maybe provided based on availability.

**3.** 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 disabilities coordinator immediately. A student who fails to cancel an interpreter request for class or a special request for an event will be considered absent.

**4.** The cancellation of an interpreter can **only** be made through the disabilities coordinator. The student should call (336) 633-0246, or e-mail the disabilities coordinator to report an absence or late arrival.

**5.** The interpreter will wait 15 minutes (30 minutes for classes lasting three or more hours) after a class begins. If the student has not arrived in the allotted time after the class or meeting is scheduled to begin, the interpreter will leave and the student will be considered absent. If the student misses two consecutive class periods on the someday, the interpreter may be reassigned or leave campus.

**6.** The disabilities coordinator assumes the student is not coming to campus the entire day if he or she has not called and has not arrived for the second class. If the student does arrive on campus after the second class and wants an interpreter, he or she should come to the disabilities coordinator and make his other request to the coordinator. The coordinator will attempt to assign an interpreter; however, the originally scheduled interpreter may have been reassigned for the day (or may have left campus), and a substitute may not be available.

**7.** If a student has three (3) unreported absences in a given class, he or she will be notified, in writing, that interpreting services for that class have been suspended.

**8.** Before interpreting services may be reinstated, the student must schedule an appointment with his or her coordinator.

**9.** Any student who has a problem or concern with regard to an interpreter should report that problem or concern to the disabilities coordinator. Every reasonable effort will be made to resolve the situation fairly and expeditiously.

## **Classroom Notes**

Students with legitimate functional limitations, whose disability makes it 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 coordinator's interview with the student. It is the responsibility of the student to be pro-active in the acquisition of acceptable classroom notes. The coordinator is available to discuss any issues related to acquiring notes.

## ***Tape Recording***

Students may opt to purchase their own tape recorders. Battery operated recorders with counters are recommended. 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.**

### ***Volunteer Note-takers***

A student with this accommodation may ask classmates to volunteer to take notes or may contact the instructor for help with this process. The student requesting the notes is responsible for keeping note takers supplied with carbonless duplication paper, which can be requested and obtained from the disabilities services coordinator. Class attendance and tardy policies should be followed. Having a volunteer take notes is not an excuse to miss class. A student with a disability should not expect to receive notes for those days absent unless special arrangements are made with the note-taker and/or instructor.

#### **PROCEDURE**

1. Meet with the instructor to let him or her know that classroom notes will be needed. The student with the disability may ask the instructor for help in the process of acquiring a volunteer note-taker or may opt to find the volunteers.
2. Carbonless duplication paper is also available. The student needing the note-taking service should distribute paper on the first day of class. Volunteer note-takers should be identified the first week of class so that pertinent class material will not be missed.
3. Ask for two volunteers to share their notes. If one person is absent, the other person will be taking notes. If one person does not take the detailed notes needed, the other person will be the backup.
4. The volunteer takes the notes on the duplication paper, keeps one copy, and gives the original to the student requesting the notes. Any question of accuracy or details should be referred to the instructor for clarification.
5. If the volunteer system of obtaining notes is not successful for any reason, the student should speak immediately with the disabilities services coordinator.

**Suggestion:** Students should always be appreciative of note-takers. A thank-you note or special word of appreciation is appropriate at any time.

### ***Accessible Materials***

In converting printed text to another medium, the disabilities coordinator will try to honor the student's preference. However, depending on the date the material is presented to the department, the quality of the printed material, the volume, and the expected time for return, coordinator must make the decision as to which medium will be most appropriate. The student must agree not to copy and distribute alternative format materials to any other persons, as this may be an infringement of copyright laws.

### ***Assistive Technology***

Special requests for specific software should be discussed with the student's disabilities coordinator. Reasonable time must be allowed for implementation of accommodation.

### ***Personal Devices and Care***

The disabilities coordinator does **not** provide prescriptive devices, devices of a personal nature, community based workers, or personal attendant care; however, the disabilities coordinator may determine the appropriateness of the use of personal devices or care on campus. Any community based worker or personal attendant who will be attending class with a student must sign a Personal Attendant Agreement provided by the disabilities coordinator.

## *Academic Services*

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

### **Alternative Testing**

Testing accommodations based on documentation of disability may include: extended time, breaks, isolated distraction-reduced environment, scribe, reader, computer for written exams, enlarged print, and calculator. Alternative testing may be provided by the instructor or disabilities coordinator. Tests administered will be scheduled, according to the 48 hour prior request made by instructors, and as close to the regular class time as space and test scheduling permit. Instructors are contacted if exceptions need to be considered. A student who misses a test or exam will be required to notify the faculty member. The instructor must approve any rescheduling of the exam. A student who is late for a scheduled exam must finish the test in the time remaining. Extended time will be calculated from the scheduled time of the test, not the time of arrival. Students should discuss the particulars of alternative with their coordinator.

#### PROCEDURE

1. Disabilities services testing accommodations are arranged by the instructor contacting the disabilities coordinator either via phone or email. The student should have already completed an Accommodations Semester Request form at beginning of the semester, which indicates a 48 hour notice for testing accommodations. It will be the student's responsibility to communicate with his/her instructor regarding arranging testing accommodations.
2. After communicating with the student and/or instructor, the disabilities coordinator will arrange and coordinate a separate testing area and any other appropriate accommodations needed.
- 3.) Instructor and student will be notified when accommodations have been coordinated.

### **Faculty Notification**

Faculty will **not** be automatically notified by the disabilities services coordinator of having a student with advisability in the classroom. Faculty notification must be initiated by the student as follows.

#### PROCEDURE

1. After registering for each semester, the student must submit to the disabilities coordinator an **Accommodation Request** to receive classroom accommodations.
2. The disabilities services coordinator will generate and send **Accommodation Memorandums** to the faculty.

## *Class Attendance*

The disabilities coordinator does not have a role in determining course attendance policies. Students are expected to attend punctually all lectures, laboratory sessions, and field experiences in courses for which they are registered. Students anticipating absences should notify their instructors in advance. Refer to the attendance policy as stated in the *Student Handbook* or on each class syllabus. The disabilities coordinator **does not** issue official written excuses for absences. The coordinator can provide written verification of a disability based on **appropriate** documentation. This verification may address the legitimacy of, but not necessarily excuse, an absence. It is a curriculum decision to determine the essential functions of a course and to determine if absences beyond the

attendance policy alters those functions. The Office for Civil Rights has stated that each request should be evaluated individually. The format of the class must be taken into consideration in determining if absences beyond the attendance policy are acceptable. Format relates to the manner in which the course material is presented. As an example, a science lab requires the student's presence for hands-on participation; a lecture may afford other opportunities to gain access to missed course material. The disabilities coordinator is available to discuss this decision on a case-by-case basis.

#### PROCEDURE

1. In the event of an absence related to the student's disability, it is the student's responsibility to contact the instructor and the disabilities coordinator as soon as possible.
2. With the instructor's permission, it is the student's responsibility to make up any assignments missed during an absence related to the disability.
3. The student must discuss any alterations to the test policy as stated on the course syllabus with the instructor.

### *Service Animals*

#### **Students**

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. Disability documentation from a medical professional may be necessary to determine the validity of the student's request of this accommodation.

### *Visitors*

All visitors must check in at The Welcome Center. Visitors on campus are subject to the same code of conduct required of students and College personnel. The College cannot accommodate extended non-official visits; individuals who have not registered or who are found loitering on campus may be required to leave. Non-RCC students under the age of 16 are not permitted on RCC campuses unless they are accompanied by a parent or guardian.

### *Facilities*

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. 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 to 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**

Due to the ease of unauthorized use of state-issued handicap parking tags, an RCC handicap tag will also be required. Hang-tags shall be attached to the rear view mirror as designed. Parking in a handicap parking space will be ticketed under the provision of North Carolina Laws and is subject to fines by the city, county and or state. Any student wishing to address issues regarding physical barriers should meet with the disabilities coordinator.

### **Appealing Accommodation Decisions (Grievance Procedure)**

If a person (applicant, student, or faculty) disagrees with an accommodation decision, he/she may follow the standard grievance procedure (XII D 2-Student Grievance Procedures) beginning with the Coordinator of Students with Disabilities.

### **Publication**

The Disability Services Handbook will be updated and published in the light of annual review, which will be each spring semester.