



Creating Opportunities. Changing Lives.

Disability Services

Policies and Procedures For Students

***Office of Student Success
Randolph Community College
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Disability Services Introduction and Overview:

What is a disability?

A Disability under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act is described as a mental or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are visual impairments and blindness, hearing impairment and deafness, mobility impairment, learning disabilities or systemic medical conditions. Major life activities include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Disabilities can be temporary or permanent.

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

Purpose of this Guide

This guide has been created for students with diagnosed disabilities. Disability Services: Policies and Procedures for Students includes policies and procedures on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations as a Randolph Community College student. Students are responsible for knowing and abiding by the procedures and timelines stated in this guide. This document will continue to evolve as Randolph Community College and Disability Services identify and address changing needs.

The Office of Disability Services is here to help you along your academic journey at Randolph Community College. To speak with our Disability Services Coordinator please use the following contact information:

Disability Services Coordinator
336 633 0200

Office location: Student Services Welcome Center, Asheboro Campus

Mission

The mission of Disability Services is to respond 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 emphasis of the ADA is on accessibility for those who wish to pursue education at the postsecondary level. There is no obligation on the part of Randolph Community College to make fundamental changes in its courses or curriculum for students with disabilities.

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, faculty, and staff are encouraged to consult with the Disability Services Coordinator 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:

- ❖ Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate on this basis.
- ❖ 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.
- ❖ Deny a request for accommodations, academic adjustments, and or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide the appropriate documentation.
- ❖ Determine appropriate accommodations by selecting among equally effective accommodations, adjustments, and/or auxiliary aids and services.
- ❖ Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the college.
- ❖ 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.
- ❖ To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

Eligibility for Disability Services from Randolph Community College

If you think that you have a disability which requires accommodations, you can ask yourself these questions:

- ❖ Are there documents on file at my school, with my psychologist or at the office of my medical doctor that indicate I have a disability?
- ❖ Did I receive accommodations on testing in school such as extra time, reading help, or a scribe? Did I access classroom communication using a sign language interpreter, or access textbooks using audio technical assistance?
- ❖ Do I have a condition that limits my ability to learn or otherwise participate in any aspect of the college programs or activities?

In addition to providing documentation of a disabling condition, students must provide evidence of how the disability impacts participation in classes and other college programs to qualify for reasonable accommodations. An accommodation is determined to be reasonable by verifying that the accommodation supports the identified disability, and that the modification does not fundamentally alter the course or program.

Procedure for Qualifying/Requesting Accommodations

Students requesting disability accommodations from the college must initiate contact with the Disability Services 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 any time; however, the student must allow reasonable time for processing to provide accommodations.

Communication with the Disability Services Coordinator.

During the accommodation process the student will be asked to provide his/her perspective on their medical condition or disability in the following areas:

- ❖ How do you describe your condition and how have you described it to others?
- ❖ Describe in as much detail as possible how the diagnosed condition has or has not impacted and substantially limited your performance.
- ❖ What accommodation, auxiliary aids, adaptive equipment, modifications and/or services have been provided in the past?
- ❖ The student will also need to follow the following procedure to receive academic accommodations.

How to Receive Academic Accommodations

1. The Student must identify himself/herself as having a disability or need for accommodations.
2. The Student will need to make an appointment to speak with the Disability Services Coordinator so there is an understanding of what reasonable accommodation(s), if any, may be provided for his/her class(es).
3. The Student must complete the Student Request for Accommodation form **each semester**.
<https://www.randolph.edu/student-success/student-forms.aspx> Accommodations are not retro-active
4. Students must provide documentation to the Disability Services Coordinator from a licensed provider using the Professional Documentation Form, Psycho-education evaluation (s) or medical records.
https://www.randolph.edu/pdfs/tutorials/professional_documentation_form.pdf

Unless the disability/condition changes, this documentation is not required each semester. Documentation from a professional that is not submitted on the form will be accepted only if it includes all the required information listed on the provided Professional Documentation Form, documentation must be on the professional's letter head and signed by the professional.

An IEP/504 is not sufficient to determine eligibility. Acceptable documentation of disability includes medical report, psycho-educational evaluation (s), records from the Division of Services for the Blind, Services for the Deaf and Hard of Hearing, Vocational Rehabilitation, and in some cases a physician's statement on letterhead and signed.

While this list is not totally inclusive, it should serve to set the parameters for accepted documentation.

5. It is the student's responsibility to let the Disability Services Coordinator know what classes he/she is taking and which of those classes he/she wants accommodation(s) for each semester. The student must allow reasonable time for processing and receiving

accommodations. Students must notify the Disability Services Coordinator 2 business days in advance of the start date of the course (s); not doing so, may delay processing and services provided.

6. After the Disability Services Coordinator receives the student request form and medical documentation, the Disability Services Coordinator will send the student their Accommodation Form (s) using Etrieve Soft Docs. The student will notified by their RCC email they have received the form and must sign.
7. The student will forward the electronic form to each of the student's instructor(s) for the specific semester. It is the student's responsibility to forward the Accommodation Form(s) to their instructor(s). The instructor will sign, and the electronic form is returned to the Disability Services Coordinator.
8. Accommodations begin when the Disability Services Coordinator has received the electronic form with all signatures.
9. The Disability Services Coordinator is available to assist students with accommodations throughout each semester.
10. Requests for separate testing in the Assessment Center must be submitted 2 business days in advance of the test date and time. The instructor must complete the Testing Room Request Form, located at <https://www.randolph.edu/student-success/student-forms.aspx>

Self-Advocacy

Students with disabilities are expected to meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. Self-advocacy is important for students. Students are encouraged to be independent thinkers who know their learning strengths and weaknesses and subsequently develop appropriate coping strategies for academic success, including approaching instructors and discussing any disability services which they are eligible to receive. This philosophy promotes independence and develops the skills needed to function successfully in the workplace. To establish eligibility for accommodations, students must follow the above overview and procedures.

Record Maintenance

Records for students with disabilities are maintained and secured in the Disability Service 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 to the 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.

Accessibility 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 Disability Services Coordinator to determine eligibility.

Procedures:

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

- ❖ 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. An appointment with the Coordinator of Students should be made well in advance of the date the services are required to allow time to arrange an interpreter. The Disability Services Coordinator also needs appropriate documentation as soon as possible.
- ❖ When students drop and/or add courses, the arrangements for interpreters must be altered. Students must notify the Disability Services Coordinator of the schedule change immediately. Students who register in the late registration period may experience a delay in receiving the accommodation of interpreters. Hiring an interpreter may require up to 60 days.
- ❖ 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 Disability Services 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 may be provided based on availability.
- ❖ 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 Disability Services Coordinator immediately. A student who fails to cancel an interpreter request for class or a special request for an event will be considered absent.
- ❖ The cancellation of an interpreter can only be made through the Disability Services Coordinator.
- ❖ 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 same day, the interpreter may be reassigned or leave campus.
- ❖ The Disability Services 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 Disability Services 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.

- ❖ 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.
- ❖ Before interpreting services may be reinstated, the student must schedule an appointment with the Disability Services Coordinator.
- ❖ Any student who has a problem or concern with regard to an interpreter should report that problem or concern to the Disability Services 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 are based on disability documentation, class format, and the Disability Services Coordinator 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.

Note-takers or access to a shared copy of class notes may be used for students who are visually impaired, hearing-impaired, mobility-impaired, and students with learning disabilities. If a student has a note taker as part of their accommodation plan, the Disability Services Coordinator will contact the instructor to discuss the easiest way to meet this accommodation with the understanding that various class formats will determine the best method. Sometimes copies of power points from the instructor are sufficient. Other times, the instructor may need to ask for a volunteer student to take notes for the student with the accommodation.

The following methods are suggestions for volunteer note takers:

- ❖ The student receiving the note taking accommodation can copy the notes on a copier if there is one close by and convenient or bring them to the office of the Disability Services and arrange for the notes to be copied.
- ❖ In the event the note-taker has a laptop and can type the notes, the notes can be emailed to the student.

The notes that the note-taker provides are meant to be a supplement to the student's notes. The Student using a note taker should come to class prepared and participate in class activities. The note-taker is not responsible for providing notes for a student who is absent unless the student is sick or has other extenuating circumstances and notifies the note-taker in advance.

Tape Recording/Use of Personal Laptop in Class

Students can have disabilities that limit their ability to take adequate notes. In some cases, they will have accommodations allowing them to tape record classes or use their personal laptop computer. Students may opt to purchase their own tape recorders or use personal cell phones. 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. If a student requests to use a laptop in their classes, they are responsible for purchase of the laptop.

Taped lectures may be used for personal studies only. They may not be reproduced or distributed. Students can only tape record lectures they attend. Students must inform instructors that the class is being recorded. Students will be asked to sign a statement that outlines the appropriate use of any tape-recorded material. Likewise, students are expected to use laptops for academic purposes and in such a way as not to disturb the learning environment. Questions or concerns about tape recording need to be addressed with The Disability Services Coordinator.

Accessible Materials

In converting printed text to another medium, the Disability Services 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. The Disability Services 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 assistive technology should be discussed with the Disability Services Coordinator. Reasonable time must be allowed for implementation of accommodations. Examples of Assistive technology are read aloud books, braille materials and scribe pens.

Alternative Testing

1. Testing accommodations based on documentation of disability may include extended time, breaks, isolated distraction-reduced environment, scribe, reader, computer for written exams or enlarged print. Alternative testing may be provided by the instructor, the Disability Services Coordinator or other school personnel approved by the Disability Services Coordinator. Students should discuss the particulars of alternative testing with the Disability Services Coordinator.

Extended Time

Extended time for exams and in-class written assignments is the most recommended testing accommodation because of its relevance to many disabilities. Extended time does not mean "unlimited time" or "untimed tests". Extended time is allowed in increments of time and one-half or double time. Increments are based on functional limitations described in the documentation. Most students who are allowed extra time will receive time and one-half. Extra time may be allotted for in class assignments, essays, or quizzes.

Separate Testing:

A separate testing location is an effective accommodation for students with neurological, psychological, or attention deficit disorders. A separate testing location should be free of ringing telephones, conversation, and traffic. If a location near the classroom provides a distraction free environment and is convenient, the student and instructor can arrange for the student to take the tests/exams there. The student can also request use of the Assessment Center. This procedure is to be used only when students wish to use the Assessment Center for testing. It is the student's responsibility to talk to their instructor and the instructor will complete the Testing Room Request form.

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 control of the service animal is the student's responsibility. The American with Disabilities Act (ADA) defines a service animal as "any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. For additional information regarding service animals please visit www.ada.gov/service_animals_2010.htm

Personal Devices and Care

The Disability Services Coordinator does not provide prescriptive devices, devices of a personal nature, community-based workers, or personal attendant care; however, the Disability Services 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 which will be provided by the Disability Services Coordinator.

Class Attendance/Tardiness

The Disability Services Coordinator does not have a role in determining course attendance/tardiness policies. Students are expected to attend punctually all lectures, laboratory sessions, and field experiences in courses for which they are registered. Students anticipating absences/late arrival should notify their instructors in advance. Refer to the attendance policy as stated in the Student Handbook or on each class syllabus. The Disability Services Coordinator does not issue official written excuses for absences/tardiness. 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/late arrival. It is a curriculum decision to determine the essential functions of a course and to determine if absences/late arrivals 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/tardiness 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 Services Coordinator is available to discuss this decision on a case-by-case basis. Please note the following:

- ❖ In the event of an absence related to the student's disability, it is the student's responsibility to contact the instructor and the Disability Services Coordinator as soon as possible.
- ❖ With the instructor's permission, it is the student's responsibility to make up any assignments missed during an absence related to the disability.
- ❖ The student must discuss any alterations to the test as stated on the course syllabus with the instructor.
- ❖ Extra travel time between classes—Instructors are expected to work with students should disabilities require a little extra travel time between classes. This is especially important for students who use wheelchairs, walkers or crutches and have scheduled back-to-back classes. Students should attempt to schedule classes accordingly so that he/she does not miss classroom materials.

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. Hangtags 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 Disability Services Coordinator.

Appeal of Student Accommodation Decisions

Randolph Community College is committed to providing equal access to educational opportunities to qualified students with disabilities. Should a student wish to appeal a student accommodation decision, the appeal should be initiated within 5 business days and should be directed as follows:

1. Meet with the Disability Services Coordinator by contacting the Welcome Center in person, email at twcheek@randolph.edu, or call (336) 633-0246.

2. If not resolved, appeal in writing to the Director of Student Success Counseling by contacting the Welcome Center in person, email at rbkingston@randolph.edu, or call (336) 633-0376.
3. If not resolved, appeal in writing to the Vice President for Student Services by contacting the Welcome Center in person, email at cdaikens@randolph.edu, or call (336) 633-0394.
4. If the situation is still not resolved, additional steps are available as outlined in the College Catalog.

Campus and Community Resources for Help

Please visit the Campus and Community Resources page of the Office of Student Success at: <https://www.randolph.edu/student-success/campus-and-community-resources.html>

Remember to always communicate with your instructor if you are experiencing difficulties in a class. They are great resources as well!

ADA Contact Information

The Department of Justice operates a toll-free ADA Information Line to provide information and materials to the public about the requirements of the ADA.

ADA Specialists, who assist callers in understanding how the ADA applies to their situation, are available on Monday, Tuesday, Wednesday, and Friday from 9:30 a.m. until 5:30 p.m. (Eastern Time) and on Thursday from 12:30 p.m. until 5:30 p.m. (Eastern Time). Calls are confidential.

To get answers to technical questions, obtain general ADA information, order free ADA materials, or ask about filing a complaint, please call:

800-514-0301 (voice);
800-514-0383 (TTY)

You may also visit: www.ADA.gov

ADA Information Line at www.ada.gov/infoline.htm