



Creating Opportunities. Changing Lives.

Disability Services

Policies and Procedures For Students

***Office of Student Success
Randolph Community College
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Asheboro, NC 27205
(336) 633-0369***

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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.

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 Coordinator of Students with Disabilities please use the following contact information:

Susan Scott
Coordinator of Students with Disabilities
336-633-0369

sascott@randolph.edu

Office location: Student Services Welcome Center, Asheboro Campus

Mission

The mission of Disability 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 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 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:

- ❖ 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 impose 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, 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 a CD or audio tape?
- ❖ 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 in order 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 Coordinator of Students with Disabilities. 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 accommodations to be implemented. The College recommends that requests for accommodations be made 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. Accommodations for Distance Education Classes will involve the same process as classes on-site. Accommodations for

distance education and on site classes will be evaluated on a class by class basis to provide reasonable assistance to students with documented disabilities.

Please review the Student Responsibilities section below:

Student Responsibilities:

1. Must identify herself/ himself as having a disability or need for accommodations.
2. Must provide documentation from a licensed provider (within the last 5 yrs.) using the Professional Documentation Form, which is included as a part of the Disability Services Overview/Student Request for Accommodations Form. Unless your disability/condition changes, this documentation is not required prior to each subsequent semester.
3. Student needs to 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. It is the student's responsibility to let the disability coordinator know what classes he/she is taking and which of those classes he/she wants accommodation(s) written for his/her instructor(s).
5. Student will need to complete the Disability Services Overview/Student Request for Accommodations Form each semester. The student will then receive a Student Accommodations Form once all documentation is complete.
6. Student receives and reviews the Student Accommodations Form to assure that he/she agrees with the accommodations requested for the class(es).
7. Student delivers the Student Accommodations Form to his/her instructor(s) for signatures and communicates with the instructor(s) to ensure there is a mutual understanding of the accommodations. Student is encouraged to keep one copy of the form for their records. The instructor will receive two copies of the form: One copy to keep on file and the other copy is to be returned to the Coordinator of Students with Disabilities. Instructors are to contact the Coordinator of Students with Disabilities if there are questions regarding the accommodations. Accommodations begin when you receive the letter and are not retroactive.
8. Requests for separate testing in the Student Services area must be submitted 2 business days in advance of the test date and time. The Testing Request Form is located at <http://www.randolph.edu/images/curriculum-testing-room-request-one-up.pdf>

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. In order to establish eligibility for accommodations, students must follow the above overview and procedures.

Communication with the Coordinator of Students with Disabilities

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 conditions is currently impacting and substantially limiting your performance.
- ❖ 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?

Communicating with Instructors

The accommodation process requires communication. The student communicates with each instructor to disclose how the disability affects academic functioning in order to identify which accommodations will be needed, to make arrangements for these accommodations, and to report any barriers to access. The primary way that the student formally discloses to the instructor is by requesting and receiving an accommodation letter from the Coordinator of Students with Disabilities. This letter informs the instructor that the student has a documented disability and states which accommodations the student is eligible to receive. No matter how well-written the letters of accommodation are, there is no substitute for student input. Therefore, once the student receives the letter, he/she must communicate with each instructor to discuss the letter and how the accommodations will be met.

Record Maintenance

Records for students with disabilities are maintained and secured in the Coordinator for Students with Disabilities' 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.

Procedures:

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:

- ❖ 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 a Disability Services Overview/Student Request for Accommodations Form to the Coordinator of Students with Disabilities 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.*
- ❖ 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 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 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.
- ❖ The cancellation of an interpreter can only be made through the disabilities coordinator. The student should call (336) 633-0369, or e-mail the disabilities coordinator to report an absence or late arrival.
- ❖ 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 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.

- ❖ 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 Coordinator of Students with Disabilities.
- ❖ Any student who has a problem or concern with regard to an interpreter should report that problem or concern to the Coordinator of Students with Disabilities. 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 Coordinator of Students with Disabilities 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 Coordinator of Students with Disabilities 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:

- ❖ Carbonless Paper is available in the office of the Coordinator of Students with Disabilities.
- ❖ 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 Coordinator of Students with Disabilities 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

Students can have disabilities that limit their ability to take adequate notes. In some cases they will have accommodations allowing them to tape classes. 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. 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. Questions or concerns about tape recording need to be addressed with The Coordinator of Students with Disabilities.

Accessible Materials

In converting printed text to another medium, the Coordinator for Students with Disabilities 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 Coordinator for Students with Disabilities. Reasonable time must be allowed for implementation of accommodation.

Personal Devices and Care

The Coordinator for Students with Disabilities does not provide prescriptive devices, devices of a personal nature, community based workers, or personal attendant care; however the Coordinator for Students with Disabilities 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 Coordinator for Students with Disabilities.

Alternative Testing

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

Procedure:

1. Students need to complete the process to qualify for testing accommodations. Students should allow up to 5 working days prior to the first test that they wish to use the accommodations. However, when possible, accommodations will be processed in less time.

2. It will be the student's responsibility to communicate with his/her instructor regarding arranging testing accommodations.
3. After communicating with the student and instructor, the Coordinator for Students with Disabilities will arrange and coordinate a separate testing area and any other appropriate accommodations needed.
4. Instructor and student will be notified when accommodations have been coordinated.
5. If the accommodations indicate a reader, the Coordinator for Students with Disabilities will provide an appropriate individual or assistive technology to read aloud tests for the student. The reader is not able to explain or clarify the test for the student.
6. If the accommodations indicate providing a scribe, the Coordinator for Students with Disabilities will provide a scribe to type the student's responses to a question, essay, and/or written prompt on a test. The scribe writes the exact response of the student including grammar spelling and punctuation. The student will be able to review responses to questions prior to turning the test/exam in. The scribe will attach any scratch paper from the student and turn it in with the test/exam.
7. 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.

Extended time:

- ❖ Extended time for exams and in-class written assignments is the most commonly recommended testing accommodation because of its relevance to most 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.
- ❖ After the student has given the instructor the accommodation letter identifying that she/he has met the requirements to receive extended time, the Coordinator for Students with Disabilities will discuss with the instructor how to arrange this. The accommodation can be provided in the classroom or the testing room in the Student Success area. If the tests are timed and on the computer, the Distance Education Department can assist the instructor with setting the student's tests to reflect the extended time.
- ❖ 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.

- ❖ The student and instructor can decide where the student can take the test. If a location near or in the classroom provides a convenient location the test can be taken there. The student can also request to take the test in the Office of Student Success Testing Room.

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 Testing Room located in the Office of Student Success (procedures for use of this testing location are provided below in the Testing Room Request Procedure).

1. Students approved through Disability Services are responsible for meeting with their instructors at the beginning of each semester to discuss individual testing accommodations and determine the appropriate testing arrangements. The student needs to discuss their testing accommodations with their instructors at least 7 days prior to the first test. Instructors need time to understand the type of accommodation required, to create the correct format for the test and to communicate with the Coordinator for Students with Disabilities regarding any questions.
2. Students will receive a reply acknowledging the request and instructions. Students will take the test during the scheduled class meeting unless another time is approved by the instructor. This will be stated in the reply email to the student.
3. Students failing to schedule an appointment at least two (2) business days in advance may forfeit their opportunity to receive a test accommodation for that particular exam.
4. Personal items and Non-essential testing materials are not allowed in testing areas. These include cell phones, food, and drinks. Students will have their personal items locked in a secure area while they complete their exams. Students found in possession of electronic devices (cell phones, pager, etc.) will have their test taken and the instructor notified.
5. Punctuality is essential. Variation from the scheduled time of testing may cause undue disturbance and distress to the student and others utilizing special accommodation: therefore please do not come late to take a test. Tardiness for a test is unacceptable. Students will be held to the same standards when testing with Disability Services.

Please note: If students are less than 30 minutes late, that time will be docked from the testing session. For example if the student has 90 minutes allotted for an exam and is 15 minutes late only 75 minutes is left available to complete the test. After 30 minutes past the scheduled test time the exam will sent back to the instructor and test labeled as “No Show.”

6. If the student requires a change in the scheduled test time, the student must obtain approval from his/her instructor and notify the Coordinator of Students with Disabilities at least 24 business hours in advance by email to: sascott@randolph.edu.

7. If a student misses a test for any reason it is their responsibility to notify the instructor first and then contact Disability Services to determine if a retest can be arranged. Disability Services will honor the instructor's make-up policy regarding testing as is written on their syllabus. The instructor is not required to grant a make-up exam due to tardiness or forgetfulness on a student's behalf.
8. Once the student enters the testing space, they will not be allowed to leave the testing area until the test is completed.
9. Students are expected to take care of all personal needs such as using the restroom eating, etc.) Before entering the testing space.
10. Academic dishonesty will not be tolerated. All cases of academic dishonesty will be referred to the instructor and other appropriate individuals according to the student conduct policy.

Examples of academic dishonesty are:

- ❖ Copying work from others during an examination
- ❖ Allowing someone else to copy your work during an examination
- ❖ Taking an examination for another person
- ❖ Giving or receiving help during tests
- ❖ Obtaining a test and/or answers to a test for distribution to others
- ❖ Using unauthorized materials during an exam
- ❖ Attempting to access websites or resource materials related to the course

Testing Room Request Procedures for Students, Faculty and Disability Services:

This procedure is to be used only when students wish to use the testing room in Student Services for curriculum testing:

Students:

1. Request the test at least two business days (Monday-Friday) by emailing Susan Scott, Coordinator of Students with Disabilities the form found at this link:
<http://www.randolph.edu/images/curriculum-testing-room-request-one-up.pdf>
2. If for any reason it is not possible to email, forms to request testing can be picked up at the Welcome Center, filled out and given to the Welcome Center staff, who will then give to the Coordinator of Students with Disabilities
3. When composing the email please put "TEST" in the subject box.
4. Failure to schedule your appointment 2 business days before the test date may result in taking the test in the classroom.

5. In you have any questions concerning scheduling a curriculum test in the Student Services area please contact Susan Scott at sascott@randolph.edu or 336-633-0369.

Faculty:

1. The student and the instructor should meet at the beginning of the semester discuss where special testing administration will take place. Request the test at least two business days (Monday-Friday) by emailing Susan Scott, Coordinator of Students with Disabilities the form found at this link: <http://www.randolph.edu/images/curriculum-testing-room-request-one-up.pdf>
2. Instructors need to provide the exam to the Coordinator of Students with Disabilities.
3. Instructors may visit testing areas to assist students if needed or if they have any questions.

Disability Services:

1. Disability Services will send an email to the student to acknowledge the accommodation request for testing in the testing room, confirm date and provide instructions.
2. Disability Services will send the instructor an email regarding the student's request to use the testing room.
3. Disability Services will maintain tests and exams in a secured environment.
4. Completed tests will be returned to instructors through campus mail or instructors may pick up the exam from Disability Services.
5. Disability Services will report any problem/incidents to instructor including a written follow-up.
6. Disability Services will provide proctors for students at instructor's request.
7. Disability Services will also provide readers for those needing read-aloud. These readers will receive specific instructions that will insure the integrity of the test.
8. Disability Services will work to insure that the testing site is appropriate and fulfills the intent of the accommodation.

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 or reference Addendum I of this document.

Class Attendance/Tardiness

The Coordinator for Students with Disabilities 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 Coordinator for Students with Disabilities 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 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 Coordinator of Students with Disabilities 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 policy 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.

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.

Curriculum Education Admission

Please visit www.randolph.edu/admissions/apply_now.php for a complete list of steps necessary to apply for admission. If required to complete the placement assessment, please note that they are on a computer and are not timed. If accommodations other than extended time and a calculator are needed on the placement assessment, follow the Procedure for Qualifying/Requesting Accommodations to qualify for accommodations and to schedule the placement assessment. You may also contact the Coordinator for Students with Disabilities at (336) 633-0369.

Continuing Education Admission

Please visit www.randolph.edu/continuinged/general_info.php for information on classes offered, how to register, etc. You may also call (336) 633-0200.

College & Career Readiness

Please visit www.randolph.edu/continuinged/basic_skills/index.php for information on classes offered, how to register, etc. You may also call (336) 633-0200. Some of the programs offered are Compensatory Education, Adult High School, and G.E.D., to name a few.

Campus Policy

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

finances by the city, county and or state. Any student wishing to address issues regarding physical barriers should meet with the Coordinator for Students with Disabilities.

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 Coordinator of Students with Disabilities by contacting the Welcome Center in person, email at sascott@randolph.edu, or call (336) 633-0369
2. If not resolved, appeal in writing to the Director of Student Support Services by contacting the Welcome Center in person, email at gwilliams@randolph.edu, or call (336) 633-0183
3. If not resolved, appeal in writing to the Vice President for Student Services by contacting the Welcome Center in person, email at rtchilson@randolph.edu, or call (336) 633-0298.
4. If the situation is still not resolved, additional steps are available as outlined in the College Catalog.

Major Differences between High School and Postsecondary Disability Services

Major Differences between High School and Postsecondary Disability Services		
High School		Postsecondary
	Applicable Laws	
IDEA		ADA
Section 504		Section 504
Rehabilitation Act		NC-Senate Bill 866
	Required Documentation	
IEP occurs only after evaluation and placement in EC courses		Varies depending on the disability and must include testing documentation
Schools provides evaluation at no cost to the student		Student must provide the evaluation at their own expense
Reevaluates on 3-yr cycle, but testing not required unless IEP team deems necessary		Student provides retesting.
	Student Role	
Student is identified by the school		Student self-identifies to Disability Services
At age 14, Students are invited to participate in IEP team decisions		
IEP team sets up accommodations.		Student is responsible for securing accommodations.
	Parental Role	
Access to student records		No access to student records without the student's written consent.
Accommodation participation only as IEP team member		Student requests accommodations.
Mandatory involvement		Student is a self-advocate
	Instructors	
Modification of curriculum		Not required to modify
Use of multi-sensory approach		Not required. Lecture is predominant
Weekly test, midterm, final , and graded assignments		May test once or twice with few assignments.
Attendance taken and reported		Attendance taken and reported, but student can be dropped after missing a certain number of classes according to college policy
Adjusted as indicated on IEP		Grades reflect the quality of work submitted
	Conduct	
Disruptive conduct may be accepted		Students who are disruptive and unable to abide by the RCC'S code of conduct can be dismissed from the college.
	Most Important Differences in Summary	
IDEA is about SUCCESS		ADA is about ACCESS
High School is mandatory and free		Postsecondary education is voluntary and involves a cost

Campus and Community Resources for Help

Please visit the Campus and Community Resources page of the Office of Student Success at www.randolph.edu/successcenter/resources.php.

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

Disability Services Progress Form

This form is not required or related to Academic Probation. It is a supplemental form to be used to help the student receive feedback regarding their classes. Students are not required to get this form completed, but can use it as a tool. For a copy of this form, contact the Coordinator of Students with Disabilities.

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

Addendum I.

U.S. Department of Justice
Civil Rights Division
Disability Rights Section



Service Animals

The Department of Justice published revised final regulations implementing the Americans with Disabilities Act (ADA) for title II (State and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010, in the Federal Register. These requirements, or rules, clarify and refine issues that have arisen over the past 20 years and contain new, and updated, requirements, including the 2010 Standards for Accessible Design (2010 Standards).

Overview

This publication provides guidance on the term “service animal” and the service animal provisions in the Department’s new regulations.

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.
- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

How “Service Animal” Is Defined

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a

seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

This definition does not affect or limit the broader definition of "assistance animal" under the Fair Housing Act or the broader definition of "service animal" under the Air Carrier Access Act.

Some State and local laws also define service animal more broadly than the ADA does. Information about such laws can be obtained from the State attorney general's office.

Where Service Animals Are Allowed

Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

Service Animals Must Be Under Control

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

Inquiries, Exclusions, Charges, and Other Specific Rules Related to Service Animals

- When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who

uses a service animal must spend time in the same room or facility, for example, in a school classroom or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.
- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises.
- People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.
- If a business such as a hotel normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- Staff are not required to provide care or food for a service animal.

Miniature Horses

In addition to the provisions about service dogs, the Department's revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) Entities covered by the ADA must modify their policies to permit miniature horses where reasonable. The regulations set out four assessment factors to assist entities in determining whether miniature horses can be accommodated in their facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

For more information about the ADA, please visit our website or call our toll-free number.