



# DISABILITY SERVICES

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Guide Book



Nash Community College is committed to providing equal access to education for persons with disabilities. Reasonable accommodations are made for students with disabilities who qualify for admission. Counselors assist with admission and registration as needed, make referrals to and work with agencies which serve the needs of students with disabilities. At the student's request, the ADA Coordinator will meet with the student to assess individual needs, documentation, and determination of reasonable accommodations. It is the responsibility of the student to make his/her request known to the ADA Coordinator. Current documentation must be provided from a licensed/certified professional that adequately substantiates the need for reasonable accommodations. All documentation and records provided will be maintained in a confidential manner according to the Family Educational Rights and Privacy Act of 1974. Requests for accommodations should be made as early as possible, for it may take up to four (4) weeks for reasonable accommodations to be in place. For more information, please contact the ADA/Disabilities office at [ADA@nashcc.edu](mailto:ADA@nashcc.edu).

**Please note that the information in this guide is subject to change based on Americans with Disabilities Act (ADA) law. At the time of printing this guide reflected the most accurate and current information available.**

## **Nash Community College Handbook for ADA and Disability Services**

- Office of Disability Services
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  - ADA Compliance Specialist
- What is a Disability?
- The Law
- Major Differences between high School and Postsecondary Disability Services
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### **Office of Disability Services Contact Information**

**Disability Services Coordinator**

**Phone:** 252-451-8260

**Email:** ada@nashcc.edu

**Location:** 2007

**ADA Compliance Specialist**

**Phone:** (252) 451-8407

**Location:** 2152

- **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 low vision and blindness, hard of hearing and deafness, mobility issues, learning impairments, and chronic health issues.
- The definition of a disability and the criteria for establishing eligibility for accommodations under 504 and the ADA for post-secondary institutions may be **DIFFERENT** from those established for the public school system, rehabilitation programs, Social Security, Veterans Administration or as covered under insurance policies.

- **THE LAW**

- Section 504 of the Rehabilitation Act of 1973 states that “*no otherwise qualified individual with a disability in the United States... shall solely by reason of ... disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance.*”
- According to Section 504, a person with a disability includes, “*any person who (1) has a physical or mental impairment which substantially limits on or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing of manual tasks, (2) has a record of such impairment, or (3) is regarded as having such an impairment.*”

- **Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:**

- ADD/ADHD
- Blindness/Low Vision
- Cerebral Palsy
- Deafness/ Hardness of hearing
- Epilepsy or Seizure Disorders
- Orthopedic/Mobility Impairments
- Learning Disability
- Speech Language Barriers
- Spinal Cord Injury
- Tourette’s Syndrome
- Traumatic Brain Injury

- **Section 504 also protects students with chronic illnesses and “treatable disabilities” including, but not limited to the following**

- HIV/AIDS
- Arthritis
- Cancer
- Cardiac Disease
- Diabetes
- Muscular Dystrophy
- Psychiatric Diagnoses

- **Additionally, under the provisions of Section 504 the college MAY NOT:**

- Limit the number of otherwise qualified students with disabilities admitted
- Make pre-admission inquiries as to whether an applicant is disabled
- Exclude an otherwise qualified student with a disability from any course of study
- Provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of disability.
- Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students.
- Measure student achievement using methods that adversely discriminate against a student with a disability
- Establish rules and policies that have the effect of limiting participation of qualified students with disabilities in any educational program or activity.
- The passage of the ADA amendments of 2008 (ADAAA) broaden the coverage of the Americans with Disabilities and Rehabilitation Acts in the following ways:
- The definition of disability is broadened to include impairments that are episodic or in remission that can be considered a disability if they would substantially limit major life activity during times when active.
- Added concentration and thinking to the list of major life activities.
- Disability determination must be made without considering mitigating measures, such as medication, hearing aids, etc.
- An impairment does not have to limit or be perceived to limit a major life activity for a person to meet the definition of being “regarded as having a disability”.

### **Disability Access and Nondiscrimination Statement**

- Nash Community College is committed to providing equal access to education for persons with disabilities. Reasonable accommodations are made for students with disabilities who qualify for admission. Counselors assist with admission and registration as needed, make referrals to and work with agencies which serve the needs of students with disabilities. At the student’s request, the ADA Coordinator will meet with the student to assess individual needs, documentation, and determination of reasonable accommodations. It is the responsibility of the student to make his/her request known to the ADA Coordinator. Current documentation must be provided from a licensed/certified professional that adequately substantiates the need for reasonable accommodations. All documentation and records provided will be maintained in a confidential manner according to the Family Educational Rights and Privacy Act of 1974. Requests for accommodations should be made as early as possible, for it may take up to four (4) weeks for reasonable accommodations to be in place. For more information, please contact the ADA/Disabilities office at ADA@nashcc.edu.

- The following individuals have been designated to handle inquiries regarding the non-discrimination policies:
  - **Associate Vice President of Student Services: 252-451-8307**
  - **Director of Human Resources: 252-451-8285**
  
- It is the responsibility of the student with a disability to provide documentation of the disability. The documentation must certify that the disability creates a substantial limitation of major life activity in order to establish eligibility for protection under the law. Nash Community College does not make pre-or post-admission inquiries of referrals based on an assumption that a student has a disability. **It is the responsibility of the student** with a disability to **initiate the request for accommodations or services by contacting the Disability Services Counselor**. Achieving reasonable accommodations for a student with a disability involves shared responsibility between, students, faculty, staff and administration.

### **Major Differences in Disability Services between High School and College**

• High School	• Postsecondary
<ul style="list-style-type: none"> <li>• I.D.E.A. Act (Individuals with Disabilities Education Act)</li> </ul>	<ul style="list-style-type: none"> <li>• A.D.A (Americans with Disabilities Act)</li> </ul>
<ul style="list-style-type: none"> <li>• Section 504, Rehabilitation Act</li> </ul>	<ul style="list-style-type: none"> <li>• Section 504, Rehabilitation Act</li> </ul>
<ul style="list-style-type: none"> <li>• Accommodations ensure success</li> </ul>	<ul style="list-style-type: none"> <li>• Accommodations ensure equal access</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Required Documentation:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Required Documents:</b></li> </ul>
<ul style="list-style-type: none"> <li>• I.E.P (Individual Education Plan) or 504 Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (IEP/504 Plan alone, is insufficient)</li> </ul>
<ul style="list-style-type: none"> <li>• School provides evaluation at no cost to student</li> </ul>	<ul style="list-style-type: none"> <li>• Students must provide the evaluation at his/her own expense</li> </ul>
<ul style="list-style-type: none"> <li>• School retests over time</li> </ul>	<ul style="list-style-type: none"> <li>• Additional accommodations and/or a change in the impact of the disability may warrant additional documentation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student Role:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Role:</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student is identified by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-identifies to the Disability Services Office</li> </ul>
<ul style="list-style-type: none"> <li>• School sets up the accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Primary responsibility for sharing Accommodation Plan belongs to the students; students must initiate contact with instructor to utilize approved accommodations for specific courses.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Parental Role:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parental Role:</b></li> </ul>
<ul style="list-style-type: none"> <li>• Access to student records</li> </ul>	<ul style="list-style-type: none"> <li>• No access to student records without the student’s written consent.</li> </ul>
<ul style="list-style-type: none"> <li>• Participation in accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Student requests accommodations.</li> </ul>
<ul style="list-style-type: none"> <li>• Mandatory involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Instructors:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructors:</b></li> </ul>
<ul style="list-style-type: none"> <li>• Teachers prompt students about grades, assignments, and due dates</li> </ul>	<ul style="list-style-type: none"> <li>• Student must monitor own progress and manage their time.</li> </ul>
<ul style="list-style-type: none"> <li>• Use of multi-sensory approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Not required. Lecture is predominant.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers may modify curriculum and/or alter curriculum and pace of assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Not required to modify curriculum or alter assignment deadlines.</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance is legally mandated.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is the student’s responsibility. Student accepts consequences of non-attendance.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Tests/Grades:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tests/Grades:</b></li> </ul>
<ul style="list-style-type: none"> <li>• IEP or 504 plan may include modifications to test/material format and/or grading: grades may be modified based on effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Grades reflect the work submitted; curriculum &amp; technical course standards may not be altered.</li> </ul>
<ul style="list-style-type: none"> <li>• Testing is frequent and covers small amounts of material</li> </ul>	<ul style="list-style-type: none"> <li>• Grading and test format changes are generally not available. However, accommodations on how it is given may be available. Testing is usually infrequent and may be cumulative, covering large amounts of material;</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines: make-up tests are often available</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Depending on the circumstances, accommodations may or may not be reasonable or required.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Study Skills and Responsibilities:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Study Skills and Responsibilities</b></li> </ul>
<ul style="list-style-type: none"> <li>• Tutoring and study support may be a service provided as a part of an IEP or 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring typically is not considered an accommodation because it is available to all students: therefore students with disabilities must seek out tutoring and study skills resources.</li> </ul>
<ul style="list-style-type: none"> <li>• Outside class study time may be as little as 0-2 hours per week; the majority of the work is completed within class time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of the work is completed outside of the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Disability Service Provider Role:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Disability Service Provider Role:</b></li> </ul>
<ul style="list-style-type: none"> <li>• School seeks out students and reminds/creates/coordinates additional resources as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• DSO determines eligibility for reasonable accommodations under the ADA and Section 504</li> </ul>
<ul style="list-style-type: none"> <li>• Primary responsibility for accommodations belongs to the school</li> </ul>	<ul style="list-style-type: none"> <li>• DSO does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Conduct:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conduct:</b></li> </ul>
<ul style="list-style-type: none"> <li>• Disruptive conduct may or may not be accepted.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are disruptive and are unable to abide by the institution’s code of conduct are deemed “not qualified” and can be dismissed.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Differences in Summary:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Differences in Summary</b></li> </ul>
<ul style="list-style-type: none"> <li>• I.D.E.A is about Success</li> </ul>	<ul style="list-style-type: none"> <li>• A.D.A. is about Access.</li> </ul>
<ul style="list-style-type: none"> <li>• High School is mandatory and free.</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary is voluntary and expensive.</li> </ul>

## **Student's Rights and Responsibilities**

- **Students with disabilities at Nash Community College have the right to:**
  - Equal access to courses, programs, services, jobs, and activities offered by the college;
  - Equal opportunity to work, learn, and receive accommodations;
  - Confidentiality of information regarding their disability as applicable laws allow.
  
- **Students with disabilities at Nash Community College have the responsibility to:**
  - Meet the College's qualifications and maintain essential instructional standards for programs, courses, services, and activities;
  - Self-identify disability status in a reasonable and timely manner if they are seeking academic adjustments, auxiliary aids and services;
  - Provide documentation which may include: 1) A doctor's clear statement of the disability which may include the DSM-IV TR diagnosis 2) Psychological Evaluation completed by a Licensed Psychologist 3) Prior records from high school which may include an IEP, evaluations completed, and/or Summary of Performance 4) Conversations and interviews with Disabilities Service Counselors. Please keep in mind scheduling an appointment with your provider may take up to 2-4 weeks. Please contact the Disability Services to obtain guidelines needed for your documentation;
  - Follow published procedures for obtaining academic accommodations.

## **College's Rights and Responsibilities**

- **Nash 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 current documentation from a qualified professional that supports the request for academic accommodations;
  - Deny a request for academic accommodations, if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
  - Select among equally effective academic accommodations;

- Refuse to provide an academic accommodation that imposes a fundamental alteration on a program or activity of the college.
- **Nash Community College has the responsibility to:**
  - Accommodate the known limitations of an individual or otherwise qualified student with a disability;
  - Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings,
  - Provide or arrange academic accommodations for students with disabilities in courses, programs, services, and activities;
  - To maintain appropriate confidentiality of records and communication, except where permitted or required by law;
  - To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

### **Faculty Guide to ADA/Disability Services**

- Instructors and/or departments/divisions are responsible for determining policies regarding make-up work and missed quizzes, tests, and exams.
- Instructors are not required to lower academic standards or fundamentally alter their course for accommodation purposes.
- Instructors may choose to give a grade of “I” – Incomplete. Nash Community College’s published Grading System states: “I - The grade of incomplete is given only if students have valid reasons for failure to complete the work on schedule and have completed at least 50 percent of the course requirements. Illness, absence on company business or circumstances beyond students’ control are considered valid reasons for a grade of incomplete.
- The approved student and instructor should meet at the beginning of the semester to discuss where special testing administration will take place. The meeting should occur when the instructor is asked by the student to sign the accommodation letter. Please know that each case is handled individually and based upon the student’s specific needs. The instructor may use the Academic Testing Center if they choose to but the instructor is not required to do so if the instructor can meet the accommodation requirements in an alternative setting.
- Instructors will need to bring tests or exams to the Academic Testing Center for students. Instructors will be asked to fill out a **Testing Accommodation Request Form (which should be completed at least one week prior to test date)**. The tests or exams should be turned in advance of the scheduled test.

- **Service Dogs:** There will be cases when a reasonable accommodation for an individual will be to use a service dog. The following questions will be asked about a service dog:
  - Is this service dog required for a disability?
  - What work or task does this service dog perform?
  - As with other accommodations, a person who needs the accommodation of a service dog may contact the Disability Services Office. The American with Disabilities (ADA) defines a service dog “as *any* guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service dogs under the ADA regardless of whether they have been licensed or certified by a state or local government.”
  - Do not pet or otherwise engage a service dog such as playing or feeding the animal. Do not deliberately startle a service dog or attempt to separate a handler from the animal. Please contact the Disability Services Office if you have questions concerning other service animals.
  - Anyone with a service dog should have it in their accommodation letter from the Office of Disability Services.
  - Questions Regarding ADA/Disability Services:
  - If a faculty or staff member has a question concerning Disability Services, ADA, or the implementation of accommodations, please contact the Disability Services Coordinator at (252)-451-8260 or Email at [ADA@nashcc.edu](mailto:ADA@nashcc.edu).

## APPENDIX

# Nash Community College: Services for Students with Disabilities

## Release for Exchange of Information

In order to provide appropriate educational services, it is often necessary for the ADA Coordinator to discuss information with others. With the understanding that the ADA Coordinator will exercise professional discretion when disclosing any confidential information, I hereby give permission for the ADA Coordinator at Nash Community College to exchange information regarding my disability as needed with: (please check all that apply)

\_\_\_ Faculty

\_\_\_ Tutors

\_\_\_ Parents

\_\_\_ Other NCC Staff/Administrators

\_\_\_ Other Agencies/ Professionals (i.e., Vocational Rehabilitation, School System)

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This authorization for exchange of information shall remain in effect during my enrollment or until it is revoked in writing.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coordinator's Signature

\_\_\_\_\_  
Date

# Nash Community College: Services for Students with Disabilities

## Service Contract

Please sign below after you have had an opportunity to review the attached Accommodation Request Form. As you examine the recommended accommodations, please understand the following guidelines:

- Appropriate accommodations are determined on the basis of diagnostic documentation, observation, recommendations of educational and medical professionals and on an interview conducted with the student.
- Accommodations are provided on an individualized basis, according to the needs of each student and the availability of equipment, service providers and funding.

My signature below indicates: 1) my agreement with the attached Accommodations Request Form; 2) my request that the attached Accommodation Request Form be sent to my instructors via email as well as I will be provided a copy of the attached Accommodation Request Form to give to my instructors; and 3) my understanding that I must initiate this request of accommodations each semester by meeting with the ADA Coordinator and providing a current class schedule in as timely of a manner as possible:

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Coordinator's Signature \_\_\_\_\_ Date \_\_\_\_\_

# CONFIDENTIAL MEMORANDUM

**TO:**

**FROM:** Service Learning Counselor

**DATE:**

**SUBJECT:** ACCOMMODATION REQUEST

**\_\_\_\_\_ has documentation on file for his/her disability and has requested the following accommodations:**

Extended test time (Time and a half)

Preferential seating (Front and center)

Note taker (Unless course notes or PPT provided, instructor should secure a student in class willing to share a copy of notes, that the instructor confidentially passes on to the student.

\*Counselor provides carbonless notebooks upon request.)

Permission to audiotape lectures when appropriate

Testing in distraction-minimized environment outside of classroom- as needed

Test read to student (Counselor will assist here, as needed.)

Facility access need \_\_\_\_\_

Tutoring (Refer to Reading/Writing Studio, Math Tank and/or subject area PAL tutors)

Sign Language interpreter

Alternative formatting \_\_\_\_\_

Use of adaptive equipment \_\_\_\_\_

Other: