

PEACE

RALEIGH, NORTH CAROLINA COLLEGE

**Disability Resource Center  
Handbook  
2009-2010**

## **The Purpose of this Handbook**

This handbook is intended to serve as a guide for students with disabilities and their parents in understanding how to access and utilize the Disability Resource Center (DRC) at Peace College.

It describes the services offered to students in compliance with the Americans with Disabilities Amendments Act of 2008 (ADAA) and the Vocational Rehabilitation Act of 1973 as well as policies and procedures necessary for accessing accommodations. It is not intended as a promise or contract to provide specific ADAA services or accommodations to any individual.

The DRC Handbook is also intended to provide guidelines for faculty and staff with respect to fulfilling the requirements imposed upon the College by applicable federal and state laws and regulations.

The DRC invites all students with disabilities, faculty, and staff who have questions about the accommodations process or support services to contact us for assistance.

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## **Section I: An Overview**

- **Mission Statements**
- **Peace College Nondiscrimination Policy**
- **Rights and Responsibilities of Students with Disabilities**
- **Frequently Asked Questions from Students**

## **Peace College Mission Statement**

*Peace is a baccalaureate college of arts and sciences that challenges women to an adventure of intellectual and personal discovery, preparing women for graduate and lifelong learning, for meaningful careers, and for ethical lives of purpose, leadership and service.*

## **Disability Resource Center Mission Statement**

*The mission of the Disability Resource Center (DRC) is to provide equal access to the educational environment for students with disabilities. It is also our desire to enable students to understand and manage their disability in order to successfully achieve their individual goals. In this spirit, the DRC assists students with disabilities in accessing and using appropriate accommodations, and in making sound choices about course load, study skills, strategies and self-advocacy.*

It is our responsibility to:

- provide appropriate accommodations and support services to students with disabilities;
- provide referrals to appropriate on and off-campus resources;
- encourage and assist students with disabilities to develop greater independence by fostering self-advocacy awareness and skills, study skills, and strategies;
- increase faculty and staff understanding of the needs for students with disabilities; and
- provide assistance to faculty and staff in removing barriers which prevent students with disabilities from accessing the same educational environment as their non-disabled peers.

## **Peace College Nondiscrimination Policy**

Peace College does not discriminate in its admission of women students, regardless of race, creed, color, religion, age, national origin, sexual orientation, disability, or veteran status.

This is done in accordance with the Civil rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008.

## **Rights and Responsibilities of Students with Disabilities**

### **Change in Students' Legal Status after Age 18**

When a student reaches the age of 18 and enrolls in a college or university, he/she is considered an adult under the law. Because of this change in legal status, the student moves from under the protection of Public Law 94-142 Individuals with Disabilities Education Act (IDEA) wherein parents served as advocates, to protection under the Americans with Disabilities Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973 wherein **students act as their own advocates**.

#### **This means:**

- Students must self-disclose and request services.
- The service provider may not set up accommodations and services through a parent.
- All communication between the student and the service provider is confidential except in the event that the student has indicated an intention to do harm to themselves or anyone else.
- The service provider is not allowed to reveal to anyone the nature of the disability without permission from the student.
- The service provider may disclose to professors what accommodations are appropriate once the student has initiated a request for services.

### **Admissions Policy: Americans with Disabilities Amendment Act (ADAA) of 2008 and Section 504 of the Rehabilitation Act of 1973**

Peace College follows the guidelines of the Americans with Disabilities Amendment Act (ADAA), which states that “students may not be discriminated against if they are otherwise qualified for admission.” Therefore, students with a disability must meet regular admissions requirements as stated in our publications and set forth by the College.

The ADAA reiterates and further strengthens the earlier disability statute, Section 504 of the Rehabilitation Act of 1973 which states that “no otherwise qualified person shall be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”

*This means that students with disabilities attend regular classes and are integrated throughout the college community. They are expected to maintain the same academic standards and graduation requirements as other students. These laws provide equal access to the educational environment for the student with a disability through accommodations and support services.*

# **Rights and Responsibilities of Students with Disabilities**

## **Confidentiality and Release of Information**

Under the disability laws as well as the Family Educational Rights and Privacy Act of 1974 (FERPA), students with disabilities have the right to confidentiality of their disability records and information. When the Disability Resource Center (DRC) receives a student's documentation, we maintain those records confidentially in our office.

During the DRC registration process, the DRC obtains student permission to share appropriate accommodations information with various departments in order to assist the student in obtaining accommodations. The DRC does not share the documentation itself with anyone other than the student. The student has a right to review her documentation at any time by appointment with the DRC.

If there is a need for the DRC to consult with the person or persons who performed the evaluation and wrote the documentation, we will ask the student to sign a Communications Release Form specifically for such communication.

The student may request, and the DRC will provide, a copy of any document that the student has previously signed during the accommodations registration process. Additionally, FERPA, also known as the Buckley Amendment, provides that the student may:

- inspect and review educational records,
- consent to release educational records to a third party,
- request amendment of information that is believed to be incorrect and is included in the educational records, and
- be notified of their rights under FERPA. It is the policy of Peace College to comply with the terms and conditions of FERPA.

The complete text of this law can be found in the **Family Educational Rights and Privacy Act Regulations (FERPA)** 34 CFR Part 99. For further information or to formally file a complaint, students should contact the Director of Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

# **Rights and Responsibilities of Students with Disabilities**

## **Student Responsibilities**

Students with disabilities must be aware that the laws protect their rights to equal access to education. **However, these laws are not entitlement laws. This means that a student with a disability must, like any other student, do all she can to enhance her chance for success.**

Because the laws that govern college students consider those students to be adults, the student herself must initiate and follow through on procedures in order to access the assistance needed.

Parents, faculty and staff are not responsible for making certain that the student requests accommodations. While it can be suggested that a student may need to utilize accommodations, the student must initiate the request and follow Peace College and Disability Resource Center's (DRC) procedures in order to receive those accommodations.

This responsibility requires that the student

- follows the Peace College DRC procedures to establish accommodations;
- maintains regular communication with DRC staff;
- follows DRC procedures for use of accommodations; and
- uses other college resources such as course review sessions, tutoring services, or study skills courses when recommended or required.

Students with disabilities and their parents should also educate themselves concerning applicable laws and work to fulfill the requirements set forth as part of the laws. As adults under the law, students are expected to partner with the college in their education, and learn to effectively self-advocate in the college setting.

### **Remember:**

**Follow the DRC's procedures in order to utilize accommodations each semester. If you are uncertain of those procedures, contact the DRC.**

**Remind faculty of your accommodations and take responsibility for making the arrangements for use of those accommodations.**

**Notify the DRC immediately of any problems encountered that relate to your disability or accommodations. Waiting until deficiency reports are posted or final exam week will not provide enough time to address an issue and could cause a delay in availability of accommodations.**

## **Frequently Asked Questions from Students**

### ***What kinds of disabilities are served by the Disability Resource Center (DRC)?***

All disabilities are served, including those that are hidden. They may include learning, medical, physical, emotional, and psychiatric disabilities.

### ***Who is eligible for services?***

Any student of Peace College who has a documented disability that meets the criteria put forth in the ADA (Americans with Disabilities Act) is eligible for services. The DRC can provide referrals for appropriate testing and documentation of disabilities.

### ***What does the DRC do for persons with disabilities?***

The DRC assists individuals with disabilities to function as independently as possible in the college setting.

### ***What is an accommodation?***

An accommodation is specific to the individual's needs and allows the academic field to be leveled so the person with a disability is able to function as well as the non-disabled person.

### ***What is a reasonable accommodation?***

A reasonable accommodation is determined on a case by case basis with a review of the documentation, situation, and impact of the person's disability.

### ***As a student, how does one apply for accommodations and services?***

1. Obtain official documentation as outlined in this handbook.
2. Schedule an appointment with the Director of the DRC at (919) 508-2493.

***What if I suspect I have a disability but have never been evaluated?***

This is a relatively common occurrence. Sometimes, disabilities are not even suspected until the individual gets to the college level. Peace College is not legally obligated to evaluate students and does not perform this service for any student. However, part of the Disability Resource Center's (DRC) role is a referral resource for students. So, make an appointment with the Director of the DRC to get some assistance in finding the appropriate testing resource. The types of resources fall into three categories: private evaluations (sometimes covered by health insurance); testing at a university operating on a sliding scale fee structure; or requesting services from the state Vocational Rehabilitation Department in the student's home state.

***I think I got some extra help in high school but I really do not know if I have a disability. Am I now entitled to get help from Peace College?***

You need more information from your former school before a determination of disability status can be made. Merely to have received extra help is not sufficient. You must have a copy of an evaluation that clearly states you have a disability. Generally, the evaluation will have been performed by a psychologist if you have a learning disability or attention deficit disorder or by a physician if you have a medical disability. The evaluation should have been performed within the last four years.

***What do I need to do in order for you to provide letters to my instructors?***

A student is asked by the Director of the DRC during the intake meeting if she wants any or all of her instructors to be aware of her disability. Once she has signed a release indicating she wants her instructors notified, letters will go out to the instructors.

***What are my responsibilities as a client of the DRC?***

Once you begin receiving services from the DRC, you need to

- assume the responsibility for self-advocacy by talking with your instructors about your disability and reasonable accommodations,
- remain in contact with the Director of the DRC about your progress and concerns, and
- keep appointment times or contact the office as early as possible should you need to reschedule an appointment.

***I have a disability, but I do not want any of my friends or classmates to know. Are the services confidential?***

Your disability is confidential and you determine to whom and when to disclose it. All information is confidential and you can be as discreet as you choose to be regarding your disability.

***Do all of my professors have to know about my disability?***

No. None of your professors have to know that you have a disability. However, without disclosure, accommodations cannot be made. Your instructors need to know only that you have a disability and the accommodation listed on your academic accommodations plan. There are some legal exceptions, such as when a student's life or health is at risk, when required by court order or subpoena, to comply with licensing and/or accreditation authorities, or to educational personnel for the purpose of carrying out official responsibilities.

***What types of accommodations and services can the Disability Resource Center (DRC) provide for a student with disabilities?***

Examples of accommodations and services that have been appropriate for some individuals include individual consultation with the Director of the DRC on topics such as learning strategies study skills, time management, self-advocacy, and test anxiety; extended test time; separate test setting; sign language interpreters; special residence hall arrangements; and the use of assistive technology.

***Do I notify the DRC prior to attending Peace College and summer orientation?***

Yes, if possible. You may make an appointment with the DRC by calling (919) 508-2493 as soon as you have been accepted for enrollment to begin the disability disclosure process. Additionally, if you or any of your guests require accommodations (such as sign language interpreters or wheelchair access) for summer orientation, please contact the DRC at least ten business days before your arrival.

***How can I enhance my chances of succeeding at Peace College?***

By learning how to be a self-advocate, you will not only increase your chances of success in college but also in the employment sector once you graduate. Take some time to understand your disability by reviewing your evaluation and asking questions if you do not understand something. Conduct research on the Internet to gather additional information and contact disability support groups who provide information and services for nominal fees.

Try out different interventions to see what works for you and communicate your needs.

Expect to work longer and harder than your classmates do. Practice perseverance and persistence; it may take a while to put together the accommodations and strategies that help you most.

Be organized and use your time wisely. Do not fall behind in reading or homework. Many disabilities slow down reading comprehension and written fluency, so allow for the additional time it will take.

Set priorities and practice good time management. Do not spend too much time on one class to the detriment of another. You may need to reduce your course load, minimize extra-curricular activities, and keep part-time jobs to a minimum to allow you to keep up with your academics. Accommodations will not be accepted as a substitute for completing assignments, passing exams, and fulfilling academic requirements.

## **Section II: Disability Resource Center Policies and Procedures**

- **Self-Disclosure and Registration**
- **Criteria for Documentation**
- **Academic Accommodations  
Procedure**
- **Examples of Possible  
Accommodations**
- **Specific Accommodation Policies  
and Procedures**
- **Grievance Procedures**

## Self-Disclosure and Registration

### For Incoming Students

1. Upon acceptance to Peace College, students will receive a package from the Admissions office which will include a Disability Resource Center (DRC) brochure. Our brochure outlines the steps the student must take to register with DRC and receive accommodations as well as instructions on how to request an information packet.
2. If a student wishes accommodations, she must contact the DRC and submit recent documentation of the disability from an appropriate licensed/certified professional. A letter, summary statement, or education plan alone will not suffice. Please note that if we receive this information during the summer, we can begin preparing for the student's needs even before she arrives on campus in the fall.
  - If current documentation already exists, we will review it upon receipt.
  - If documentation is needed, we will provide the student with information to assist in obtaining proper documentation.
3. After center staff deems the student's documentation as sufficient for accommodations and services, we will contact the student to schedule an initial appointment to review our procedures and develop an accommodations plan with the student.
4. It can take a month or more to complete the DRC registration process and establish accommodations. Documentation should be sent as soon as possible to:

Michele Fountain  
Director of the Disability Resource Center  
Peace College  
15 Peace Street  
Raleigh, NC 27604  
Email: mfountain@peace.edu  
Phone: 919-508-2493

## Self-Disclosure and Registration

### For Current Students

1. If a student wishes accommodations, she must contact the Disability Resource Center (DRC) to request an information packet and submit recent documentation of the disability from an appropriate licensed/certified professional. A letter, summary statement, or education plan alone will not suffice. Please note that if we receive this information during the summer, we can begin preparing for the student's needs even before she arrives on campus in the fall.
  - If current documentation already exists, we will review it upon receipt.
  - If documentation is needed, we will provide the student with information to assist in obtaining proper documentation.
2. After center staff deems the student's documentation as sufficient for accommodations and services, we will contact the student to schedule an initial appointment to review our procedures and develop an accommodations plan with the student.
3. It can take a month or more to complete the DRC registration process and establish accommodations. Documentation should be sent as soon as possible to:

Michele Fountain  
Director of the Disability Resource Center  
Peace College  
15 Peace Street  
Raleigh, NC 27604  
Email: mfountain@peace.edu  
Phone: 919-508-2493

## Criteria for Documentation

Documentation criteria vary depending on the disability being evaluated. If you are not certain that the documentation you possess meets the criteria required by Peace College, please compare it to the general descriptions below. If you are still uncertain, **submit what documentation you have via U.S. Postal Services (not via fax or email) to:**

Michele Fountain  
Director of the Disability Resource Center  
Peace College  
15 Peace Street  
Raleigh, N.C. 27604

Include your contact information and indicate when you are planning to attend Peace College. The Disability Resource Center (DRC) will send you notification of acceptance or denial. **If documentation is not sufficient, we will indicate what is required.**

### Documentation for Attention Deficit Disorder (ADD/ADHD)

- Conducted by a licensed psychologist, neuro-psychologist, or licensed clinician and should include the evaluator's signature, credentials, and license number
- Documentation should be current (within 4 years)
- Medical and family history including description of and duration of symptoms
- Behavioral checklist ratings from student, teacher, and/or parent
- Diagnosis clearly stated using Diagnostic and Statistical Manual (DSM) codes
- Explanation of scores and recommendations for medication, strategies and accommodations

### Documentation for Learning Disabilities

- Conducted by a licensed psychologist and should include that evaluator's signature, credentials, and license number
- Documentation should be current (within 4 years)
- Medical and family history including date of earliest evaluation and diagnosis
- Intelligence quotient (I.Q.) and achievement test scores including subtests and standard scores
- Diagnosis clearly stated using DSM and/or educational terminology (i.e. disability, not difference)
- Explanation of scores and recommendations for accommodations with the rationale

### Documentation for Hearing Impairment

- Conducted by a licensed oto-rhino-laryngologist or otologist and must include signature, credentials, and license number
- Documentation should be current (within 2 years for a recently acquired disability, flexible for long standing and complete hearing loss) and must provide a clear statement of current

- and potential future functioning
- Medical diagnosis using ICD-10 or other code currently accepted by the American Medical Association (AMA)
- A summary of evaluation procedures and instruments used and a narrative summary of the results of these procedures
- A clear statement of functional limitations of deafness or hearing loss, and appropriate use of hearing aids and other recommendations for adaptations/accommodations with rationale included

Documentation for Physical/Health-Related Disability (Including but not limited to AIDS, cancer, cerebral palsy, chemical sensitivities, diabetes, multiple sclerosis, muscular dystrophy, spina-bifida, spinal cord injuries)

- This category includes systemic illnesses
- Signed evaluation must include credentials and licensing number of a medical doctor, psychiatrist, neurologist, or other specialist in the medical domain with expertise in the area of disability
- Documentation should be current (within two years for newly acquired disability, could be older for congenital and other long standing disability)
- A diagnosis clearly stated and identified using ICD-10 or other code currently accepted by the American Medical Association (AMA)
- A summary of assessment procedures and evaluation instruments used to make the diagnosis
- A description of the current level of functioning and the impact on the student's need for accommodations including rationale

Documentation for Psychiatric Disabilities

- Signed evaluation must include credentials and licensing number of a psychiatrist, a clinical psychologist, a licensed professional counselor, a licensed clinical social worker, or a psychiatric nurse practitioner
- Documentation should be current (within two years)
- A medical or clinical diagnosis of a psychiatric disability based on current DSM criteria
- Information regarding the severity of the disability and the major life activities affected
- Recommendations for and history of compliance to prescriptive treatment
- Recommendations and rationale for academic accommodations

Documentation of Visual Impairment

- Signed evaluation by an ophthalmologist must include credentials and licensing number
- Documentation should be current (within 2 years for recently acquired disability, flexible for long standing and complete vision loss) and must provide a clear statement of current and potential future functioning
- A summary of assessment procedures/evaluation instruments used to make the diagnosis
- Medical diagnosis using ICD-10 or other code currently accepted by the AMA
- Recommendations and rationale for accommodation requirements

**\*Any disability not noted above may require similar credentials and evaluation procedures. Check with the Disability Resource Center regarding the specific disability.**

## Academic Accommodations Procedure

In order to receive academic accommodations the following steps must be completed each semester the student requests accommodations:

1. **Request an appointment to meet with center staff for an accommodation plan meeting.** To ensure the most accurate and appropriate accommodations for each course, the student is required to meet with a Disability Resource Center (DRC) staff member to discuss which accommodations she will need for each course. This meeting takes 15-20 minutes. The student is solely responsible for initiating this process each semester.
2. **Complete Release of Confidentiality Information form and the Contract for Services.** These forms are signed by the student at the accommodation plan meeting each semester. The release form gives the DRC permission to communicate with the student's professors as well as other staff members that the student gives authorization for. The contract represents the student's formal request for accommodations as well as the acknowledgement of their responsibilities when working with DRC.
3. **Approach each professor to discuss the implementation of the plan (as it applies to that particular course) as well as any other information that you wish to disclose.** Students are required to hand deliver their accommodation plan form to their faculty so that the student may gain experience in self-advocacy.
4. **Have each professor sign the accommodation plan and send it back to the DRC for final processing.** The signed plan serves as a contract and must be kept on file by the DRC. The student and each of their instructors will receive their form copies via campus mail.

*Please note that if the student does not have a professor sign the form, then the student cannot utilize accommodations for that particular class. Additionally, if the student fails to turn in the signed plan to the DRC for final processing, then the student cannot use their accommodations. Every procedural step must be followed in order to complete the process and receive accommodations.*

## **Examples of Possible Disability Accommodations**

Students who have a disability may be eligible for accommodations appropriate to their disability according to the guidelines of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are determined on a case by case basis by the Director of the Disability Resource Center and based upon the diagnostic information as reported in the documentation submitted by the student.

### **Academic Accommodations**

Examples of reasonable academic accommodations *may* include:

- Reduced course load (9-10 credits for the first two semesters)
- Priority registration
- Extended time on tests (includes course, placement, and competency tests)
- Taking tests in a separate, distraction-reduced environment (includes course, placement, and competency tests)
- Alternate test formats such as use of a computer, tape recorder, or oral testing (includes course, placement, and competency tests)
- Permission to mark answers on tests rather than the use of scantrons, computerized formats, or separate answer sheets (includes course, placement, and competency tests)
- Tape recording of lectures
- Use of peer note-takers
- Preferential seating
- Use of assistive technology
- Alternate text formats (Braille, audio)
- Sign-language interpreter

### **Dietary, Parking, and Residential Accommodations**

Any student whose disability requires dietary, parking, and/or residential accessibility accommodations must request those accommodations by registering with the Disability Resource Center and requesting those accommodations during the registration process.

## Specific Accommodation Policies and Procedures

### Separate Test Setting Accommodations

*Students who qualify for a separate test setting accommodation have two options:*

- ❖ Take the test with the instructor, but in a different room. This location is usually in an empty room or in the instructor's office near the classroom. **OR**
  - ❖ Request to take the test in the Disability Resource Center's (DRC) testing room.
1. To take the test with the instructor, the student *must* give the instructor advanced notice in order to make the necessary arrangements. A request will be denied if a student waits until the day of the test to decide to utilize this accommodation.
  2. To the test in the DRC, the students must the DRC at least one week's notice that you will need this accommodation. Please contact the office at 508-2493 or mfountain@peace.edu to schedule your test.
  3. Inform your professor at least one class period before the test that you will be using the DRC testing room as your separate setting. No request form is needed.
  4. Go to your classroom on the day of the test to receive test and other instructions before proceeding to the DRC office.
  5. Check in at the DRC office in 110 Ross. To ensure the integrity of the testing environment, you will not be allowed to bring personal items such as backpacks/bags/purses, jackets/coats, cell phones, laptop computers, and other electronic devices into the testing room. If brought, these items will be placed in a secure location by the DRC staff until the testing session is complete. DRC staff will monitor all testing through proctoring and/or CCTV.

### Tape Recording Lectures

1. Students who are eligible according to documentation to tape record lectures need to obtain an "Agreement for Recording Lectures and Seminars" from the DRC in order to use this accommodation.
2. The student is required to discuss this form with the class instructor who will then sign it.
3. The student must bring signed form back to the DRC, where it will remain on file for the semester.
4. At the conclusion of the semester, the student will either destroy the recordings or turn them in to the instructor or the DRC.

## Specific Accommodation Policies and Procedures

### Priority Registration

1. Eligibility for this accommodation is determined on an individual basis by the Disability Resource Center (DRC) as supported by a student's disability documentation.
2. Examples of when this accommodation *may* be approved include:
  - when a student's disability imposes physical or cognitive restrictions due to fatigue, medication side-effects, and/or sustained concentration verified by medical reports or
  - when a student's disability requires extensive therapy or medical treatment that would impact scheduling flexibility significantly (chemotherapy, dialysis, etc.).
3. Once a student is deemed eligible, she will meet with DRC staff to be advised of her responsibilities regarding this accommodation.

### Reduced Course Load

1. A reduced course load *may* be a reasonable accommodation for students who have supporting documentation.
2. If the DRC determines that a student is eligible for a reduced course load, the student can take less than 12 credit hours while continuing to be classified as a fulltime student for housing, Financial Aid, and parental insurance purposes.
3. After approval, the student will meet with center staff to obtain any necessary paperwork and review over the student's responsibilities in utilizing this accommodation.

## Specific Accommodation Policies and Procedures

### Course Substitution

1. Course substitution *may* be determined to be reasonable accommodation by the Disability Resource Center (DRC) when a student who has a documented significant learning impairment cannot pass a required math or foreign language class despite a strong work ethic, attending regular tutoring sessions with the instructor and at the college Learning Center, turning in every class and homework assignment, and having exemplary class attendance.
2. This accommodation will *only* be considered by the DRC after the student has first taken the class with a good attendance record, having a strong work ethic and regular attendance at scheduled tutoring sessions with the instructor and at the Learning Center.
3. The student should request a meeting with the Director of the DRC to discuss options if they meet the above requirements.
4. If a course substitution is found to be an appropriate option by the Director of the DRC, then the case will be presented to the college Provost, who will then make the final ruling.

# **Grievance Procedure**

## **Purpose**

The purpose of the Disability Resource Center's (DRC) Grievance Procedure is to:

- protect student rights under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973 and
- provide an internal process for resolution of complaints relevant to these laws in a timely manner at the level where they occur.

Students with disabilities, who are concerned that their rights to obtain accommodations and access to educational programs have been compromised, are encouraged to resolve these issues through informal means. This is one reason the DRC strongly advises students to register with the office immediately after arriving on campus and stay in touch with DRC staff throughout the semester. It is also why the DRC encourages the student to learn about the law, their disability, and how to advocate for themselves. Peace College faculty and staff are very interested in helping students to succeed but the student must work hard, follow policies and procedures, and communicate frequently with all concerned in order to ensure that their accommodations are not compromised.

It is to the student's advantage to nurture the relationships they have with faculty, staff, and the DRC personnel in order to avoid unnecessary stress and grievance appeals. The DRC mission statement expresses the desire to help students become effective self-advocates. It is strongly encouraged that students to use the DRC to help them with self-advocacy skills as to prevent difficult situations from occurring.

## **The Process**

This process assumes that the student with a disability has registered with the Disability Resource Center. If the student is not registered with DRC, the office may not be able to assist her in resolution of the issue.

If contacted by faculty or staff about a student who has not disclosed a disability appropriately at Peace College, the DRC may advise generally regarding the law and procedures and recommend that the student be encouraged to register with the office.

## Grievance Procedure

### Informal Resolution

1. The student with a disability has the right to speak first with their professor, residence advisor, academic advisor, etc. to resolve whatever problem exists between them. The student also has the right to confer with the Disability Resource Center (DRC) first, if they would like guidance about their rights and help in discussing a proactive approach to the problem.
2. If the student has discussed the situation informally with the appropriate faculty or staff involved in the issue, and either party feels that further intervention is necessary, then the DRC should be notified.

The DRC will attempt informal resolution with both parties. If this is unsuccessful, the unsatisfied party may submit a written complaint to the Dean of Students, who is the campus ADA Compliance Officer, within 10 days of the unsuccessful informal attempt at resolution.

### Formal Resolution

1. All formal written complaints should include:
  - Name, title and campus address of the ADA Compliance Officer
  - The name, phone, and address of the person who is submitting the complaint
  - Brief description of the incident and the informal process already attempted
  - Request a Disability Resource Center Compliance Committee Review
  - Indicate what remedy the complainant is seeking

***The formal written grievance should be delivered by the complainant in hard copy format to the Dean of Students' Office in Student Development and a copy of that grievance should be submitted in hard copy format to the DRC to be entered in the student's file. It is suggested that the complainant also keep a copy for their own records.***

2. The Disability Resource Center Compliance Committee will review the issue within 30 days and return a written decision to both parties within 15 days following the review.
3. Documentation of complaint issues and their resolutions will be kept in the DRC or the ADA Compliance Office as appropriate. A copy of complete documentation of the issue will be provided to either party upon request.

## **Grievance Procedure**

Further appeal beyond the Disability Resource Center Compliance Committee would require the unsatisfied party to file a complaint with the Governor's Advocacy Council and/or the Office of Civil Rights within 180 days from the time the incident occurred.

**Peace College prohibits retaliation against any student for filing a grievance under this process.**

*See "Legal Compliance Resources" on page 33 for contact information on:*

- Peace College Compliance Office
- Office of Civil Rights, District of Columbia
- Governor's Advocacy Council (North Carolina Office)

## **Section III: Peace College Student Services**

- **Disability Resource Center Services**
- **Campus Services**

## Peace College Student Services

### Disability Resource Center Services

- **Accommodation Plans**—assists students in writing an accommodations plan every semester and using the accommodations to gain equal access in academics, campus activities, and residential life.
- **Individual Consultations with the Disability Resource Center (DRC) staff**—provides students with guidance on self-advocacy skills, study skills, learning strategies, organizational methods, assistive technology, and stress management/relaxation techniques.
- **Assistive Technology**—

- *The Kurzweil Reader*

The Kurzweil software allows students to scan written text into the DRC computer and have it read back to them. The software has study skills capabilities and can read text in other languages, including Spanish and French. Students that are deemed eligible according to disability documentation and who want to use the reader must make an appointment with the Director of the DRC to become oriented to the machine.

- *Audio Books through Recordings for the Blind & Dyslexic*

Students who wish to have their text books in audio form from RFB&D must have a documented print disability, such as a learning disability, visual impairment or other physical disability that would warrant the use of audio books as certified by a qualified professional. These audio books are played on specific hardware devices or a computer using specialized software. We will assist you in any way possible to access this resource through our membership, but you must plan ahead. From application to actual possession of audio books can take up to 60 days and therefore needs to be begun prior to the beginning of a semester.

[www.rfbd.org](http://www.rfbd.org)

- *E-texts from Bookshare.org*

Bookshare.org is an online library of accessible digital texts which can be read using computer software with synthesized speech, converted and played on an MP3 player, or read through a Braille format. Students who wish to get texts through Bookshare must have a documented print disability, such as a learning disability, visual impairment or other physical disability that would warrant the use of alternate texts as certified by a qualified professional. Students may wish to get a free individual membership or order books through the DRC via our institutional membership. We will assist you in any way possible to access this resource through our membership, but you must plan ahead. From application to actual possession of texts can take up to 60 days and therefore the process needs to begin prior to the beginning of a semester.

[www.bookshare.org](http://www.bookshare.org)

- **Lending Library**—allows students borrow self-help books on varying disabilities, college success, and life skills.
- **Referrals for on- and off- campus resources**—recommends students to on-campus resources available to all Peace College students such as the Counseling Center and the Learning Center. Also available are resource lists for organizations, websites, and community service providers.
- **Workshops and Programs**—presents information on a variety of topics to help students succeed in college. Past programs have featured content about relaxation, stress management, test anxiety, and time management.
- **Testing Room**—permits students eligible for separate testing to take tests in the center rather than arrange a site through their professor. Students must follow the procedures in scheduling tests with the Disability Resource Center (DRC). In order to maintain the integrity of testing procedures and the Peace College Honor code, all testing sessions are monitored and recorded by CCTV cameras. Additionally, students are prohibited in bringing personal items such as jackets/coats, book bags/backpacks, purses, cell phones, laptop computers, and electronic music devices into the testing room. Items not permitted in the testing room will be placed in a secure location by the DRC staff until the student completes the test.
- **Peer Mentoring for Incoming Students**—offers incoming students an opportunity to be paired with a returning student who is also registered with the DRC. The program aims to assist and support students in coping to college life through coaching and regular contact.

# Peace College Student Services

## Campus Services

- **Campus Security**

(919)508-2401: Carmine Cenatiempo, Campus Security Captain- Main, 1<sup>st</sup> Floor

(919)833-2277: emergencies

Accessible parking spaces are available on campus for anyone who has a valid, state-issued handicapped license. If the need for the parking space is permanent and related to a long term disability, the Disability Resource Center will submit an accommodations request to Security on your behalf. Temporary needs for an accessible parking permit can be handled through the Campus Security office by providing them with a letter from the appropriate health care provider.

- **Counseling Center**

(919) 508-2505: Lisa Allred Draper, Director of Counseling Center-117 Ross

(919) 508-2504: Cori Goldstein, Counselor-118 Ross

The Counseling Center offers confidential professional counseling services to assist students as they cope with the challenges of college life and strive to develop healthy relationships and productive lives. Counseling services are free-of-charge and include individual short-term counseling, crisis intervention, resources and referral, and outreach programming.

- **Health Services**

(919) 508-2502: Nurse Mari Lippig, Director of Health Services-114 Ross

(919) 508-2502: Tildsley Clifford, Wellness Center Service Coordinator-114 Ross

Students with any disability which requires taking regular medication or students who have chronic physical illnesses and impairments are encouraged to contact the Student Health Center to devise a health plan with the nurse in regards to medications, treatments, and emergency situations. The Student Health Center provides clinical care for minor illnesses and injuries, health and wellness promotion and education, health protection, and disease prevention services for students. The College physician is on campus Mondays and Wednesdays from 8am – 9:30am and maintains an outside practice.

Peace College students may make appointments at the private practice location outside the hours the physician is on campus. In case of illnesses or emergencies beyond the capacity of the Student Health Center, students are referred to a local hospital emergency room or asked to go to Accent Urgent Care located at 2406 Blue Ridge Road in Raleigh NC. Accent Urgent Care's phone number is 919-789-4322.

- **Residence Life**

(919) 508-2005: Dawn Dillon, Director of Residence Life-12b Main

(919) 508-2078: Genille Goldson, Assistant Director of Residence Life-12d Main

Students who require accessible housing or have specific housing needs related to their disability must request this and provide the Residence Life office with appropriate documentation. This documentation needs to be from a professional licensed service provider (ex. physician) and show the need for a specialized housing assignment.

- **Learning Services**

(919) 508-2163: Heather Yokeley, Coordinator of Learning Services-Finch Library

*The Learning and Writing Center*-- provides free tutorial and writing assistance for all Peace College students. Students may receive assistance with any writing assignment for any class. They may also receive tutoring in Spanish, French, math, and study skills.

*Supplemental instruction*--is available in biology, chemistry, and statistics. These are group tutoring sessions that seek to bolster students' understanding of classroom content. Sessions are available for any student taking one of the listed courses.

*The Academic and Life Skills Course (ADV-099)*--is designed for all students who wish to improve their academic performance. Instruction in specific study skills is provided (e.g., time management, textbook reading, test-taking, etc.). Other course topics include motivating oneself to learn, developing an internal locus of control, and utilizing individual learning styles and preferences. These skills and topics are reinforced in a weekly study hall in which students' academic progress is monitored through the use of self report forms and one-on-one coaching sessions.

*Grammar workshops*--are offered to all students who may need assistance with passing the grammar competency exam. These workshops are led by a composition instructor and seek to provide guidance in areas such as using commas appropriately, understanding various parts of speech, identifying dependent clauses, etc.

*Study skills workshops*--are offered to students who feel they need assistance with developing various academic strengths. These workshops target areas such as time management, test-taking skills, motivation, etc.

## **Section IV: Resources**

- **Assistive Technology**
- **Legal Compliance**
- **General Disability**
- **Attention Deficit/Hyperactivity Disorder (AD/HD)**
- **Hearing Impairment**
- **Learning Disabilities**
- **Visual Impairment**
- **Health and Safety**
- **Especially for Faculty**
- **Especially for Students**

## Resources

### Assistive Technology

- **CCAC**

Carolina Computer Access Center  
Metro School  
700 E. 2<sup>nd</sup> St.  
Charlotte, NC 28202-2826  
Email: [ccacnc@aol.com](mailto:ccacnc@aol.com)  
Phone: 704-342-3004  
<http://ccac.ataccess.org>

The mission of CCAC is to provide information about and demonstration of the technology tools that enable individuals with disabilities to control and direct their own lives.

- **NCATP**

North Carolina Assistive Technology Program  
1110 Navaho Dr., Suite 101  
Raleigh, NC 26709-7322  
Email: [ncatp@mindspring.com](mailto:ncatp@mindspring.com)  
Phone: 919-850-2787  
[www.ncatp.org](http://www.ncatp.org)

NCATP exists to create a statewide, consumer-responsive system of assistive technology services for all North Carolinians with disabilities. The program's activities impact children and adults with disabilities across all aspects of their lives.

- **Check-It-Out**

North Carolina Network of Assistive Technology Equipment Loan Programs  
Carlton G. Watkins Center  
3500 Ellington St.  
Charlotte, NC 28211  
[www.check-it-out.org](http://www.check-it-out.org)

This is a project designed to make assistive technology equipment loans more accessible to people with disabilities, their families, and service providers.

## Resources

### Legal Compliance

- **ADA Compliance Office**

Candice Johnston, Dean of Students and ADA Compliance Officer  
Student Development Office  
Belk Dining Hall  
508-2319

Students, faculty and staff who have questions about the laws and accommodations may contact the Dean of Students' office. This office will strive to stay current with ADA regulations and will make any pertinent new information available to students, faculty and staff in various formats as it becomes available.

- **Office of Civil Rights, District of Columbia Office (North Carolina, Virginia, D.C.)**

Office for Civil Rights  
U.S. Department of Education  
Washington, D.C., 20202-1100  
Phone: 800-421-3481  
TDD: 877-521-2172  
[www.ed.gov/ocr](http://www.ed.gov/ocr)

- **Governors Advocacy Council**

1314 Mail Service Center  
Raleigh, NC 27699-1314  
919-733-9250  
TDD: 888-268-5535

## Resources

### General Disability

- **AAPD**

American Association of People with Disabilities  
1819 H. St., NW, Suite 330  
Washington, DC 20006  
Phone: 202-457-8168  
[www.aapd-dc.org](http://www.aapd-dc.org)

The AAPD is positioned to serve disabled people in the manner of AARP; group insurance options available, in addition to a collective national voice for the community, by the community.

- **AHEAD**

Association on Higher Education and Disability  
107 Commerce Center Drive  
Huntersville, NC 28078  
Phone/TTY: 704-947-7779  
Fax: 704-948-7779  
[www.ahead.org](http://www.ahead.org)

AHEAD is a membership organization for individuals involved in the development of policy and in the provision of quality support services to serve the needs of persons with disabilities involved in all areas of higher education.

- **DO-IT**

Disabilities Opportunities Internetworking Technology  
College of Engineering/Computing & Communications  
University of Washington  
4545 15<sup>th</sup> Ave., Room 206  
Seattle, WA 98105-4507  
Phone/TTY: 206-685-3648  
Fax: 206-685-4054  
[www.washington.edu/doi](http://www.washington.edu/doi)

A project of the University of Washington, DO-IT promotes success in academics and careers for individuals with disabilities and sponsors programs on assistive technology.

- **EEOC**

U.S. Equal Employment Opportunity Commission

1801 L St., NW

Washington, DC 20507

Phone: 800-669-4000 (for questions) or 800-669-3362 (to request documents)

TDD: 800-800-3302

Raleigh EEOC Office:

1309 Annapolis Dr.

Raleigh, NC 27608-2129

Phone: 919-856-4064

The Equal Employment Opportunity Commission's (EEOC) voice mail directs calls from 7:00 a.m. to 5:30 p.m. ET Monday through Friday. Operators accept orders for publications, fact sheets, posters, and a resource directory for people with disabilities. Local EEOC offices field questions related to employment.

- **ERIC Clearinghouse on Adult, Career, and Vocational Education**

1900 Kenny Rd.

Columbus, Ohio 43210

Phone: 800-848-4815 or 614-292-4353

Part of the ERIC system, this clearinghouse offers publications, information, and referrals to those working adults with learning disabilities.

- **HEATH Resource Center**

American Council on Education

One Dupont Circle, NW

Washington, DC 20036

Phone: 800-544-3284

202-939-9300

Fax: 202-833-4760

[www.heath.gwu.edu](http://www.heath.gwu.edu)

The HEATH Resource Center operates the national clearinghouse on post-secondary education for individuals with disabilities as a program of the American Council on Education. Single copies of HEATH publications are available at no charge.

- **NCD**

National Council on Disabilities  
1331 F Street, NW, Suite 1050  
Washington, DC 20004-1107  
[www.ncd.gov](http://www.ncd.gov)

The National Council on Disability is an independent federal agency making recommendations to the President and to Congress on issues affecting over 54 million Americans with disabilities. NCD's overall purpose is to promote policies, programs, practices, and procedures that guarantee equal opportunity for all individuals with disabilities, regardless of the nature of the severity of the disability; and to empower individuals with disabilities to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society.

- **Office of the Americans with Disabilities Act**

Civil Rights Division  
U.S. Department of Justice  
P.O. Box 66118  
Washington, DC 20035-6118  
Phone: 202-514-0301  
TDD: 202-514-0381 and 202-514-0383

Contact the Office of the Americans with Disabilities Act for more specific information about ADA requirements affecting public services and public accommodations.

- **President's Committee on Employment of Persons with Disabilities**

1331 F St., NW, Suite 300  
Washington, DC 20004-1107  
Phone: 202-376-6200

The committee's mission is to facilitate the communication, coordination, and promotion of public and private efforts to empower Americans with disabilities through employment.

- **North Carolina Liaison: The North Carolina Employment Network**

P.O. Box 26053

Raleigh, NC 27611

Phone: 919-733-3364

- **VRS**

Division of Vocational Rehabilitation Services

State Office:

805 Ruggles Dr.

Raleigh, NC 27611

Phone: 919-733-3364

Raleigh Unit:

436 N. Harrington St.

Raleigh, NC 27603

Phone: 919-733-7807

Office of Information and Referral:

Phone: 800-662-7030

The purpose of VRS is to assist individuals with disabilities to become a part of the workforce. Eligibility for services is based upon each individual's disability and may include: counseling and guidance, transportation, job placement, rehabilitation engineering, vocational training, interpreter services for the hearing-impaired, and equipment purchase for employment.

## Resources

### Attention Deficit/Hyperactivity Disorder

- **ADDA**

The National Attention Deficit Disorder Association

National ADDA

1788 Second Street, Suite 200

Highland Park, IL 60035

Email: [mail@add.org](mailto:mail@add.org)

Phone: 847-432-ADDA

Fax: 847-432-5874

[www.add.org](http://www.add.org)

ADDA is an organization built around the needs of adults and young adults with ADD and ADHD. It seeks to serve individuals with ADD/ADHD, as well as those who love, live with, teach, counsel, and treat those who do.

- **AD-IN**

Attention Deficit Information Network, Inc.

475 Hillside Ave.

Needham, MA 02194-1200

Email: [adin@gis.net](mailto:adin@gis.net)

Phone: 781-455-9895

Fax: 781-444-5466

[www.addinfonetwork.com](http://www.addinfonetwork.com)

AD-IN is a non-profit volunteer organization that offers support and information to families of children and adults with ADD/ADHD and professionals. It is a community resource for information on training programs and speakers for those who work with individuals with ADD/ADHD.

- **CHADD**

Children and Adults with Attention Deficit Disorder National Headquarters

8181 Professional Place, Suite 201

Landover, MD 20785

Phone: 800-233-4050

301-306-7070

Fax: 301-306-7090

[www.chadd.org](http://www.chadd.org)

CHADD works to improve the lives of people with Attention-Deficit/Hyperactivity Disorder through education, advocacy, and support.

## Resources

### Hearing Impairment

- **Department of the Deaf and Hard of Hearing**

319 Chapanoke Rd., Suite 108  
Mail Service Center # 2301  
Raleigh, NC 27699-2301  
Phone: 919-773-2963

*Raleigh Regional Resource Center*

1150 Maynard Rd., SE, Suite 110  
Cary, NC 27511  
Phone: 919-467-4409

This organization provides services for adults who are hearing-impaired or hearing-impaired-blind. Services include information and referral, coordination of communication support services, equipment distribution, case management, and technical assistance.

- **Auditory Learning Center**

304 E. Jones St.  
Raleigh, NC 27601  
Email: [nccue@sprynet.com](mailto:nccue@sprynet.com)  
Phone/TTY: 919-828-1218  
Fax: 919-828-1862

This organization offers courses, therapy and practicum opportunities for individuals interested in Cued Speech, Auditory-Verbal Therapy and Auditory Based Intervention.

- **Deaf World Web**

[www.icdri.org/dhhi/dww.htm](http://www.icdri.org/dhhi/dww.htm)

Its mission is to strengthen deaf awareness. Deaf World Web is the largest, leading deaf web site, providing the most comprehensive deaf-related resource on the Internet since 1995.

- **Sign Language Interpreters**

CAN Interpreters

Phone: 843-763-3890

TTY: 843-763-3944

Communication Access Network, Inc. is committed to providing comprehensive communications services to its customers. Through a network of interpreters, captioners, and independent consultants, organizations can achieve full compliance with existing laws (ADAA, Section 504) related to hearing-impaired communication access.

## Resources

### Learning Disabilities

- **CLD**

Council for Learning Disabilities  
P.O. Box 40303  
Overland Park, Kansas 66204-4303  
Email: [webmaster@cldinternational.org](mailto:webmaster@cldinternational.org)  
Phone: 913-492-8755  
[www.cldinternational.org](http://www.cldinternational.org)

The CLD is an international organization that promotes effective teaching and research. CLD is composed of professionals who represent diverse disciplines and who are committed to the development of individuals with learning disabilities.

- **Coordinated Campaign for Learning Disabilities**

Communications Consortium Media Center  
1200 New York Ave., NW, Suite 300  
Washington, DC 20005-1754  
Phone: 888-GR8-MIND

This organization produces LDONLINE, a comprehensive on-line newsletter for adults with disabilities, parents, and professionals available for free at [www.ldonline.org](http://www.ldonline.org). LDONLINE can be subscribed to and contains articles by experts in the LD fields and many links to related topics.

- **LDA**

Learning Disabilities Association of America  
4156 Library Rd.  
Pittsburgh, PA 15234-1349  
Phone: 412-341-1515  
Fax: 412-344-0224  
[www.ldanatl.org](http://www.ldanatl.org)

The Learning Disabilities Association of America is a national, non-profit organization. Its purpose is to advance the education and general welfare of children and adults of normal or potentially normal intelligence who manifest disabilities of a perceptual, conceptual, or coordinative nature. It provides information and referral services for parents, professionals and consumers involved in or in search of support groups. It also provides networking opportunities through local chapters.

- **The International Dyslexia Association**

8600 La Salle Rd.  
Chester Building, Suite 382  
Baltimore, MD 21286-2044  
Phone: 800-222-3123 or 800-ABCD123  
Fax: 410-321-5069  
[www.interdys.org](http://www.interdys.org)

This is an international non-profit organization concerned with dyslexia, a type of learning disability. It promotes effective teaching and intervention strategies and supports research and dissemination of research results.

- **NCLD**

National Center for Learning Disabilities  
381 Park Ave. South, Suite 1401  
New York, NY 10016  
Phone: 888-575-7373  
Fax: 212-545-9665  
[www.nclld.org](http://www.nclld.org)

The National Center for Learning Disabilities is a non-profit organization committed to improving the lives of individuals with learning disabilities. It provides national leadership in support of children and adults with learning disabilities. NCLD provides information, resources and referral services; develops and supports innovative educational programs, seminars, and workshops; conducts a public awareness campaign; and advocates for more effective policies and legislation to help individuals with learning disabilities.

- **Schwab Foundation for Learning**

1650 South Amphett Blvd., Suite 300  
San Mateo, CA 94402  
Email: [webmaster@schwablearning.org](mailto:webmaster@schwablearning.org)  
Phone: 800-230-0988  
Fax: 650-655-2411  
[www.schwablearning.org](http://www.schwablearning.org)

The Foundation is dedicated to raising awareness about learning differences and providing parents and teachers with the information, resources, and support they need to improve the lives of children with learning differences.

## Resources

### Visual Impairment

- **American Council of the Blind**

1155 15<sup>th</sup> St., NW, Suite 1004  
Washington, DC 20005  
Phone: 800-424-8666 or 202-467-5081  
[www.acb.org](http://www.acb.org)

- **DSB**

North Carolina Division of Blind Services  
309 Ashe Ave.  
Raleigh, NC 27606  
Phone: 919-733-9822

The DSB provides a comprehensive program of vocational rehabilitation and other services to people who are legally blind or severely visually impaired. The program includes teaching Braille, vocational evaluation, and a low vision clinic. Emergency medical eye care is also available.

- **National Federation of the Blind**

1800 Johnson St.  
Baltimore, MD 21230  
Phone: 410-659-9314  
[www.nfb.org](http://www.nfb.org)

- **National Library Service for the Blind and Physically Handicapped**

Library of Congress  
1291 Taylor St., NW  
Washington, DC 20542  
Phone: 202-707-5100

The library provides, at no charge, recorded and Braille reading materials to persons with documented visual or physical impairments that prevent the reading of standard print material.

- **North Carolina State Library**

Division for the Blind and Physically Handicapped

1811 Capital Blvd.

Raleigh, NC 27635

Phone: 800-662-7726 or 919-733-4376

A reference librarian is available to provide information, Braille materials, books on cassette tapes, and tape recorders to anyone who cannot use regular printed materials because of a visual or physical handicap.

- **RFB&D**

Recordings for the Blind and Dyslexic

20 Roszel Rd.

Princeton, NJ 08540

Phone: 800-221-4792

<http://www.rfbd.org>

This is a national recording service, which provides taped textbooks, materials, and recorders to students with disabilities which include visual impairments and learning disabilities

## Resources

### Health and Safety

#### Off- Campus

- **All Emergencies:** 911
- **Physical/Medical Emergencies:**  
Wake Medical Center 919-350-8000
- **Mental Health Emergencies:**  
Wake County Mental Health 919-250-7000  
Holly Hill Charter Hospital 919-250-3133
- **Substance Abuse:**  
Alcoholics Anonymous 919-783-6144  
Al-Anon 919-831-5252

## Resources

### Especially for Faculty

#### Frequently Asked Questions

##### *Why do I have to provide academic accommodations?*

Federal law requires reasonable accommodations. Since the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (ADAA), individuals with disabilities are attending colleges and universities in increasing numbers. The Rehabilitation Act states that, “No otherwise qualified handicapped individual...shall, solely by means of handicap 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.” With the passage of the ADAA, this mandate was expanded to any public or private institution. Subpart E of the Rehabilitation Act requires an institution to be prepared to make reasonable academic accommodations to allow students with disabilities full access to the same programs and activities available to students without disabilities.

##### *What if I cannot implement a requested accommodation?*

If you have a question or think you will have difficulty providing any accommodation requested, the first step is to contact the Director of the Disability Resource Center (DRC). The director will clarify any information, as well as assist you with the resources you need to provide the accommodation(s). In many cases, clarification will involve working with the student and the Director of the DRC on the academic situation.

##### *What do I do if a student approaches me in class requesting accommodations, and I have not received notification of her disability from the Director of the DRC?*

First, ask the student if she is working with the DRC. If so, suggest that the student inform the director that you have not received notice of the student’s disabilities. The student is responsible for providing documentation of the disability in order to receive accommodations. If a student is asking for accommodations and is not working with the Director of the DRC, suggest that the student call for an appointment.

***Why is extended time on tests recommended so often?***

Students attending college may have a variety of disabilities. Extended test time is the accommodation most common for students with disabilities because many disabilities affect processing time. Examination sessions sometimes need to be modified to allow students with disabilities to demonstrate their abilities, not the limitations of their disabilities.

***What if I suspect a student in my class has a disability and would benefit from accommodations; however, I do not think she is working with the Director of the Disability Resource Center (DRC)?***

Many referrals to the Director of the DRC are from faculty members who have noticed a student having difficulty in class. If you see a student struggling and suspect a disability, you are encouraged to refer the student to the DRC.

***As a faculty member, do I have the right to know about a student's disability?***

The DRC cannot release information unless the individual with the disability signs a release of confidentiality.

***What is an example of a syllabus statement that would be appropriate for me to use in my classes?***

”The Disability Resource Center’s services are available for students who require accommodations due to any cognitive, physical, or psychological disability. For more information, or to disclose a disability, visit the DRC in 110 Ross or call at 508-2493.”

## Resources

### Especially for Faculty

- **DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Faculty Room**  
[www.washington.edu/doi/faculty](http://www.washington.edu/doi/faculty)

The Faculty Room is a space for faculty and academic administrators at postsecondary institutions to learn how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities.

- **AccessIT (The National Center on Accessible Information Technology in Education)**  
[www.washington.edu/accessit](http://www.washington.edu/accessit)

AccessIT promotes the use of electronic and information technology (E&IT) for students and employees with disabilities in educational institutions at all academic levels.

## Resources

### Especially for Faculty

#### *Advising Students with Disabilities: Issues and Considerations*

**1. How will you know if your advisee has a disability (especially “invisible” ones: learning disabilities, ADHD, and psychiatric disabilities)?**

- Through self-disclosure
- Providing a current accommodations plan

**2. What if a student has a disability, but does not have an accommodation plan?**

- Student needs to be registered with the Disability Resource Center (DRC)
- Student may decline services through inactivity or by signing an official declination form

**3. What if you wish to speak to DRC staff about a student who is registered?**

- Student must give written consent to the DRC in order for staff to share information about the student
- Please contact with the DRC staff to check if a current confidential information release form is in the student’s file

**4. What are some general considerations in advising?**

- **Course load-** some students may take a reduced course (under 12 hours) if they are eligible. Depending on the student’s disability and needs, taking no more than 15 hours is sometimes recommended.
- **Course combinations-** depending on the student’s disability and needs, some students may need to avoid taking heavy reading or writing courses during the same semester.
- **Back-to-back classes-** if a student uses extended time on tests and quizzes, scheduling classes back-to-back should be avoided if possible in order.
- **Time-** some students with medication, health, stamina, and/or attention issues may need to schedule classes based on times of peak energy/attention or medication effectiveness.
- **Confidentiality reassurance to student**
- **Referral to campus resources**

## Resources

### Especially for Faculty

#### *Teaching Students with Disabilities*

The following suggestions are designed to assist you in meeting the special learning needs of students with disabilities. Every student has a different mode of learning, so it is essential to be aware of the mode in which you are presenting information and to vary your teaching methods to give students a chance to absorb the information in a different way. By incorporating some of the techniques listed below (if you aren't already doing so), students with disabilities, as well as all students, will benefit from the increased emphasis on instructional methods.

1. Provide students with a detailed course syllabus.
2. Announce reading materials far in advance for students utilizing books on tape. It usually takes several weeks to obtain a taped version of books.
3. Clearly spell out expectations before class begins, such as assignments, due dates, exams, and grading criteria.
4. Give assignments both orally and in written form.
5. Start each lecture with an outline of materials to be covered that class period. At the conclusion of class, briefly summarize the key points.
6. Face the class directly when you speak, using gestures and facial expressions to convey greater meaning.
7. Use supplemental materials such as a printed outlines or graphics, or use an overhead projector or other audiovisual aids.
8. Use examples to illustrate abstract or difficult materials.
9. Write key terms and technical vocabulary on the blackboard or in a handout.
10. Allow students to tape record lectures.
11. Link current lecture to previously covered materials.

12. Help students to conceptualize materials by pointing out the way you have organized the topics you cover. For example, tell students you plan to go over materials in a sequential or time-line order, that you will emphasize cause and effect relationships, that your focus will be on memorizing basic concepts, or that you will ask students to evaluate by comparing and contrasting information.
13. Invite student questions and comments.
14. Prepare students for exams. Go over the content and format of the test, and explain what constitutes a good answer.
15. Write clear and direct exam questions, using a variety of question formats (multiple choice, short answer, and essay).
16. Permit use of calculators, scratch paper and/or spellers' dictionaries during exams when appropriate.
17. Provide adequate opportunities for questions and answers before exams, including review sessions.
18. Encourage students to take advantage of campus resources, such as the Writing and Tutoring Center, etc.

## Resources

### Especially for Students

#### *Differences Between High School and College for Students with Disabilities*

<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
<i>Applicable Laws</i>	
<ul style="list-style-type: none"> <li>• IDEA (Individuals with Disabilities Act)</li>   <li>• Section 504, Rehabilitation Act of 1973</li>   <li>• IDEA is about <i>Success</i></li> </ul>	<ul style="list-style-type: none"> <li>• ADAA (Americans with Disabilities Amendment Act)</li>   <li>• Section 504, Rehabilitation Act of 1973</li>   <li>• ADAA is about <i>Access</i></li> </ul>
<i>Required Documentation</i>	
<ul style="list-style-type: none"> <li>• IEP (Individual Education Plan) or 504 Plan</li> <li>• School provides evaluation at no cost to student's family</li>   <li>• Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA</li> </ul>	<ul style="list-style-type: none"> <li>• High school IEP and 504 Plan alone are not sufficient</li> <li>• Student must get evaluation at own expense (if an initial one is needed or current one is insufficient)</li> <li>• Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations</li> </ul>

*Self-Advocacy*

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Student is identified by the school and is supported by parents and teachers</li><li>• Primary responsibility for arranging accommodations belongs to school</li><li>• Teachers approach student if they believe student needs assistance</li></ul> | <ul style="list-style-type: none"><li>• Student must self-identify to the Disability Resource Center (DRC)</li><li>• Primary responsibility for self-advocacy and arranging accommodations belongs to the student</li><li>• Professors are generally open and helpful, but student is expected to initiate contact if assistance is needed</li></ul> |
|---|--|

*Parental Role*

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Parent has access to student records and can participate in the accommodation process</li><li>• Parent advocates for student</li></ul> | <ul style="list-style-type: none"><li>• Parent does not have access to student records/information from college without student's written consent</li><li>• Student advocates for self</li></ul> |
|--|--|

### *Instruction*

- Teachers may modify curriculum and pace of assignments
- Student is expected to read assignments that are then discussed and often re-taught in class
- Student may seldom need to read or review anything more than once and listening in class is sometimes enough
- Professors are not required to modify design or alter assignment deadlines
- Student is assigned substantial amounts of reading and writing which may not be directly addressed in class
- Student will need to review class notes, texts, and other materials regularly

### *Grades and Tests*

- IEP or 504 Plan may include modifications to test format and/or grading
- Testing is frequent and covers small amounts of material
- Makeup tests may be available
- Grading and test format changes (i.e. multiple choice vs. essay) are generally not available, but accommodations to HOW tests are given (extended time, separate setting) are available
- Testing is usually infrequent and may be cumulative, covering large amounts of material
- Makeup tests are seldom an option; if they are, then a student will need to talk to the instructor directly

- Teachers often take time to remind students of assignments and due dates

- Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of the students, when tests are/assignments are due, and how course will be graded

***Study Responsibilities***

- Tutoring and study support may be a service as part of an IEP or 504 Plan

- Time and assignments are structured by others

- Student may study outside of class as little as 0-2 hours a week, and this may be mostly last-minute test preparation

- Tutoring does not fall under the DRC and college is not required to provide it; tutoring services are available to all students through Learning Services. Also, student is encouraged to approach their instructor for further assistance
- Student manages own time and completes assignments independently
- Student will need to study at least 2-3 hours outside of class for each hour of class

## Resources

### Especially for Students

#### *The Advising Process for Students with Disabilities*

Careful and early advising is recommended for students with disabilities. The number of courses taken concurrently and the demands of various courses need to be balanced against the challenges presented by an individual student's disability.

For this reason, the Disability Resource Center (DRC) will sometimes recommend that a student take a reduced course load (9-11 credits) for the first two semesters while they adjust to the demands of college life and learn how to use accommodations successfully. Reduced course loads have been shown to promote success in college for students with disabilities.

All students are assigned an academic advisor to consult about course and degree requirements. The DRC staff is also available by appointment for consultation with the student about the impact of a particular course load as it intersects with a particular disability.

In order to facilitate the registration process, we recommend that students contact us early in the process, before registration is complete. Once registered, it is more difficult to correct a schedule to achieve a good balance.

The DRC will help the student understand how to choose courses appropriately for their disability. We will assist students with this accommodation to insure that the reduced course load does not negatively impact financial aid and health insurance issues.

If a student does not wish to disclose their disability to their advisor, but wishes guidance in determining the impact of the disability on course selection, the student should consult the DRC prior to the registration period.

#### *Students with disabilities are encouraged to:*

- *Take advantage of priority registration if it was indicated as an accommodation during the DRC registration process. Delaying registration reduces course availability.*
- *Speak with an advisor and the DRC early in this process for guidance on course selection.*
- *Take a realistic course load: 9-12 credit hours per semester for the first semester or two may be necessary in order to adjust to the demands of college life.*
- *Avoid combining heavy reading/writing courses during the same semester.*
- *Schedule classes so they are not back-to-back in order to be able to take advantage of extra time on tests.*
- *For any student with medication issues and/or stamina or attention related issues, schedule classes based on peak energy or medication effectiveness.*

# Resources

## Especially for Students

### *Organizational and Study Skills Strategies for Student Success*

#### Commitment, Organization, Planning Strategies

1. Make sure you have everything you need:
  - Check *my.peace.edu* to see if you can get an advance copy of the class syllabus. You can do this as soon as you have a Peace College email address and ID number.
  - Bring everything you need to each class, such as paper, pens, texts, and homework.
  - Ask questions if you do not understand the directions for an assignment.
  
2. Minimize distractions in all areas of your life:
  - Don't over commit to extra-curricular and work study activities for the first semester or two until you understand the level of commitment your coursework will take.
  - Find a study environment that works for you and stick with it. This will enable you to get to work more quickly and with more efficiency.
  - In class, choose a seat in the front of the room to minimize distractions.
  
3. Get cozy with your calendar:
  - Plan your assignments for the semester by placing all class times, course deadlines and exams on one calendar along with your extra-curricular activities and study sessions (you should plan a minimum of two hours outside of class for every hour you spend in class).
  - Develop time management habits: make lists and always put things in the same place so you won't forget things, lose things, OR waste time looking for things!
  - Attend every class and be on time. This demonstrates to the instructor that you are putting forth your full effort and it enables you to keep up with the syllabus. You may better understand the course materials, thus enabling you to be better prepared for exams.

## Note-taking and Reading Strategies

1. Make sure to have read the assignment slowly and carefully before the class lecture on the topic.
2. Take lots of notes during class using a loose-leaf binder. Leave room on each page for questions and comments to be added when you review the notes.
3. If your notes are messy or disorganized, rewrite them, or outline them after class to help you identify key topics and consolidate the information you need to learn for the exam.
4. Similarly, outline the reading materials on loose-leaf paper. Make a list of new vocabulary words you can look up later and memorize.
5. Integrate your reading and class notes in one loose-leaf binder divided into sections such as lecture notes, outlines, and assignments.
6. Label each page of your notes with a consecutive number, the source of the information (test, lecture, homework, etc.), and the date. Highlight the important points.
7. File your papers in the right section of the notebook, in chronological order.