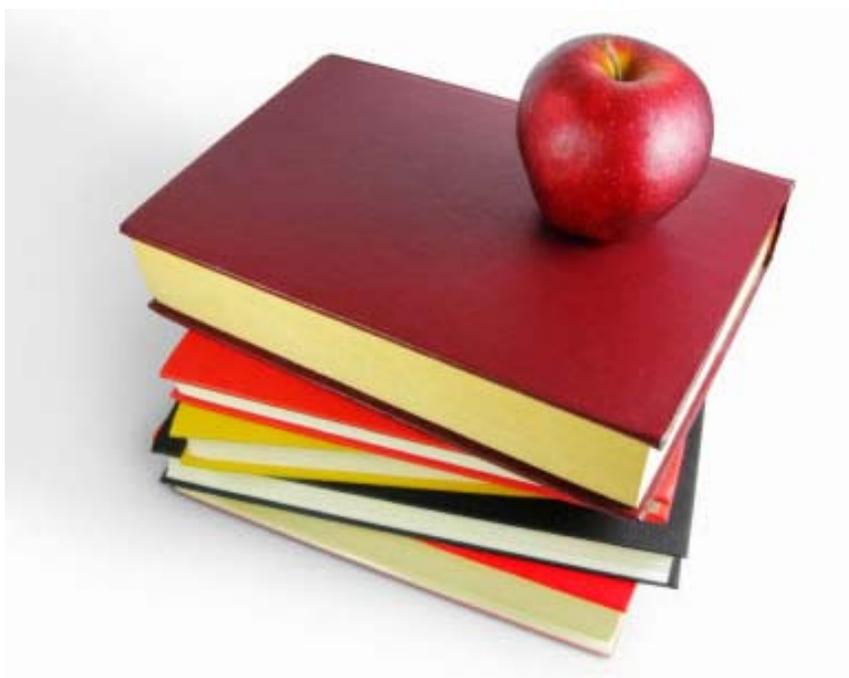


**Counseling and Disabilities Services
Catawba College**

**Disabilities Handbook
Revised 2015**



**Located in
210 Student Affairs Suite
Cannon Student Center
704-637-4307 or 4410
nzimmer@catawba.edu**

Counseling and Disabilities Services: Disabilities Handbook

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U.S. Department of Education
Arne Duncan
Secretary

Office for Civil Rights
Russlynn Ali
Assistant Secretary

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U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and Title II of the *Americans with Disabilities Act of 1990* (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must

identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs. Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change. If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency at <http://rsa.ed.gov> by clicking on Info about RSA, then People and Offices and then State Agencies/ Contacts.

Once the school has received the necessary documentation from me, what should I expect?

To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator who coordinates the school's compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school's grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100

Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

You may be familiar with another federal law that applies to the education of students with disabilities, the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. The publication's citation should be: U.S. Department of Education, Office for Civil Rights, *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011.

Disabilities Services: Mission Statement



Disabilities Services coordinates academic and service support for students with disabilities seeking assistance with their college studies and skills necessary to be a successful student.

The program seeks to empower rather than rescue students with academic difficulties or disabilities. Through the commitment of helping students achieve their personal goals, it is the mission of Catawba College to prepare students to reach their highest potential. The mission of Disabilities Services is to enhance this experience for students identified with learning and other disabilities. Our goal is to coordinate the support these students need to become successful college graduates. Students are challenged and encouraged to recognize their strengths and weaknesses, set academic and personal goals, and develop the learning strategies of self-awareness, self-determination, and self-advocacy in a challenging college environment.

Types of Services Provided

Counseling and Disabilities Services provides services to students in the areas of mental health and disabilities assistance. These services include: personal counseling, psychological testing, disabilities services, educational programming, and a self-help library. The office is located in the Cannon Student Center, in the Student Affairs suite.

Personal Counseling services are available for day students, free of charge. Students often seek out counseling for help with family conflict, feeling lonely, substance abuse, relationship issues, anxiety and stress, sexual assault, financial worries, depression, grief, and many other concerns. Appointments are necessary and may be made by calling 704-637-4410 or 704-637-4307 or by stopping by the office. Counseling is confidential and operates under the ethical standards of the American Counseling Association. Long-term therapy needs may be referred to off-campus mental health resources; any costs will be the responsibility of the student and/or the family.

Psychological Testing is available at no charge or at a nominal charge for day students. Such testing covers the areas of psychological disorders, career interests, attention-deficit/hyperactivity disorder, academic skills, and personality testing.

Disabilities Services are provided for day and evening students with physical, psychological, or learning disabilities. It is the responsibility of students who wish to request accommodations to provide appropriate documentation of the disability to the Director of CDS and to complete the accommodations process. Catawba College is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended 2008 (ADA), the College does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in College programs and activities; nor are persons with disabilities denied the benefits of these programs or subjected to discrimination.

Educational Programming is available for campus groups and is provided by the counselors. These programs vary and may be campus-wide, specific to a residence hall, or in a certain class. Topics include all issues of wellness and stress management, mental health disorders, study skills, sexual assault, domestic violence, substance use, relationships, etc.

The “Help Yourself!” Library has information on the following topics: alcohol and substance abuse, anxiety, learning disabilities, childhood trauma and abuse, depression, eating disorders, grief, self-esteem, stalking, test-taking, memorization, taking notes, writing, presentations, managing time, working with professors, etc. Many of these topics are explored in workbooks for self-guided growth. Books are available on a lending library basis, and many handouts and brochures are free for students to take with them.



Meet Our Staff

Dr. Nan Zimmerman

Director, Counseling and Disabilities Services

Office: 210 Student Affairs Suite, Cannon Student Center

Phone: 704-637-4307

Fax: 704-637-4331

Email: nzimmer@catawba.edu

Credentials: Bachelor of Arts in History, Davidson College
Master of Science in Counselor Education,
North Carolina State University
Doctor of Education in Counselor Education,
North Carolina State University
North Carolina Licensed Professional Counselor #3578
National Certified Counselor #22680

Mr. Avery L. Barber

College Counselor

Office: 210 Student Affairs Suite, Cannon Student Center
Phone: 704-637-4259
Fax: 704-637-4331
Email: albarber@catawba.edu

Credentials: Bachelor of Arts in Sociology, Livingstone College
Master of Education in Human Development and Learning,
University of North Carolina Charlotte
North Carolina Licensed Professional Counselor #88
National Certified Counselor #03415
North Carolina Substance Abuse Professional Certification #014

Mrs. Debbie M. Insley

Director of Wellness Promotion

Office: 210 Student Affairs Suite, Cannon Student Center
Phone: 704-637-4734
Fax: 704-637-4331
Email: dminsley14@catawba.edu

Credentials: Bachelor of Science in Criminal Justice, University of North Carolina at Charlotte
Master of Science in Criminal Justice, University of North Carolina at Charlotte
Licensed Clinical Addictions Specialist, #385



Typical Accommodations for Students with Documented Disabilities

In order to receive accommodations, students with disabilities must contact the Director of Counseling and Disabilities Services and provide sufficient documentation of the disability. Information on the types of documentation necessary for differing disabilities and the necessary forms may be found on our webpage or in the office. All accommodations are provided based on a review of a student's particular needs at the beginning of each semester. This list is not intended to be all inclusive, nor is it a guarantee of which accommodations a student will receive. **The deadline to apply for accommodations each semester is the last day to drop a class on the academic calendar.**

Test-Taking Accommodations

- Extended test time
- Testing in an alternative location
- Testing with a designated reader
- Testing in an alternative format such as on computer
- Testing with a scribe
- Testing in sections
- No Scantron or “bubble” tests
- Breaks

Coursework Accommodations

- Note-taker in the class
- Tape-recording class lectures and/or discussion
- Use of computer for note-taking and in-class assignments
- Coaching for a specific study skill
- Use of calculator
- Food or drink in the classroom (if health issues warrant)
- Spell checkers- electronic
- Enlarging class material
- Audio, digital, and ebooks (when available)
- Priority seating in class
- Help in gaining access to assistive technology



Mobility/Physical Accommodations

(In addition to the above accommodations...)

- Use of service animals
- Help in gaining access to interpreters/captionists for deaf/hard-of-hearing
- Assistance with mobility issues
- Help in gaining access to assistive technology

Psychiatric Accommodations

(In addition to the above accommodations...)

- Counseling
- Assignment assistance during hospitalization (when appropriate for class objectives)

Applying for Accommodations

The application process begins with completing and returning a Disclosure Form and a copy of the appropriate documentation to Director of CDS. The documentation will be reviewed and the student will be contacted requesting that s/he make an appointment with the Director to discuss the documentation and the recommendations. At this meeting, the student and Director will complete an Accommodations Request Form. The Director will then generate electronic letters to each professor verifying the student's eligibility for accommodations and listing the reasonable accommodations necessary for the student in the respective course. Students will be responsible for making sure the professors received the electronic letter and that both parties understand the details of implementing the accommodation.

Catawba College: Counseling and Disabilities Services

Disability Documentation Guidelines: Attention Deficit/Hyperactivity Disorder

Students requesting accommodations and/or services from Counseling and Disabilities Services (CDS) at Catawba College are required to submit documentation of the disability to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended 2008.

The following guidelines are provided in order to insure that the documentation is current, complete, and accurate. CDS determines eligibility and appropriate services based on a case-by-case review of one's documentation and on an interactive process between the student and the Director of CDS.

Documentation of a disability is not a part of the student's admission or disciplinary records nor on the transcript with the College. All documentation is confidential and is securely maintained by CDS.

A qualified professional must conduct the evaluation. The professional conducting the evaluation must be qualified to make the diagnosis of ADHD and to recommend appropriate academic and/or service accommodations. Professionals such as physicians, medical specialists, psychiatrists, psychologists, social workers, and counselors with training and experience in diagnosing ADHD is essential.

It is recommended that documentation include the following:

- A diagnostic report that identifies the disability, describes how the condition was diagnosed, provides information on the functional impact, details the typical progression or prognosis of the condition, and includes a review of developmental and medical history, academic, family, and psychosocial history. Diagnoses based on the Diagnostic and Statistical Manual- Fifth Edition, (DSM-V) are preferred.
- The information must be current. This usually means that testing has been done within the past 3-5 years, physicians' reports should be current to within the past year, reports on current accommodations are to be within the past year, and suggestions for treatment be current to within the past year. Or, the above reports can be a current update on records from the past. If you are unsure of whether or not you need a new evaluation, please contact the Disabilities Coordinator before making that expenditure. Catawba will work with you on older records whenever possible.
- Quantitative and qualitative information that supports the diagnosis.
- Summary and interpretation of any assessment instruments (formal assessment instruments and/or clinical interview); neither a 504 plan nor an Individualized Educational Plan (IEP) constitute sufficient documentation alone but may be submitted as part of a more comprehensive evaluation report. IEP plans may date back through high school.
- Information regarding the specific academic and/or environmental functions affected by the disability and the severity of the impairment.
- Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, substance abuse, learning, and personality disorders, etc.).
- Current and past accommodations and treatment including medication, counseling, vocational rehabilitation, assistive technology, auxiliary aids, support services, etc. This should also include how effective these things were in addressing the functional impact of the disability. A discussion of significant side effects that may impact perceptual, behavioral, or cognitive performance is helpful as well.
- Recommendations for academic/service accommodations that are logically related to the functional limitations. The final determination of appropriate accommodations/services rests with CDS.
- Evaluation reports should be typed on letterhead, signed, dated and be legible; the report must include the name, title, and professional credentials of the evaluator- including information about licensure and/or specialization.
- Students may also include a self-report document describing their situation.

Catawba College: Counseling and Disabilities Services Disability Documentation Guidelines: Learning Disabilities

Students requesting accommodations and/or services from Counseling and Disabilities Services (CDS) at Catawba College are required to submit documentation of the disability to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended 2008.

The following guidelines are provided in order to insure that the documentation is current, complete, and accurate. CDS determines eligibility and appropriate services based on a case-by-case review of one's documentation and on an interactive process between the student and the Director of CDS.

Documentation of a disability is not a part of the student's admission or disciplinary records nor on the transcript with the College. All documentation is confidential and is securely maintained by CDS.

A qualified professional must conduct the evaluation. The professional conducting the evaluation must be qualified to make the diagnosis of learning disabilities and to recommend appropriate academic and/or service accommodations. Professionals such as physicians, medical specialists, psychiatrists, psychologists, social workers, and counselors with training and experience in diagnosing learning disabilities is essential.

It is recommended that documentation include the following:

- A diagnostic report that identifies the disability, describes how the condition was diagnosed, provides information on the functional impact, details the typical progression or prognosis of the condition, and includes a review of developmental and medical history, academic, family, and psychosocial history. Diagnoses based on the Diagnostic and Statistical Manual- Fifth Edition, (DSM-V) are preferred.
The information must be current. This usually means that testing has been done within the past 5 years, physicians' reports should be current to within the past year, reports on current accommodations are to be within the past year, and suggestions for treatment be current to within the past year. Or, the above reports can be a current update on records from the past. If you are unsure of whether or not you need a new evaluation, please contact the Disabilities Coordinator before making that expenditure. Catawba will work with you on older records whenever possible.
- Quantitative and qualitative information that supports the diagnosis.
- Summary and interpretation of any assessment instruments (formal assessment instruments and/or clinical interview); neither a 504 plan nor an Individualized Educational Plan (IEP) constitute sufficient documentation alone but may be submitted as part of a more comprehensive evaluation report. IEP plans may date back through high school.
- Information regarding the specific academic and/or environmental functions affected by the disability and the severity of the impairment.
- Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, substance abuse, learning, and personality disorders, etc.).
- Current and past accommodations and treatment including medication, counseling, vocational rehabilitation, assistive technology, auxiliary aids, support services, etc. This should also include how effective these things were in addressing the functional impact of the disability. A discussion of significant side effects that may impact perceptual, behavioral, or cognitive performance is helpful as well.
- Recommendations for academic/service accommodations that are logically related to the functional limitations. The final determination of appropriate accommodations/services rests with CDS.
- Evaluation reports should be typed on letterhead, signed, dated and be legible; the report must include the name, title, and professional credentials of the evaluator- including information about licensure and/or specialization.
- Students may also include a self-report document describing their situation.

Catawba College: Counseling and Disabilities Services Documentation Guidelines: Physical Disabilities

Students requesting accommodations and/or services from Counseling and Disabilities Services (CDS) at Catawba College are required to submit documentation of the disability to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended 2008.

The following guidelines are provided in order to insure that the documentation is current, complete, and accurate. CDS determines eligibility and appropriate services based on a case-by-case review of one's documentation and on an interactive process between the student and the Director of CDS.

Documentation of a disability is not a part of the student's admission or disciplinary records nor on the transcript with the College. All documentation is confidential and is securely maintained by CDS.

A qualified professional must conduct the evaluation. The professional conducting the evaluation must be qualified to make the diagnosis of physical disability and to recommend appropriate academic and/or service accommodations. Professionals such as physicians, medical specialists, psychiatrists, psychologists, social workers, and counselors with training and experience in diagnosing physical disability is essential.

It is recommended that documentation include the following:

- A diagnostic report that identifies the disability, describes how the condition was diagnosed, provides information on the functional impact, details the typical progression or prognosis of the condition, and includes a review of developmental and medical history, academic, family, and psychosocial history. Diagnoses based on the Diagnostic and Statistical Manual- Fifth Edition, (DSM-V) are preferred.
- The information must be current. This usually means that testing has been done within the past 3-5 years, physicians' reports should be current to within the past year, reports on current accommodations are to be within the past year, and suggestions for treatment be current to within the past year. Or, the above reports can be a current update on records from the past. If you are unsure of whether or not you need a new evaluation, please contact the Disabilities Coordinator before making that expenditure. Catawba will work with you on older records whenever possible.
- Quantitative and qualitative information that supports the diagnosis.
- Summary and interpretation of any assessment instruments (formal assessment instruments and/or clinical interview); neither a 504 plan nor an Individualized Educational Plan (IEP) constitute sufficient documentation alone but may be submitted as part of a more comprehensive evaluation report. IEP plans may date back through high school.
- Information regarding the specific academic and/or environmental functions affected by the disability and the severity of the impairment.
- Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, substance abuse, learning, and personality disorders, etc.).
- Current and past accommodations and treatment including medication, counseling, vocational rehabilitation, assistive technology, auxiliary aids, support services, etc. This should also include how effective these things were in addressing the functional impact of the disability. A discussion of significant side effects that may impact perceptual, behavioral, or cognitive performance is helpful as well.
- Recommendations for academic/service accommodations that are logically related to the functional limitations. The final determination of appropriate accommodations/services rests with CDS.
- Evaluation reports should be typed on letterhead, signed, dated and be legible; the report must include the name, title, and professional credentials of the evaluator- including information about licensure and/or specialization.
- Students may also include a self-report document describing their situation.

Catawba College: Counseling and Disabilities Services

Disability Documentation Guidelines: Psychological Disabilities

Students requesting accommodations and/or services from Counseling and Disabilities Services (CDS) at Catawba College are required to submit documentation of the disability to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended 2008.

The following guidelines are provided in order to insure that the documentation is current, complete, and accurate. CDS determines eligibility and appropriate services based on a case-by-case review of one's documentation and on an interactive process between the student and the Director of CDS.

Documentation of a disability is not a part of the student's admission or disciplinary records nor on the transcript with the College. All documentation is confidential and is securely maintained by CDS.

A qualified professional must conduct the evaluation. The professional conducting the evaluation must be qualified to make the diagnosis of psychological disabilities and to recommend appropriate academic and/or service accommodations. Professionals such as physicians, medical specialists, psychiatrists, psychologists, social workers, and counselors with training and experience in diagnosing psychological disabilities is essential.

It is recommended that documentation include the following:

- A diagnostic report that identifies the disability, describes how the condition was diagnosed, provides information on the functional impact, details the typical progression or prognosis of the condition, and includes a review of developmental and medical history, academic, family, and psychosocial history. Diagnoses based on the Diagnostic and Statistical Manual- Fifth Edition, (DSM-V) are preferred.
- The information must be current. This usually means that testing has been done within the past 3-5 years, physicians' reports should be current to within the past year, reports on current accommodations are to be within the past year, and suggestions for treatment be current to within the past year. Or, the above reports can be a current update on records from the past. If you are unsure of whether or not you need a new evaluation, please contact the Disabilities Coordinator before making that expenditure. Catawba will work with you on older records whenever possible.
- Quantitative and qualitative information that supports the diagnosis.
- Summary and interpretation of any assessment instruments (formal assessment instruments and/or clinical interview); neither a 504 plan nor an Individualized Educational Plan (IEP) constitute sufficient documentation alone but may be submitted as part of a more comprehensive evaluation report. IEP plans may date back through high school.
- Information regarding the specific academic and/or environmental functions affected by the disability and the severity of the impairment.
- Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, substance abuse, learning, and personality disorders, etc.).
- Current and past accommodations and treatment including medication, counseling, vocational rehabilitation, assistive technology, auxiliary aids, support services, etc. This should also include how effective these things were in addressing the functional impact of the disability. A discussion of significant side effects that may impact perceptual, behavioral, or cognitive performance is helpful as well.
- Recommendations for academic/service accommodations that are logically related to the functional limitations. The final determination of appropriate accommodations/services rests with CDS.
- Evaluation reports should be typed on letterhead, signed, dated and be legible; the report must include the name, title, and professional credentials of the evaluator- including information about licensure and/or specialization.
- Students may also include a self-report document describing their situation.

Students with Disabilities: Who is Responsible for What?

If you are a student with a disability that may affect equal access to your college education, you are entitled to consideration for academic and/or service accommodations. This is an interactive process between the student and the institution. Each has specific responsibilities outlined below.

The Student is responsible...

- To meet the academic and institutional standards for admission or participation
- To self-identify by submitting a Student Disclosure form to the institution
- To request accommodations and services in a timely manner according to institutional guidelines
- To provide current documentation that meets the institutions guidelines
- To respond to requests for additional information
- To cooperate with the institution's right to have the documentation reviewed by appropriate experts
- To provide due diligence to make sure the process works
- To speak for him/herself- the student's parents cannot make the disclosure or request help for the student
- To use the accommodations appropriately and as defined
- To maintain effective communication and self-advocacy with faculty/staff who are providing assistance
- To understand that a disability cannot be used to exempt a student from the disciplinary rules and procedures enforced with respect to the general student population

The College is responsible...

- To provide clear documentation standards to students
- To explain if the documentation is not sufficient
- To provide due diligence to make sure the process works
- To provide access to personnel to answer questions and address concerns
- To select accommodations based on the standard of "reasonable accommodations" that do not fundamentally alter the purpose or intent of the program or activity
- To provide accommodations that are tailored to each course, program, or activity- no blanket accommodations
- To provide clear documentation of the grievance process to students when the system is not working properly



Service Animals and Their Student Partners: A Brief List of Responsibilities

Documentation Requirements

- Appropriate documentation of the disability and the need for a service animal must be submitted to and approved by the Director of Counseling and Disabilities Services (CDS).
- The animal must be trained to perform tasks for people with disabilities. Pets and therapy animals are not service animals and are not allowed on campus. Documentation must be submitted to and approved by CDS of the animal's training and of the nature of its service tasks.
- The animal must have a health statement, including vaccinations from a licensed veterinarian dated within the last year. Proof of good health must be provided on an annual basis. The records are maintained in the CDS office. (Dogs must have had the general maintenance vaccine series which includes rabies, distemper, and parvovirus; and all vaccines must be current. Dogs must wear a rabies tag).
- The animal must meet Salisbury, North Carolina, licensing requirements and wear the tags designated by the City if the animal is residing on campus.
- Measures must be taken at all times for flea, tick, and odor control and any treatment must be documented.

Control Requirements

- The student partner must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of its student partner. A service animal is considered an extension of the student partner's person and, as such, the student partner is responsible for the animal, its behavior, and any potential liability resulting from its presence on campus.
- The animal must be on a leash at all times. The animal may not wander around, and it may not be off-leash unless it is working. The animal may be off leash when it is not working when it is in its residence hall room.
- The animal must be as unobtrusive as possible. However, the animal is to be properly identified as a service animal with a vest, tag, sign, or other visual identification.
- The animal is prohibited from kitchens and food preparation areas except those in apartment residence facilities.
- The animal may be prohibited from areas such as science or medical labs if the lab supervisor has reason to believe the animal's presence would compromise the environment or if the environment posed a physical danger for the animal.
- A service animal may be excluded from campus when that animal's behavior poses a direct threat to the health and safety of others. Should the animal be excluded due to being out of control, the College will give the student partner the option of continuing to attend the College without having the service animal on the premises.
- When an animal is determined to be out of control, the infraction will be treated on an individual basis through the Director of CDS. If the animal poses a threat to the safety of others, Public Safety will be a part of the collaborative team to determine the outcome of the behavior. Consequences may include, but are not limited, to: muzzling a barking dog, refresher training for the animal and its student partner, or exclusion from college facilities and/or events.



Public Etiquette by the Animal

- The animal must not be allowed to sniff people, food, tables in eating areas or personal belongings of others.
- The animal must not initiate contact with someone without the student partner's direct permission.
- The animal must not display any behaviors or noises that are disruptive to others, such as barking, whining, or growling.
- The animal must avoid excessive personal grooming in public settings.
- The animal must not block an aisle or passageway.
- The animal must be trained not to be attracted to food that may be in common areas.
- The animal must be quiet if attending an event such as a musical or theatrical production.

Relief Areas and Cleanup

- It is the student partner's responsibility to be aware of the animal's need to relieve itself and act accordingly. Designated relief areas may be selected by CDS. The animal may defecate on campus grounds only if the student partner immediately removes the waste by flushing, burial or feces bags. (Dogs may not relieve themselves indoors).

Financial Responsibility

- The student partner is responsible for the necessary finances for upkeep of the animal: expenses incurred to meet College guidelines, veterinary bills, equipment the animal uses such as tags or vests, bedding, food, water, bowls, clean up materials, toys, flea and tick treatments, vaccinations, grooming aids, etc. The student partner is also responsible for keeping the bedding cleaned on a regular basis. Any grooming costs are the responsibility of the student partner.
- If the animal is not appropriately treated for flea/tick control and a college facility becomes infected with fleas as a result, the student partner will be responsible for the costs of pest treatment.
- If the animal destroys any college property through chewing, waste products, or other uncontrolled behaviors, the student partner is responsible for the cost of repair.

Conflicting Disabilities

- Persons who have asthma/allergy/medical issues with the animal are to be directed to CDS to make notification of the problem. The person with the problem must provide verifiable medical documentation to support the claim. Action will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

Public Etiquette for Campus Community

- Individuals on campus should not: pet a working service animal, feed a working service animal, deliberately startle or tease a service animal, or attempt to separate a service animal from its partner. Anyone abusing a service animal will be subject to disciplinary action. Anyone feeding a service animal a harmful substance such as alcohol will be subject to disciplinary action.

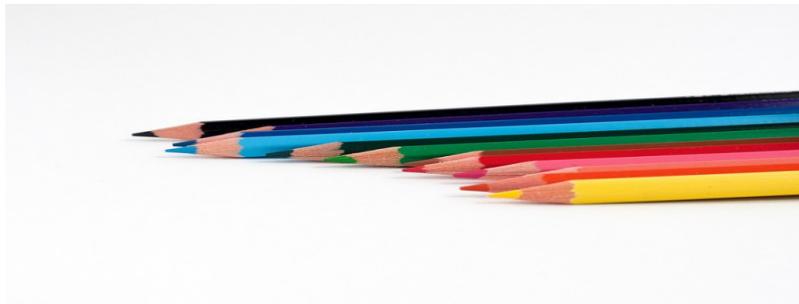
This is not an exhaustive list of responsibilities and guidelines for service animals. For more information, Contact the Counseling and Disabilities Services office at 704-637-4307, located in the Student Affairs Suite of the Cannon Student Center.

Assistive Technology Equipment for Check-out/Use

1. Calculators
2. French-English Electronic Dictionary
3. English-Spanish Electronic Dictionary
4. Electronic Spelling Ace Pro
5. VictorReader Vibe CD Players
6. MP3 Player
7. Microcassette Recorders
8. Digital Recorders
9. Large print keyboard and large monitor with computer (available in office only)
10. ThinkPad Laptop computer
11. Live Scribe Pen
12. Live Scribe Notebooks
13. Bedshaker Fire Alert for Residence Hall
14. Travelite Light Box for light therapy
15. Slantboards
16. Trackball mouse
17. Adjustable height tables in classrooms



These items are available for student use when warranted by disability. The student is responsible for repairing or replacing the item if damaged or lost while in the student's possession.



Appeal Procedure for Grievance Resolution for Student Accommodations Due to Disability

Students with disabilities who have followed published procedures for requesting accommodations and have done so in a timely fashion, but who believe they have not received appropriate accommodations, may file a written appeal and expect a timely response. The procedure for the appeal must be instituted within 5 working days of the student's written notice or meeting with the Director of Counseling and Disabilities Services that:

1. the student has not been awarded an accommodation that the student feels should be provided, or
2. an agreed upon accommodation is not being implemented.

This appeals procedure is the sole process for appealing accommodation-related decisions.

1. If you believe you are entitled to an accommodation you were not awarded, meet with the Director of CDS. If the two of you cannot reach an agreement through dialogue, you may submit an appeal of this decision, in writing, to the Dean of Students for review. The appeal must be submitted by the student with the grievance and must contain written, supporting documentation. This appeal is to be submitted within 5 working days of the student's written notice that an accommodation was denied or within 5 days of the meeting with the Director of CDS in which this particular grievance was discussed. The Dean of Students will respond to the student within 5 working days with a decision or a request for further investigation.

2. If you believe an employee (professor, instructor, or staff member) has not provided the agreed-upon accommodation as indicated in your accommodations letter from the Director of CDS, contact the employee first. If you cannot reach an agreement with that employee, contact CDS for assistance. If the grievance cannot be worked out through dialogue with the employee and CDS, the student and/or the Director may contact the Dean of Students for a review of the situation. The appeal is to be instituted within 5 working days of the student's meeting with the employee in which the grievance was discussed. The appeal must be submitted, in writing, by the student with the grievance or by the Director of CDS and must contain written, supporting documentation. The Dean of Students will respond to the student or the Director of CDS within 5 working days with a decision or a request for further investigation.

Contact Information

Director
Counseling and Disabilities Services
Catawba College
2300 W. Innes Street
Salisbury, NC 28144
Work 704-637-4307
Fax 704-637-4331

Dean of Students
Office of Student Affairs
Catawba College
2300 W. Innes Street
Salisbury, NC 28144
Work 704-637-4410
Fax 704-645-4551



Online Academic Support Resources

- [National Center for Learning Disabilities](#)
An online guide to essential information about learning disabilities, early literacy and learning resources, support for adolescents and adults with learning disabilities, public policy and advocacy tools.
- [Children and Adults with Attention-Deficit/Hyperactivity Disorder](#)
CHADD is a resource that provides information about ADHD, the characteristics of adults with ADHD, and articles on managing medication.
- [LD Online](#)
An interactive resource guide for learning disabilities. Go to: *LD in Depth - Adult issues*
- [LD Pride](#)
An interactive online resource for adults with LD and ADHD. Determine your learning style, definitions and types of LD, and references to other online sources.
- [Learning Ally](#)
Learning Ally provides educational and professional books in accessible media format to people with print disabilities. They have an extensive free library of books on audio CD's or ebooks covering a wide range of subjects and academic levels. Services are available to persons with a verified visual, physical, or specific learning disability that substantially limits reading. (Membership fee necessary in the name of the student)
- [Educational Testing Service](#)
Go to: *Resources for Test Takers with Disabilities*. Resource for Documentation Criteria.
- [ThinkCollege.net](#)
Side by side comparison of the *Differences between High School and College*.
- [WNY Collegiate Consortium and Disability Advocates](#)
College Success and more.
- [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#)
Information provided by the U. S. Department of Education, Office for Civil Rights.
- [College Foundation of North Carolina](#)
- [Americans with Disabilities Act Document Center](#)
- [EASI \(Equal Access to Software and Information\)](#)
- [American Council of the Blind](#)
- [Association on Higher Education And Disability \(AHEAD\)](#)
- [Council for Exceptional Children](#)
- [National Rehabilitation Association](#)
- North Carolina Assistive Technology Program



Forms

Disclosure Form

Who is Responsible for What?

Request for Accommodations Worksheet

Accommodations Form e-letter

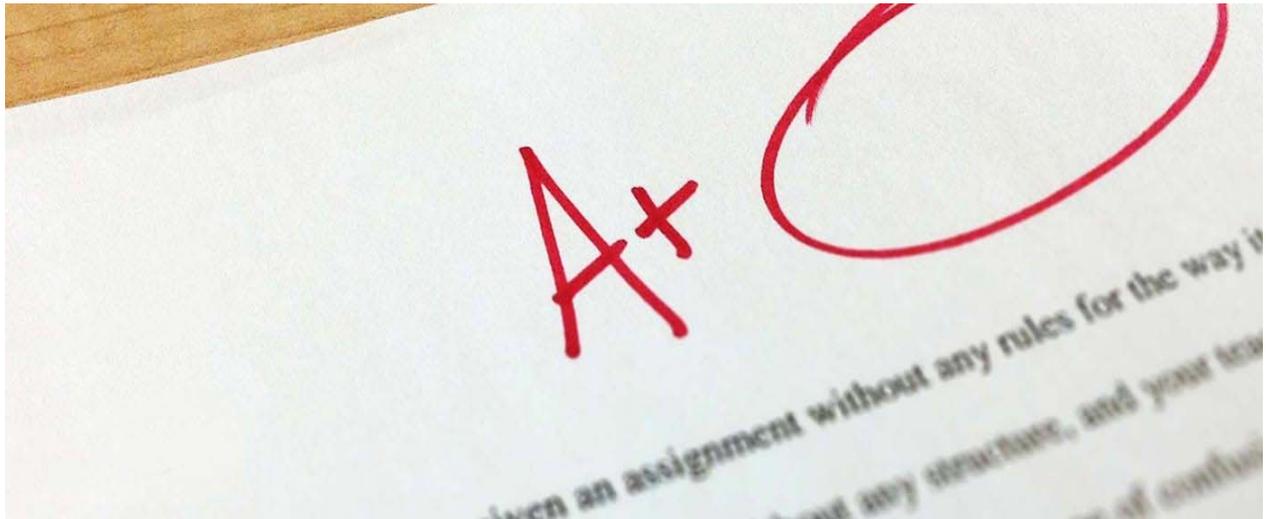
Seizure Protocols

Request for Special Housing Based on Disability or Medical Needs

Equipment Checkout

Release of Information

Request of Information



Catawba College: Counseling and Disabilities Services
Students with Disabilities Disclosure Form

In order to receive academic or service accommodations for disabilities at Catawba College, we ask that you complete this form and attach a copy of your complete documentation. Your documentation must be current and complete to receive accommodations.

Name _____ Date _____

Home Address _____

College Address _____

Cell phone (____) _____ E-Mail _____

Please check the areas that apply to you:

- _____ Attention Deficit/Hyperactivity Disorder: _____ Combined _____ Inattentive _____ Hyperactive
- _____ Hearing Impairment
- _____ Speech Impairment
- _____ Visual Impairment
- _____ Physical Impairment (Please specify) _____
- _____ Psychological Impairment (Please specify) _____
- _____ Learning Disability: _____ Reading Disorder
- _____ Mathematics Disorder
- _____ Disorder of Written Expression
- _____ Developmental Coordination Disorder
- _____ Expressive Language Disorder
- _____ Asperger's Disorder
- _____ Other _____

Please describe the personal and educational impact of this disability on your life.

Student Signature _____

Submit this form and your documentation to:
Counseling and Disabilities Services
Catawba College
2300 W. Innes Street
Salisbury, NC 28144

The information on this form will be kept confidential and will not be used to discriminate in any manner. Your information will be released only to those individuals responsible for providing assistance to students with disabilities.

Students with Disabilities: Who is Responsible for What?

If you are a student with a disability that may affect equal access to your college education, you are entitled to consideration for academic and/or service accommodations. This is an interactive process between the student and the institution. Each has specific responsibilities outlined below.

The Student is responsible...

- To meet the academic and institutional standards for admission or participation
- To self-identify by submitting a Student Disclosure form to the institution
- To request accommodations and services in a timely manner according to institutional guidelines
- To provide current documentation that meets the institutions guidelines
- To respond to requests for additional information
- To cooperate with the institution's right to have the documentation reviewed by appropriate experts
- To provide due diligence to make sure the process works
- To speak for him/herself- the student's parents cannot make the disclosure or request help for the student
- To use the accommodations appropriately and as defined
- To maintain effective communication and self-advocacy with faculty/staff who are providing assistance
- To understand that a disability cannot be used to exempt a student from the disciplinary rules and procedures enforced with respect to the general student population

The College is responsible...

- To provide clear documentation standards to students
- To explain if the documentation is not sufficient
- To provide due diligence to make sure the process works
- To provide access to personnel to answer questions and address concerns
- To select accommodations based on the standard of "reasonable accommodations" that do not fundamentally alter the purpose of intent of the program or activity
- To provide accommodations that are tailored to each course, program, or activity- no blanket accommodations
- To provide clear documentation of the grievance process to students when the system is not working properly

I understand and agree to these collaborative responsibilities.

Student

Date

Disabilities Coordinator

Date

Catawba College: Counseling and Disabilities Services Request for Accommodations Worksheet

By filling out this form, you are requesting accommodations for your documented disability. You may request accommodations based on what has worked for you in the past or what you feel you will need in a class. The Director of CDS will review the request and make accommodations for reasonable requests that are supported by your documentation. The deadline for requesting accommodations is the last day to drop a class each semester. The actual date is on the Academic Calendar on the Catawba Website.

From this form, CDS will generate electronic letters to your individual professors explaining the accommodations. It is your responsibility to meet with each professor and discuss the letter. You have a responsibility to explain a little about yourself and your situation to your professor and build a collaborative relationship. These letters are intended to help introduce you to your professor as well as to verify your eligibility for accommodations.

Student Name _____ Semester _____

Cell Phone # _____

Email addresses _____

Course	Professor	Accommodation Requested

Approved _____ Date _____

(Counseling and Disabilities Services)

UNOFFICIAL COPY

CATAWBA COLLEGE
Counseling and Disabilities Services
Academic and Service Accommodations for Catawba Students

Counseling and Disabilities Services (CDS) provides assistance to qualified students with disabilities who have voluntarily disclosed their disabilities to CDS. This student has provided the appropriate documentation to verify eligibility for accommodations as stipulated by the Americans with Disabilities Act of 1990 as amended 2008 and by Section 504 of the Rehabilitation Act of 1973.

(Accommodations are for the current semester only)

Date

Student

Course

Professor

CDS recommends the following accommodations to ensure equal learning opportunities:

Extended time on tests, quizzes, and exams Time and a half Double Time
Testing in an alternate location (If using CDS testing rooms, please notify us in advance)
Testing with a designated reader Testing with designated scribe
Testing in an alternative format Oral On computer Testing in sections
No Scantron testing (bubbles to fill in)
Breaks during class or labs
Note-taker in the class (CDS will find a notetaker)
Recording class lectures and/or discussions
Use of laptop in class for note-taking and in-class assignments
Peer Assistance Tutor “Study Buddy” (provides structure & study tips, no teaching of material)
Use of calculator for assignments and exams
Use of electronic spell checkers for graded assignments
Enlarging class material
Use of audio/digital textbooks (CDS will order these)
Assistance with mobility issues Specify
Allowed to make up work due to absences related to the disability
Use of word bank- see attachment
Seizure protocol- see attachment
Housing Single Room Handicapped Accessible Room Both
Dietary accommodations
Temporary accommodations for the time period from _____ to _____.
Other _____

CATAWBA COLLEGE
Counseling and Disabilities Services
Academic and Service Accommodations for Catawba Students

Seizure Response Protocol

Absence Seizures (Petit Mal)

In the event that a student in your class has an absence seizure, please follow the steps below:

1. No first aid is necessary.
2. The student may have missed material being covered in the class and may need assistance to catch up on this. Check with the student after class to make sure s/he did not miss anything crucial.
3. Please allow the student to make up any missed work that is graded.
4. Student may need to take a break and leave class after the seizure to rest, or the student may miss class due to a seizure prior to class.

Characteristics of absence seizures:

- Abrupt onset
- End abruptly
- Brief duration – usually seconds rather than minutes
- Prompt recovery
- Student may show no behavioral signs of a seizure
- Manifestations of the seizure are subtle and may be difficult to detect, often the student is the only one who knows a seizure has occurred
- Loss of attention and focus is the main manifestation you might observe

If you have any questions, please contact the *Counseling and Disabilities Services* at extension 4307 or Nan Zimmerman at nzimmer@catawba.edu.

CATAWBA COLLEGE
Counseling and Disabilities Services
Academic and Service Accommodations for Catawba Students

Seizure Response Protocol
Generalized Tonic-Clonic Seizures (Grand Mal)

In the event that a student in your class has a seizure, please follow the steps below:

- Call 911 for EMS response. Then call Public Safety (x4000) and give information about the situation, student's name, location and your name and relation to the student.
- Lower student to the floor
- Move all furniture, etc., away from student to prevent injury.
- Place coat, blanket, etc., under student's head, if available.
- Do not physically restrain student, but protect from hard surfaces.
- If possible, turn student to side to allow excessive fluids, if present, to drain from mouth.
- After the seizure the student may or may not be able to respond to you. Do not move the student until they respond and are physically capable of safe movement with or without assistance.
- A college representative should stay with the student until a responsible relative or EMS arrives.
- Please note whether or not the student has requested an alternative response to being taken to the hospital.

Alternative Response Instructions

I, _____, have a disorder that causes periodic seizures.

Medications I am on are _____

In the event of a seizure, please call:

_____ at _____

or

_____ at _____

I **do not** wish to be taken to the hospital unless it is medically necessary, as determined by the Emergency Medical Technician (EMT).

Student

Date

If you have any questions, please contact the *Counseling and Disabilities Services* at extension 4307 or Nan Zimmerman at [nzimmera@catawba.edu](mailto:nzimmer@catawba.edu).

CATAWBA COLLEGE

Request for Special Housing Based on Disability or Medical Needs

Name _____

Date _____ Number of credit hours earned _____

1. I am requesting a special housing need due to:

_____ Physical need

_____ Psychological need

2. Please attach documentation from physician, therapist, or other medical authority with appropriate diagnosis and recommended housing needs. **This is required.**

3. Explain the reason for your request, and what your specific needs are.

4. Submit completed form to Nan Zimmerman, Counseling and Disabilities Services, Student Affairs, Office 210Q. Do not submit this form without your medical documentation. May submit in person, by campus mail, or digitally to nzimmer@catawba.edu.

FOR OFFICE USE ONLY

_____ Date Received by Counseling	_____ Denied	_____ Notification to Res Life
_____ Documentation Included	_____ Approved	_____ Notification to Student
Building _____	Room _____	

