Counseling and Disabilities Services Catawba College

Disabilities Handbook Revised 2010



Located in Cannon Student Center 704-637-4307 or 4410 nzimmera@catawba.edu

Counseling and Disabilities Services: Disabilities Handbook

Table of Contents		
•	Students with Disabilities Preparing for Postsecondary Education	3
•	Disabilities Services	8
	Mission Statement	8
	Types of Services Provided	9
	Meet our Staff	10
	Typical Accommodations for Students with Disabilities	11
	Applying for Accommodations	12
	Documentation Guidelines	13
	ADHD	13
	Learning Disabilities	14
	Physical Disabilities	15
	Psychological Disabilities	16
	Who Is Responsible for What?	17
	Service Animals and Their Student Partners	18
	Assistive Technology Equipment for Check-Out	20
	Appeal Procedure for Grievance Resolution	21
		22
•	Forms	23
	Disclosure Form	24
	Requesting Accommodations	25
	Accommodations Electronic Form	26
	Seizure Protocols	27
	Testing Accommodations Form	29
	Equipment and Key Check-out Forms	30
	Release of Information Form	31
	Request of Information Form	32



"Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities"

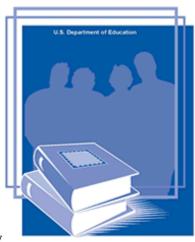
U.S. Department of EducationMargaret Spellings
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U.S. Department of Education Office for Civil Rights Washington, D.C. 20202

March 2007

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.



Students With Disabilities Preparing For Postsecondary Education: Know Your Rights and Responsibilities

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 both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different 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 education 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, 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 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. However, 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 modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such 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 effect substantial modifications to 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 modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. 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 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 these procedures. Postsecondary schools usually include, in their publications providing general information, 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 Web sites. 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 your 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 that shows 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; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and 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.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. 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. This may mean that you 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 through the following Web page: http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM.

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

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. 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 an alternative one if the alternative would also be effective. 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. Furthermore, it may not 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 or Title II or both laws. You may contact this 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. However, 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 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 from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may <u>file a complaint</u> 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.

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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 cognitive abilities, achievement, psychological disorders, career interests, attention-deficit/hyperactivity disorder, some learning disabilities, 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

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Email: nzimmera@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

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Mr. Avery L. Barber

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Credentials: Bachelor of Arts in Sociology, Livingstone College

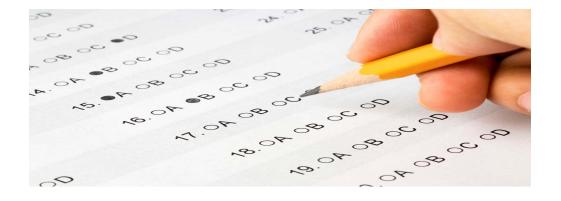
Master of Education in Human Development and Learning,

University of North Carolina Charlotte

North Carolina Licensed Professional Counselor #88

National Certified Counselor #03415

North Carolina Substance Abuse Professional Certification #014



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
- Testing with a scribe
- 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
- Tutor in a specific subject
- Coaching for a specific study skill
- Use of calculator
- Breaks
- Food or drink in the classroom (if health issues warrant)
- Spell checkers- electronic
- Enlarging class material
- Audio and ebooks (when available)
- Allow make-up exams
- Priority seating in class
- Help in gaining access to assistive technology

Mobility/Physical Accommodations

(See above coursework 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

(See above coursework accommodations)

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

Applying for Accommodations

The application process begins with completing and returning a <u>Disclosure Form</u> 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 will complete an <u>Accommodations Request Form</u>. 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- Fourth Edition, Revised (DSM-IV-TR) 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.
- 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.
- For any testing, actual test scores must be provided; standard scores are required; percentiles and grade equivalents are only acceptable if standard scores are also included.
- 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, 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- Fourth Edition, Revised (DSM-IV-TR) 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.
- 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.
- For any testing, actual test scores must be provided; standard scores are required; percentiles and grade equivalents are only acceptable if standard scores are also included.
- 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, 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

Individuals requesting accommodations and/or services from the College submit documentation of the disability to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1073, as amended, and the Americans with Disabilities Act of 1990, as amended 2008. The following guidelines are provided to insure that the documentation is complete and accurate. Counseling and Disabilities Services (CDS) determines eligibility and appropriate services based on a case by case review of documentation. All documentation is confidential and is securely maintained by CDS. Documentation of a disability is not a part of the student's admission, academic or disciplinary records with the College. Determining and providing accommodations and/or services is an interactive process between the student and the Director of CDS. Documentation is to be current and relevant.

1. <u>Credentials of the Evaluator</u>

A qualified professional must conduct the evaluation. This person must be a properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected. For a physical disability, a physician or medical specialist is an appropriate evaluator. The credentials of the evaluator are to be included on the report, and the report is to be on official letterhead.

2. Diagnostic Statement that Identifies the Disability

This should include a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.

3. Description of the Diagnostic Methodology Used

This includes a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as a clinical narrative, observation, and specific results. Methods may include medical examinations, performance observations, rehabilitation documentation, and formal testing instruments.

4. Current Functional Limitations

This provides information on how the disability currently impacts the individual. The documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition.

5. Expected Progress or Stability of the Disability

It is helpful when the documentation provides information on expected changes in the functional impact of the disability over time and context. Any known environmental triggers to episodes provides opportunities to anticipate and plan for such events. If a condition is not stable, information on interventions and recommended timelines for re-evaluation are most helpful.

6. <u>Current and Past Accommodations, Services, and/or Medications</u>

Please include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations. 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 physical, perceptual, behavioral or cognitive performance is helpful as well.

7. Recommendations for Accommodations and Services

Recommendations from professionals with a history of working with the individual help the College provide reasonable accommodations and services that are logically related to the functional limitations.

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- Fourth Edition, Revised (DSM-IV-TR) 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.
- 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.
- For any testing, actual test scores must be provided; standard scores are required; percentiles and grade equivalents are only acceptable if standard scores are also included.
- 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, 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 of intent of the program or activity
- To provide accommodations that are tailored to each course, program, or activityno blanket accommodations



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

- 1. Calculator, Texas Instruments, TI-30XA, #1
- 2. Calculator, Texas Instruments, TI-30XA, #2
- 3. Texas Instruments Graphing Calculator, TI-83 Plus
- 4. Franklin Spanish-English Electronic Dictionary, DBE-1470, #1
- 5. Franklin Spanish-English Electronic Dictionary, DBE-1470, #2
- 6. Franklin French-English Electronic Dictionary
- 7. Franklin Spelling Ace Pro, #1
- 8. Franklin Spelling Ace Pro, SA-209, #2
- 9. Franklin Spelling Ace Pro, SA-209, #3
- 10. VictorReader Vibe CD Player
- 11. VictorReader Wave CD Player
- 12. Sandisk Sansa Clip MP3 Player
- 13. Panasonic Microcassette Recorder, RN-405
- 14. Sony Microcassette Recorder, M-470
- 15. Large print keyboard and large monitor with computer (available in office only)

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

<u>Director</u>
Counseling and Disabilities Services
Catawba College
2300 W. Innes Street
Salisbury, NC 28144
Work 704-637-4307
Fax 704-637-4331
Student Affairs Suite, Cannon Student Ctr.

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

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.
- <u>Children and Adults with Attention-Deficit/Hyperactivity Disorder</u> CHADD is a resource that provides information about ADHD, the characteristics of adults with ADHD, and articles on managing medication.
- LD Online

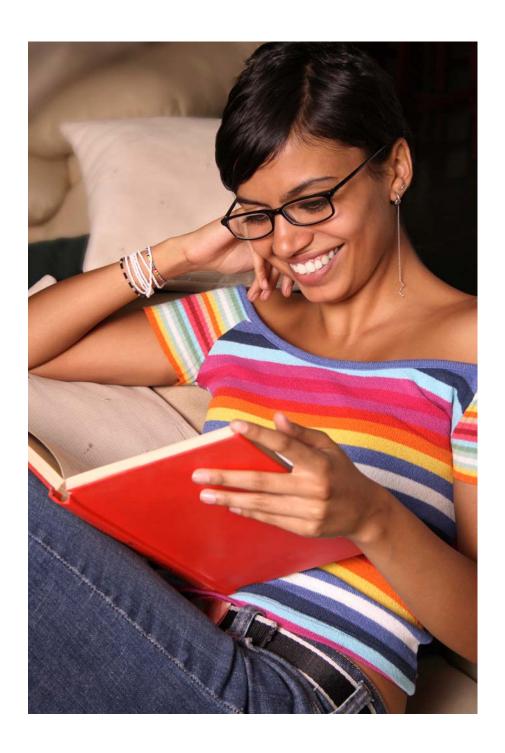
An interactive resource guide for learning disabilities. Go to: LD in Depth - Adult issues

- 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.
- Recording for the Blind and Dyslexic (RFBD)
 - RFBD provides educational and professional books in accessible media format to people with print disabilities. They have an extensive free library of books on audio cassette 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)
- Educational Testing Service
 - Go to: Resources for Test Takers with Disabilities. Resource for Documentation Criteria.
- <u>ThinkCollege.net</u>
 - Side by side comparison of the Differences between High School and College.
- WNY Collegiate Consortium and Disability Advocates *College Success* and more.
- <u>Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities</u>
 - 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 Request for Accommodations Accommodations Form Seizure Protocols



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.

Please check the areas that apply to you: Attention Deficit/Hyperactivity Disorder:CombinedInattentive Hyperactive Hearing Impairment Speech Impairment Visual Impairment Physical Impairment (Please specify) Psychological Impairment (Please specify) Learning Disability:Reading DisorderMathematics DisorderDisorder of Written ExpressionDevelopmental Coordination DisorderAsperger's DisorderAsperger's DisorderAsperger's DisorderOtherPlease describe the personal and educational impact of this disability on your life.	Name	Date	
Attention Deficit/Hyperactivity Disorder:CombinedInattentive Hyperactive Hearing Impairment Speech Impairment Visual Impairment Physical Impairment (Please specify) Psychological Impairment (Please specify) Learning Disability:Reading DisorderDisorder of Written ExpressionDevelopmental Coordination DisorderExpressive Language DisorderAsperger's DisorderOther	Home Address		
Attention Deficit/Hyperactivity Disorder:CombinedInattentive Hyperactive Hearing Impairment Speech Impairment Visual Impairment Physical Impairment (Please specify) Psychological Impairment (Please specify) Learning Disability:Reading DisorderMathematics DisorderDisorder of Written ExpressionDevelopmental Coordination DisorderAsperger's DisorderAsperger's DisorderOther			
Attention Deficit/Hyperactivity Disorder:CombinedInattentive Hyperactive Hearing Impairment Speech Impairment Visual Impairment Physical Impairment (Please specify) Psychological Impairment (Please specify) Learning Disability:Reading Disorder	Γelephone ()	E-Mail	
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 Other		Please check the areas that apply to you:	
Please describe the personal and educational impact of this disability on your life.	Hyperactive Hearing Impairment Speech Impairment Visual Impairment Physical Impairment Psychological Impai	rment (Please specify) Reading Disorder Mathematics Disorder Disorder of Written Expression Developmental Coordination Disorder Expressive Language Disorder Asperger's Disorder	
	Please describe the persona	al 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.

Catawba College: Counseling and Disabilities Services Request for Accommodations

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 _____

Room Phone # Cell Phone # Email addresses_		
Linui uddiesses		
Course	Professor	Accommodation Requested
Approved	hilitias Camijaas)	Date

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.

<u>Date</u>	(Accommodations are for the current semester only)
Student	Class
Student Phone	Student Email
Course	
<u>Professor</u>	
CDS recommends the following according to	ommodations to ensure equal learning opportunities:
Testing with a designated reader Testing in an alternative format Testing with a scribe Breaks during class or labs Note-taker in the class (CDS will Recording class lectures and/or di Use of laptop in class for note-tak Peer Assistance Tutor material) Use of calculator for assignments Use of electronic spell checkers for Enlarging class material Use of audio textbooks Assistance with mobility issues Allowed to make up work due to a	oral On computer Other find a notetaker) scussions ing and in-class assignments "Study Buddy" (provides structure & study tips, no teaching of and exams or graded assignments Specify absences related to the disability Handicapped Accessible Room Both
Other	
Signature Nancy A. Zimmerman Director, Counseling and Disabilitie	

Please contact the CDS with any questions or concerns at ext. 4307 or at nzimmera@catawba.edu.



Student	 	 	
Date			

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 nzimmera@catawba.edu.



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 <u>do not</u> wish to be taken to the hospit by the Emergency Medical Technician	al unless it is medically necessary, as determined n (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.

Catawba College: Counseling and Disabilities Services Testing Accommodations Form

Students who need to test in an alternate location may do so in 1 of 2 ways:

- 1. The professor may provide an alternate location that is convenient to the professor or the classroom. This space must be quiet and private. This option allows the professor to be available for questions and to collect the completed test quickly. The professor and student agree upon the time to do this. Professor serves as proctor.
- 2. Students may use the Testing Rooms in Counseling and Disabilities Services. To do this, the student must have the instructor complete the top portion of the Testing Accommodations Form and deliver it to CDS as soon as the test is scheduled by the professor. The Professor must deliver the test to CDS prior to the scheduled testing session. When scheduling tests, CDS tries to have the student take the test during the time period of the class itself. However, this is not always possible if the student has back-to-back classes or if there is not a proctor available at that specific time. CDS will follow the testing guideline provided by the professor as indicated on the Testing Form below. A copy of this form is returned to the professor with the completed test.

Student	Professor
Course	Course Day and Time
How will CDS receive the exam?	
Instructor will deliver i	tin personby email
Student will bring it wi	th him/her in sealed envelope
What materials may the student use?	
Notes	
Computer	
•	
Calculator	
Other	
How do you want the test returned to you? (Do n	ot use Campus Mail)
Instructor or instructor	
	the instructor in a sealed envelope
CDS staff will scan and	
Instructor's Signature	Date
Honor	Code
On my honor, I have abided by the Catawb	oa College Honor Code in taking this test.
Student Signature	
CDS Us	e Only
Class time1 hour1.25 hours3 ho	oursOther
Extended time allottedTime and a HalfD	Oouble Time
Began test at Completed test at	
Proctor's Signature	
	29

Catawba College: Counseling and Disabilities Services Equipment Checkout Process for Disability Accommodation

Student Name	
Telephone	Cell
Email	
Equipment	
Date Picked Up	Date to be Returned
	iece of equipment as a part of your accommodation due to y responsible for replacement should it/they become lost, stolen
Student Signature	
For office use only Date Return	edStaff Initials
Telephone	
Key for	Key #
Date issued	Date to be returned
responsibility to keep up with it. lose this key, you may be financia must NOT ever loan this key or a	a part of your accommodation due to disability. It is your If you lose it, you must let the CDS know immediately. If you ally responsible for replacing it and /or any locks involved. You llow non-authorized use of it. If you allow someone else use of modation and may be subject to disciplinary action. Your agree to these conditions.
Student Signature	
For office use only Date of return	Staff Initials



Counseling and Disabilities Services Release of Information for Disabilities Program

I,	hereby authorize
Counseling and Disabilities Servine to:	ces of Catawba College to release the following information concerning
	(Name and address of organization or person)
with regard to the period approxi	nately from to Date Date
	Date Date
	Documentation of Disability
	Medical History
	Accommodations Information Academic Progress and /or Outcomes
	Other
-	
I wish to exclude the release of in	formation pertaining to:
1 wish to exclude the feleuse of h	ornation pertunning to:
	o request part or all of the information in my file with Counseling and
	College as listed above. I understand which contents I am asking to be
	I also understand that there are statutes and regulations protecting the
	nformation. I hereby acknowledge that this consent is truly voluntary alfilled. I further acknowledge that I may revoke this consent at any
	on based on this consent has been taken.
G: 1	D .
SignedStudent	Date
Signed	Date
Director of CDS	
Non Zimmonon Dinoston	
Nan Zimmerman, Director Counseling and Disabilities Ser	zices
Catawba College	(w) 704-637-4307
2300 W. Innes Street	(fax) 704-637-4331
Salisbury, NC 28144	email address: <u>nzimmera@catawba.edu</u>



Counseling and Disabilities Services Request of Information for Disabilities Program

I,	hereby authorize
(1	Name and address of organization or person)
to release the following information c	oncerning me with regard to the period
approximately from	to
	_ Documentation of Disability _ Medical History _ Accommodations Information _ Academic Progress and /or Outcomes _ Other
I wish to exclude the release of inform	nation pertaining to:
organization/institution as listed abov it will be used. I also understand that the authorized information. I hereby	equest part or all of the information in my file with your e. I understand which contents I am asking to be released and how there are statutes and regulations protecting the confidentiality of acknowledge that this consent is truly voluntary and is valid until nowledge that I may revoke this consent at any time except to the int has been taken.
SignedStudent	Date
Signed	Date
Nan Zimmerman, Director Counseling and Disabilities Service Catawba College 2300 W. Innes Street Salisbury, NC 28144	s (w) 704-637-4307 (fax) 704-637-4331 email address: <u>nzimmera@catawba.edu</u>