

DISABILITY SERVICES GUIDE

Stanly Community College

Crutchfield Education Center, 102 Stanly Parkway, Locust
704-991-0238
tswaringen8142@stanly.edu

Mission

The mission of Disability Services is to ensure equal access to all programs, content, and facilities for students with disabilities enrolled at Stanly Community College.

The Americans With Disabilities Act

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection against discrimination, which is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 states that, "no otherwise qualified individual with a disability in the United States...shall solely by reason of...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

Disability Definition

A disability, under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is described as a mental or physical impairment that substantially limits one or more major life activities. Major life activities include such things as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

SCC Disability Services

Accommodations are provided to students with disabilities in order to ensure that each student registered for services has means to overcome barriers related to their disability. Reasonable accommodations will be made available at no cost to the student with the exception of equipment for personal use, attendant care, and educational assistants to be used inside or outside of the classroom as stated by the Section 504 of the Rehabilitation Act. Stanly Community College is not responsible for the location, scheduling, or funding of such services.

Reasonable Accommodation Examples

Students who are blind or have low vision

- Large print handouts and tests
- Magnification equipment
- The computer enlarged characters and images.
- Voice output (screen reader for computers)
- Audiobooks
- Recorder
- Speech-to-text programs

Students who are deaf or hard of hearing:

- Interpreters
- Note taker
- Use of visual aids

Students who have a learning disability:

- Note taker and/or recorder for class sessions
- Extra time for testing
- Distraction-free testing environment
- Text-to-Speech

Students with physical barriers:

- Adjustable desks, computer stations and lab equipment
- Computer equipment with special input devices
- Accessible classroom locations
- Note taker

Students with medical or health impairments:

- Varied accommodations depending upon the health impairment
- Extra time to take tests
- Testing in a distraction-free environment.

Unreasonable Accommodation Examples

Accommodations request which are considered unreasonable if they:


- Substantially alter the educational standards or mission of Stanly Community College
- Fundamentally alter the nature of a program or course
- Allow access to a program when a student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission
- Cause undue financial or administrative hardship (college-wide)

- Be of a personal service in nature (i.e., personal aid)
- Pose a direct threat to health or safety

Process to Register for Disability Services at Stanly Community College

Students with disabilities apply to the college through the established admissions procedures that are required for all prospective students.

- Students submit an application and follow admissions procedures for the desired program.
- Student will take the placement test, if required
 - If accommodations are needed for the Placement test, a student must notify disability services and submit disability documentation prior to scheduling the test.
- Students may contact Tracie Swaringen, Director of Counseling and Special Services, at 704-991-0238 to schedule a meeting.
 - Student will be asked to bring completed intake form as well as provide required disability documentation to the initial meeting.
 - Documentation guidelines are listed on the Stanly Community College website.
 - If documentation is unavailable or outdated, it is not the responsibility of Stanly Community College to fund for disability diagnosis. Resources for documentation will be provided by SCC.
 - Following the meeting, the documentation provided will be reviewed.
 - Accommodations will be determined and discussed with the student either by phone or in a face-to-face meeting.
 - A Faculty Accommodation Letter will be provided to the student listing the accommodation for the upcoming semester.
 - Disability diagnosis and information shared with the Director will be kept confidential.
 - It is the student's responsibility to take the accommodation sheet to their instructor(s) to sign.
 - The student will meet with his/her instructor(s) at the beginning of each semester to discuss individual testing accommodations and make appropriate arrangements for testing.

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- Faculty Accommodation Letter will be returned to Director with signatures.
 - Accommodations letters are valid for one semester. Students must meet with Director each semester to review accommodations and receive updated letter

Student's Rights and Responsibilities

Student Rights:

- To receive reasonable accommodations in programs, coursework, and with on-campus facilities
- Expect confidentiality of information regarding your disability as applicable laws allow
- Receive information in accessible formats

Student Responsibilities:

- Provide current or updated documentation (as shown in the documentation guidelines)
- Keep appointments with the Director of Disability Services
- Inform instructors of any accommodation approved at the beginning of each semester or as soon as the accommodation has been established.
 - Accommodations are not “retroactive,” for example if a student is granted accommodations on September 13th, the accommodations go into effect on September 13th.
- Ask the instructors to sign the Faculty Accommodation Letter and return it to Disability Services
- Ask the instructors to coordinate testing with Disability Services
- Inform the Disability Services Director if approved accommodation is not provided.
- Contact Disability Services to schedule appointments to take tests with accommodations.
- Be on time to take tests with accommodation.
 - Tests may not be rescheduled which could result in a failing test grade.
- Return any equipment or assistive devices loaned by Disability Services on the last day of the semester or when agreed upon with the Disability Services office.
 - Failure to return these items may result in the student not being allowed to register for the next semester.
 - A “hold” may be placed on grades and transcripts until the equipment is returned or the student pays for the lost equipment.
- Maintain attendance policy as set by instructors.
- Conducting him/herself according to the Student Conduct standards



Rights and Responsibilities of Stanly Community College

Stanly Community College has the right to:

- Request and receive current documentation that supports requests for accommodations.
- Use existing resources to provide accommodation.
- Refuse an unreasonable accommodation that imposes a fundamental alteration on a program or activity of the college.
- Deny a request for accommodations, if the documentation demonstrates that the request is not warranted or if the student fails to provide appropriate documentation.

Stanly Community College has the responsibility to:

- Provide services to ensure that no otherwise qualified individual with a disability shall be excluded from participating in, be denied the benefit of, or be subjected to discrimination under any such program, activity, or service solely by reason of their disability.
- Provide information to students with disabilities in accessible formats upon request.
- Evaluate students on their abilities and not their disabilities.
- Provide or arrange reasonable accommodations for students with disabilities in courses, programs, and facilities.
- Maintain appropriate confidentiality of records and communication, except where permitted or required by law.

Testing Procedures

- Once you receive your accommodation letter and begin your classes, review your course syllabus exam dates. Send these dates to the testing center of your choice to schedule for the semester.
 - Testing administrators need time to accommodate your needs, please do this as soon as possible.
 - Please contact Debbie Utley at 704-991-0320 or dutley4203@stanly.edu to arrange testing (Albemarle and Crutchfield campuses)
- Upon arrival for testing, students will sign in and show identification.
- If student chooses to bring non-testing materials, they will be asked to store them away under their chair until the test is completed.
- If a student misses a test or an exam for any reason, it is his/her responsibility to notify the instructor to determine if a retest can be arranged.
- Once the student enters the testing space, he/she will **not** be able to **leave** the area until the test is completed.
- Students are expected to take care of all personal needs (such as using the restroom, eating, etc.) before testing.
- Failure to comply with testing rules and standards (ex: cheating) will result in punishment as per documented in the Code of Conduct

Emergency Procedures

- At the time of intake, you are asked if you need any accommodations in the chance of an emergency. Please consider this carefully and let the Director know to provide appropriate measures for safe evacuation or lockdown.

Major Differences between High School and Postsecondary Disability Services

High School

I.D.E.A. Act (Individuals with Disabilities Education Act)
Section 504, Rehabilitation Act
Accommodations ensure success

Required Documentation:

I.E.P (Individual Education Plan) or 504 Plan

School provides evaluation at no cost to student

School retests over time

Student Role:

Student is identified by the school

School sets up the accommodations

Parental Role:

Access to student records

Participation in accommodations

Mandatory involvement

Instructors:

Teachers prompt students about grades, assignments, and due dates

Use of multi-sensory approach.
Teachers may modify curriculum and/or alter

Postsecondary

A.D.A (Americans with Disabilities Act)

Section 504, Rehabilitation Act

Accommodations ensure equal access

Required Documents:

Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (IEP/504 Plan alone, is insufficient)

Students must provide the evaluation at his/her own expense

Additional accommodations and/or a change in the impact of the disability may warrant additional documentation

Student Role:

Student self-identifies to the Disability Services Office

Primary responsibility for sharing Accommodation Plan belongs to the students; students must initiate contact with instructor to utilize approved accommodations for specific courses.

Parental Role:

No access to student records without the student's written consent.

Student requests accommodations.

Students will be expected to exhibit self advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.

Instructors:

Student must monitor own progress and manage their time.

Not required. Lecture is predominant.
Not required to modify curriculum or alter assignment deadlines.

curriculum and pace of assignments.

Attendance is legally mandated.

Tests/Grades:

IEP or 504 plan may include modifications to test/material format and/or grading: grades may be modified based on effort.

Testing is frequent and covers small amounts of material

Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines: make up tests are often available

Study Skills and Responsibilities:

Tutoring and study support may be a service provided as a part of an IEP or 504 plan

Outside class study time may be as little as 0-2 hours per week; the majority of the work is completed within class time.

Disability Service Provider Role:

School seeks out students and reminds/creates/coordinates additional resources as needed.

Primary responsibility for accommodations belongs to the school

Conduct:

Attendance is the student's responsibility. Student accepts consequences of non attendance.

Tests/Grades:

Grades reflect the work submitted; curriculum & technical course standards may not be altered.

Grading and test format changes are generally not available. However, accommodations on how it is given may be available. Testing is usually infrequent and may be cumulative, covering large amounts of material; Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Depending on the circumstances, accommodations may or may not be reasonable or required.

Study Skills and Responsibilities

Tutoring typically is not considered an accommodation because it is available to all students; therefore, students with disabilities must seek out tutoring and study skills resources.


Students may need as much as 2-3 hours per class outside of class time to complete work; most of the work is completed outside of the classroom.

Disability Service Provider Role:

DSO determines eligibility for reasonable accommodations under the ADA and Section 504

DSO does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need

Conduct:



Disruptive conduct may or may not be accepted.

Differences in Summary:

I.D.E.A is about Success
High School is mandatory and free.

Students who are disruptive and are unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed.

Differences in Summary

A.D.A. is about Access.

Postsecondary is voluntary and expensive.

Parental Support:

DO:

- Help your student learn time management skills and good study skills.
- Help him/her begin keeping a calendar or daily planner.
- Learn about the process of college admissions.
- Learn about what will be required of students in college.
- Be an encourager for your students. Celebrate each accomplishment and step forward.
- Encourage your students to take breaks while studying.
- Discuss your student's disability, strengths, weaknesses, and how to overcome them.
- Discuss how past IEP or 504 plan accommodations helped your student overcome his or her barriers.
- Be supportive as your student goes through the transition to college.
- Encourage your student to visit the Disability Services Office with questions about classes or accommodations

DON'T:

- Make decisions for your student.
- Pressure your student to pursue a degree that you would like him/her to pursue.
- Criticize your student for not passing a class or a test.
- Hide from your student the fact that he or she has a disability. We all have barriers, it's how we face them that makes us successful.
- Call or visit the instructors or other college staff concerning your student's progress, or problems in class. Your student is an adult now.

Instructors want to see your student grow in independence as well as learn the course material. FERPA does not provide for the instructor to discuss a student's problems in class or progress with parents or family members. If you have general questions, you are welcome to call Disability Services at 704-991-0238. Although we are not able to answer specific questions concerning the student, we are happy to offer general process information and support.

Notice of Nondiscrimination

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, gender, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

Employee and applicant inquiries regarding nondiscrimination issues may be directed to the Executive Director of Human Resources or to the Office of Civil Rights of the United States Department of Education (OCR).

Lori Poplin, Director of Human Resources

Office location: 111C Eddins Building

Telephone: (704) 991-0116

Email: lpoplin0217@stanly.edu

Mailing Address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

Student and student applicant inquiries regarding non-Title IX issues may be directed to the Office of the Associate Dean of Students or to the Office of Civil Rights of the United States Department of Education (OCR).

Marcus Pryor, Associate Dean of Students

Office Location: 109 Patterson Building

Telephone: (704) 991-0278

Email: mpryor7642@stanly.edu

Mailing Address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

Stanly Community College does not discriminate on the basis of sex in the education programs or activities it operates. SCC is required by Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq. (Title IX) and its implementing regulations, 35 C.F.R. Part 106 not to discriminate in such a manner.

Inquiries related to SCC's responsibilities and practices regarding Title IX may be directed to the SCC Title IX Coordinator or to the Office of Civil Rights of the United States Department of Education (OCR). Complaints under Title IX may also be made to the SCC Title IX Coordinator or to OCR.

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator

Office location: 207 Snyder Building

Telephone: (704) 991-0329

Email: cdean5600@stanly.edu

Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

An Equal Opportunity/Affirmative Action Institution. A Unit of the North Carolina Community College Systems.



I _____ have read and reviewed the Stanly
Community College Disability Services Guide and understand and agree to the terms.

Signature: _____ Date: _____

Director: _____ Date: _____