



LOUISBURG COLLEGE

Accessibility Services Handbook

Accessibility Services Office
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Louisburg College Mission Statement and Values

Mission Statement

“Related by faith to the United Methodist Church, Louisburg College is committed to offering a supportive community which nurtures young men and women intellectually, culturally, socially, physically, and spiritually. As a two-year residential institution, we provide a bridge for students to make a successful transition from high school to senior colleges and universities” (2017-2018 *Louisburg College Catalog*).

Values

- We approach our mission with integrity.
 - We respect the dignity of every individual.
 - We embrace diverse learning styles.
 - We offer opportunities for all of our students to succeed.
 - We provide a high quality, accessible education.
 - We enable and challenge our students to reach their full potential.
 - We value our Christian heritage and foster spiritual growth.
- (2017-2018 *Louisburg College Catalog*)

Accessibility Services Mission Statement

The mission of Accessibility Services (AS) is to serve as a resource to students with a variety of learning styles and abilities in ways that empower them to realize their learning potential. The office’s mission directly relates to several of the Values adopted by Louisburg College. These values include “we respect the dignity of each individual; we embrace diverse learning styles; we offer opportunities for all of our students to succeed; we provide a high quality, accessible education; we enable and challenge our students to reach their full potential” (2017-2018 *Louisburg College Catalog*).

Accessibility Services (AS)

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) prohibit discrimination against individuals with disabilities. Louisburg College supports the protection available to members of its community under all applicable federal laws, including those stated above. The Louisburg College Nondiscrimination Policy states, “Louisburg College is committed to the equal opportunity of education and employment and does not discriminate against students, employees, or applicants on the basis of race, color, sex, sexual orientation or sexual preference, national origin, age, or disability” (2017-2018 *Louisburg College Catalog*). AS exists to further this end. Accessibility Services exists to assist in creating an accessible college community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students,

faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

AS fulfills this aim by maintaining disability-related documents, certifying eligibility for services, determining reasonable accommodations and developing plans for provision of such accommodations for students with disabilities. AS also assists all college departments in providing appropriate accommodations for students in courses, programs, services, activities and facilities.

AS Location and Hours of Operation

Accessibility Services is located on the first floor of the Taft classroom building, rooms 107 and 111. These offices of the Director of Accessibility Services and the Administrative Assistant are also where students and their families meet with AS personnel. A small reference library of books relevant to college students with learning disabilities and ADHD is housed in this office and available for student and faculty check-out.

The AS offices are open Monday through Friday, 8:30am – 5:00pm. Students, parents, and prospective student families are served on a walk-in basis when possible, but are encouraged to make an appointment with the Director in order to ensure a meeting time is available.

Phone: (919) 497-3236

Fax: (919) 496-6733

Email: accessibilityservices@louisburg.edu

Confidentiality and Release of Information

AS is committed to ensuring that all information regarding a student is confidential as required or permitted by the law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews and case notes.

No one has immediate access to student files except the staff of AS, with the exception of those students being considered for Learning Partners. In this case, Learning Specialists may read a file when necessary. However, students who request accessibility services acknowledge that some level of disclosure to select faculty may be necessary to provide the requested accommodations. Disclosure will occur with the student's specific written permission and the understanding that only necessary information for the purposes of accommodation will be communicated by AS. Students are under no obligation to disclose a disability unless an accommodation is being requested; likewise, faculty and staff have no authority to see disability documentation without a legitimate, educational need to know. Other information in files will not be released except in accordance with federal and state laws, which require release in the following circumstances:

- If AS staff learns about child abuse or elder abuse, they are required by law to report it to the Department of Social Services.
- If, in the judgment of AS, a client is dangerous to himself/herself or others (suicidal or homicidal), it is the responsibility of the staff to do whatever they can to protect a person from harm, even if it means breaking confidentiality.
- If AS is required to present records and/or appear in court to comply with a court order.

Rights and Responsibilities of Students with Disabilities

Students with disabilities have the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the college,
- Equal opportunity to work and learn, and to receive reasonable accommodations,
- Appropriate confidentiality of all information regarding their disabilities and to choose to whom information about their disabilities will be disclosed, except disclosures that are required or permitted by law, and
- Information available in accessible formats as warranted by documentation.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities,
- Identify themselves as individuals with a disability when an accommodation is needed and to seek information, counsel, and assistance within a reasonable amount of time,
- Provide documentation from an appropriate professional and articulate how the disability limits their participation in courses, programs, services, jobs, activities, and facilities,
- Follow procedures for obtaining reasonable accommodations, and
- **Arrange test accommodations with each faculty member a minimum of two days prior to each test.**

Self-Advocacy

Students who are enrolled in a post secondary setting have responsibilities as independent adults. Students are expected to:

- Self identify or disclose their disability to AS
- Provide verifying documentation to that office
- Provide medical, psycho-educational, or psychological testing as needed (cost is borne by the student)
- Arrange own weekly schedule
- Arrange own study sessions

- Arrange own transportation
- Contact professors to discuss and adopt accommodations for each class
- Arrange for and obtain own personal attendants
- Meet all the standards of conduct of the College
- Observe all rules and regulations of the College
- Meet all criteria of the courses of study, including attendance and grading policies.

Rights and Responsibilities of Louisburg College

Louisburg College has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities
- Confirm disability status and receive current, relevant documentation that supports requests for accommodations or auxiliary aids and services
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations
- Deny a request for accommodations or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations and/or auxiliary aids and services
- Refuse unreasonable accommodations or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the college.

Louisburg College has the responsibility to:

- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law.

Eligibility for Accessibility Services

Students submit the Request for Accommodations Form and meet with the Director of Accessibility Services to complete an intake process during which the student's expressed needs and the disability documentation is reviewed. Eligibility for services is based on a combination of the student's description of need, the thoroughness of the disability documentation, and documentation guidelines developed by AS. An individualized accommodation plan is developed for each student, and training in use of the accommodations or services is provided.

Providing documentation of a disability is the responsibility of the student. In general, the less obvious the disability, the more information is required to assess a student's needs and make accommodation recommendations. Documentation should be relevant and comprehensive and, where appropriate, contain test scores and interpretation (e.g. learning disability). If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the College has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation is also borne by the student.

Note: Pending the receipt of appropriate documentation, Louisburg College reserves the right to deny services or accommodations to those who fail to meet the legal and professional definitions of "disabled" in this college environment. Students who feel that they have been unfairly denied services may follow the grievance procedures described in this handbook on pages 12-13.

Disability Certification Process

Students requesting disability services are required to complete the following certification process:

- **Submit documentation of the disability from an appropriate licensed/certified professional.** A complete evaluation is important, dated within three years of the request for disability services. Please note that if we receive this information during the summer, we can begin preparing for your needs even before you arrive on campus. To provide accommodations for placement testing, documentation should be received two weeks prior to the date of the exam.
- **Complete an intake interview with the Director of AS.** An intake interview takes about one hour during which the student will provide information about how the disability impacts his/her life functioning. The intake also provides an opportunity for the student to become acquainted with support services that are offered through Accessibility Services. Documentation should be submitted at least one week before the intake session. Students may make an appointment by calling (919) 497-3236.
- Parents may contact AS and request that the Director contact students, receive an explanation of the services of AS, and may make an appointment to meet with the Director. However, students are responsible for further pursuing eligibility with AS. From elementary to high school, parents often play an active role in advocating for their

children's educational needs, and rightly so. However, in college, parents shift from being the primary advocate to coaching their young adults in becoming independent self-advocates. Some primary goals of AS are to support families as they experience this transition and to help students develop the skills they need to effectively advocate for themselves in academic life and beyond.

- At the college level, changes in the law require the student to take on the responsibility of self-identifying to AS, submitting proper documentation of a disability, requesting accommodations from the Director, discussing accommodations with faculty members, and alerting faculty and/or the Director if accommodations are not satisfactory.

Provisional Certification

Once you have completed the steps for certification, it is possible that your documentation may not be sufficient for full certification. In some cases, a provisional status is allowed which enables students to receive accessibility services for one semester while the student obtains relevant and complete documentation.

Determination of Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or equal benefits and privileges as are available to similarly situated students without disabilities. The college is obligated to provide accommodation only to the known limitations of an otherwise qualified disabled student. To determine reasonable accommodation, staff may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities, and facilities.

Documentation required for certification of accommodations is reviewed based on guidelines that were set forth by the Americans with Disabilities Act (ADA). These guidelines are followed to provide consistency among post-secondary institutions with regard to acceptable documentation for disability certification.

Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment
- The possible accommodations that might remove the barriers
- Whether or not the student has access to the course, program, service, activity, or facility without an accommodation
- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations

Accommodation Request Analysis

In reviewing accommodation requests, the following analysis is used:

1. Does the student have a disability?
2. Is the student “otherwise qualified”?
3. Did the student request an accommodation?
4. Was the request submitted in a manner consistent with established college policies and procedures?
5. Is the request reasonable and/or readily achievable?
6. Is the nature of the program or activity fundamentally altered by the provision of the accommodation?
7. Does the provision of the accommodation present an undue financial or administrative burden on the college?

Note: If the answer is “yes” to items 1-5 and “no” to 6-7, an accommodation should be provided. If this analysis results in a “no” to one of the questions 1-5 and/or “yes” to 6-7, then an accommodation may be denied or revised during the course of a student’s enrollment due to changes in disability status, disability documentation, or program standards and requirements.

Some accommodations and services must be requested well in advance of each semester. For example, authorization for priority registration, interpreter services, and services for the blind all require students to communicate their service needs to AS staff well before the beginning of each semester. In such cases, students should provide two months advance notice.

Adhering to deadlines for service requests enables the college and the staff to allocate resources and provide necessary services in a timely manner.

How to Receive Accommodations

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

- **Each semester, meet with the Director of AS for an Accommodation Review.** To ensure the most accurate and appropriate accommodations for each course, the student is required to meet with the Director of AS to discuss which accommodations the student will need for each course.
- **Accommodation letters are processed.** The AS office will electronically send letters of accommodation to each instructor letting them know the accommodations for which a student is eligible.

- **The student should meet with each faculty member to discuss his/her accommodations.** The student and faculty will meet privately to discuss the implementation of appropriate accommodations for the particular class.
- Students who are not yet comfortable or trained at explaining the impact of their disability to others (self-advocacy) are encouraged to meet with the Director of AS to learn more about how to effectively discuss their needs with faculty members. The Director is also available to accompany students to these meetings during their first semester of eligibility.

Note: Students enrolled in Learning Partners must also renew accommodation information with the Director. Although learning specialists generally remind their students to make this appointment at the beginning of each semester, **the responsibility for making and keeping an appointment with the Director to renew accommodation information ultimately rests on the student (see Learning Partners, pages 14-15).**

Test Proctoring

Faculty members are responsible for proctoring exams for the students in their classes and should make arrangements with individual students for a time to proctor their tests.

- Students can verbally inform professors or email professors **two days prior** to an exam that they will be needing accommodation, but written requests are preferred for better documentation. If a student fails to inform professors two days prior, it is at the discretion of the professor whether or not to offer the accommodations.
- Professors should keep their own records for liability purposes, recording the name of the student, the type of accommodations offered, and the date they were provided.

This is a free service to any student who qualifies.

Assistive Technology Resources

AS provides assistive technology designed to support the learning of students with a variety of needs.

Google Read & Write

Read & Write for Google Chrome offers a range of powerful support tools to help students gain confidence with reading, writing, studying, and research, including:

- Hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- See the meaning of words explained with text and picture dictionaries
- Hear text translated into other languages
- Get suggestions for the current or next word as you type

- Turn words into text as you speak
- Highlight text in documents or the web, and collect this text for use in other documents
- Create and listen to voice notes directly inside of google docs
- Simplify and summarize text on web pages

Read & Write for Google Chrome is a user-friendly chrome extension for use with PCs, Macs, and Chromebooks. It works with web pages and common file types in Google Drive. The toolbar is available for all students with a louisburg.edu account.

[Download the toolbar](#)

Writing Software

Dragon Naturally Speaking, speech-to-text software, has been installed in the Cecil W. Robbins Library, the Writing Center, and in the Learning Partners labs. This program allows the user to speak to the computer rather than manipulating the keyboard to achieve typed text. The writer may orally or manually edit the text. A headset with earphones and a microphone is available to support this program as well. *Dragon Naturallyspeaking* increases the writing efficiency of students with dyslexia, dysgraphia, and other symptomatology of language-based learning disabilities. This program also offers word processing capabilities to students with motor impairments.

Electronic Textbooks

For students who have a print disability, e-textbooks are available. See the AS Administrative Assistant to request this resource, as well as training in using this resource or other assistive technology.

Digital Recorders

Available for students to check out.

Residence Hall Accommodations

Students requesting residence housing accommodations must be certified with AS. Louisburg College provides support services and reasonable accommodations to students with medical and/or psychological disabilities pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. In order to ensure the provision of reasonable and appropriate accommodations and services for students with disabilities, students requesting housing accommodations **must** complete the following steps:

- **Complete the Housing Accommodation Request Form, and submit documentation of your disability directly to AS** (located in Taft Building). You will need to submit documentation at least one week prior to your appointment so that the Director has time

to review it before your intake. This documentation should be on office or practice letterhead and include the following information:

1. Specification of diagnosis;
 2. Date of diagnosis;
 3. Identification of the instruments and procedures used to make the diagnosis;
 4. Accounting of the “major life activities” impacted by the student’s impairment and level of severity;
 5. Description of the student’s functional limitations in a college residential setting (i.e. how does the impairment significantly limit a major life activity in a residential setting);
 6. Recommendations regarding effective accommodations to equalize the student’s educational opportunities at the postsecondary level;
 7. Signature of qualified evaluator who is trained to make the diagnosis and recommendations.
- **Meet with the Director of AS.** Call (919) 497-3236 to schedule an appointment. During your meeting you will complete an intake interview which will take about an hour.

Both of the previous steps must be completed by March 1st if you are a returning student and by June 20th if you are a new student. This is to allow time for your request to be reviewed and a recommendation made that is reasonable and appropriate based upon the intake interview and documentation. The information you provide may be shared with appropriate staff including, but not limited to, Residence Life and Facility Services at Louisburg College, to the extent required to evaluate the request and make a recommendation. It is important to note that not all requests are determined appropriate or reasonable accommodations under ADA and Section 504. Requests submitted after these dates will be reviewed, but are not guaranteed to be granted.

Grievance Procedure

An individual with a disability is defined by the Americans with Disabilities Act (ADA-1990) as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. An individual with a disability should meet the essential eligibility requirements of the college to participate in its academic and extra-curricular life. The college has an obligation to provide reasonable accommodations for an individual with a disability if that disability substantially limits access to facilities or services. Reasonable accommodations include, but are not limited to, adjustments to rules, policies, or practices and environmental adjustments such as removal of architectural, communication, or transportation barriers, or auxiliary aids and services. Reasonable accommodations do not include changes that involve a significant alteration of admission or academic curriculum requirements, actions that create an "undue hardship" on the operation of the college, or services/aids considered to be personal in nature.

Filing a Grievance

Informal Process

If Accessibility Services (AS) denies a student request for accommodations due to a disability or if a student has a complaint about an action that potentially violates the ADA or Section 504 of the Rehabilitation Act, the student should first engage in new or continued contact with AS (i.e. submission of additional documentation, meeting in person, exploration of alternative options) to identify a solution. AS will consult with faculty, staff, department chairs, or other college personnel involved in the dispute to understand their perspectives and solicit additional potential solutions. Every effort will be made to reach a solution informally.

Formal Process

Please note that the burden of proof rests with the student filing the grievance to prove that he/she has been subject to unfair treatment and/or injustice, which has adversely affected the student's status, rights, or privileges at the college. All grievances must be filed within 90 days of the alleged injustice.

A student may file a formal grievance if the efforts to informally resolve the request for accommodations are not considered satisfactory by the student. The grievance should be submitted in writing to the Academic Dean's office for review by the ADA Committee. The student must describe the nature of the grievance, the accommodation requested of the college and accompanying rationale, and supporting documentation related to the condition. If a member of the ADA committee is involved in the dispute, he or she will excuse himself or herself from the review process and an alternate will be selected.

The grievance should be formatted as follows:

- Date of act or decision being challenged
- Description of the alleged act or decision
- Explanation for the basis of the challenge
- Narrative explaining the chronology of the events leading up to the decision being challenged
- Description of the attempted informal resolution of the grievance
- Statement of the outcome the student is seeking

The ADA Committee will meet to review the matter within 30 calendar days of receipt of the grievance. The ADA Committee and student may mutually agree to postpone the proceedings to a specified date for further information gathering purposes. The committee can request witnesses, materials, and opinions related to the case as it deems necessary. The ADA Committee will make a final decision and communicate the findings in writing to Accessibility Services, faculty, and staff directly involved and to the student.

Learning Partners

In addition to determining and facilitating federally-mandated accommodations, AS serves as a clearinghouse for students who wish to enroll in Learning Partners. Applications for the Learning Partners program are evaluated by the Director in conjunction with the Learning Specialists of the Program. The Director then matches each student with a Learning Specialist and works with them to develop individualized service plans for students based upon application materials, documentation, and student interviews.

Learning Partners is a unique, *fee-based* program designed to enhance the academic achievement, learning strategies, and self-advocacy of Louisburg College students with learning disabilities (LD) and Attention Deficit/Hyperactivity Disorder (ADHD).

Louisburg College offers one of the few comprehensive support programs in the Southeast for college students with LD and/or ADHD. The Learning Partners program at Louisburg College is committed to building partnerships between students and their Learning Specialist. Learning Partners offers one-on-one academic coaching twice weekly by professionals who are trained on the graduate level and have experience working with students. Learning Partners prides itself in providing intensive and interactive sessions where students gain academic support and insight into their unique learning profiles. The program's goal is to help students learn to learn; thus the emphasis is on teaching learning strategies more so than content tutoring. As students build self-reliance and learning skills, they gain the self-confidence needed to succeed in college academics and beyond.

Through the Learning Partners program, students are given assistance to enhance academic success; however, **academic outcome depends on student motivation, participation, attendance, and output.** Learning Partners fosters empowerment by encouraging personal and academic responsibility through self-advocacy. Learning specialists also serve as academic advisors. Parents are notified by monthly letter of student attendance to scheduled coaching sessions, as well as additional times in the labs or with specialists. Feedback forms are sent out twice per semester to faculty requesting information on student attendance and grades. Summary letters are sent home at the end of each semester, providing an evaluation of student performance and offering suggestions for the next semester.

**** Please note that Learning Partners students must enroll for one academic year at a time, not by the semester; however, students may enter the program at any time, providing there is space available.**

Students in the Learning Partners program can be provided with the "separate setting" accommodation through test proctoring in the Learning Labs. For students who wish to have their test proctored in the Learning Partners Lab, Learning Partners requires that the student initiate the proctoring process at least two business days prior to the exam or quiz. This time is necessary for staff to make appropriate arrangements. The electronic proctoring form can be accessed in the administrative assistant's office in Taft 107.

Learning Partners Test Center

Expectations:

- Learning Partners faculty and staff reserve the right to refuse proctoring services to students who do not follow the proctoring guidelines.
- The proctoring process must be initiated by the student *at least two business days* prior to the exam/quiz. If the student fails to do so, the student may request the accommodations be provided by the instructor, but will be provided at the discretion of the instructor.
- All proctoring times must be scheduled at the time of the class for which the student is taking the exam, with only two exceptions:
 - The test proctor is unavailable to proctor the exam at that time.
 - The student has another class immediately prior to or following the exam that would not allow the student to use the appropriate accommodations (e.g., extended time for testing).
- When testing, the student will only take permitted materials into the testing room. Items *not allowed* are cell phones, notebooks, book bags, purses, and oversized jackets, etc. These items should be placed in the learning specialist or administrative assistant's office.
- Students will not be provided "as much time as needed for tests/exams" unless all the students in the class are provided this option. The student is provided extended time as noted on the accommodation letter.

Procedures:

1. The student completes the electronic proctoring form in administrative assistant's office, Taft 107.
2. Student accesses electronic proctoring form in Taft 107. The administrative assistant will assign a proctoring time and indicate the accommodations to which the student is entitled.
3. The student forwards the electronic form to his/her professor, who should fill out the "Instructor Completes" electronic portion of the form, indicating approval of the time and date requested, any special instructions, the method of delivery, and the method of the test return.
4. The professor will provide the exam to the administrative assistant in Taft 107 no later than 8:30am on the day of the test. The administrative assistant will keep the exam until the scheduled proctoring time.
5. On the exam day, the student should arrive promptly at the designated time to Taft 107. At this time, all personal items should be placed in the learning specialist or administrative assistant's office. If student does not arrive within 15 minutes of scheduled test time, the test will be promptly returned to the professor.
6. When the test is completed or the time has ended, student will turn in all materials to the test proctor.
7. The administrative assistant will return the test to the professor according to the preferred method of returning the test checked on the proctoring form.

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Duke University – Durham, NC

Florence-Darlington Technical College – Florence, SC

Florida State University – Tallahassee, FL

Georgia Southern University – Statesboro, GA

Illinois State University – Normal, IL

Meredith College – Raleigh, NC

Pennsylvania State University – University Park, PA

University of Minnesota – Minneapolis, MA

University of North Carolina at Chapel Hill – Chapel Hill, NC