



ACCESSIBILITY SERVICES

H A N D B O O K



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APPENDICES

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MISSION

The mission of the Accessibility Services Office is to provide equal access to students with disabilities, including all educational opportunities, services, and facilities offered by the College. A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

POLICY OF NON-DISCRIMINATION

Wilson Community College is committed to providing access to facilities and reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The College does not discriminate against students, employees, or applicants on the basis of race, color, religion, age, gender, national origin, or disability. This policy of non-discrimination covers participation in all programs, services, and activities.

ADMISSION TO WILSON COMMUNITY COLLEGE

Individuals with disabilities are admitted to the College through the established admissions procedures that are required for all prospective students. Specific admissions information may be found in the College catalog or on the website at www.wilsoncc.edu.

CURRICULUM ADMISSIONS

1. Submit a residency and an admissions application to the College, available through the website, at www.ncresidency.org and CFNC.org respectively.
2. Request and submit official (unopened) transcripts of previous high school (required) and college work (if applicable/desired).
3. Applicants will be admitted to the College, assigned an advisor, and emailed instructions on how to access their student accounts. In some cases, placement testing may be required before admissions can take place.

Admission to some selective programs such as Health Sciences have a more robust admissions process and application deadlines.

SHORT-TERM TRAINING ADMISSIONS

1. Obtain a schedule of short-term training courses on the College website, on campus, or by calling (252) 246-1287 or (252) 246-1317.
2. Submit a Registration Form with necessary fees to the short-term training Division.
3. Classes are filled on a first-come, first-served basis.

COLLEGE AND CAREER READINESS ADMISSIONS

Persons interested in enrolling in the Adult Basic Education, Adult Secondary Education, or English Language Program should contact the short-term training Division at (252) 246-1340.

QUALIFYING FOR ACCESSIBILITY SERVICES

Students requesting accessibility services from the College must self-disclose a disability and initiate contact with the Accessibility Services (AS) Office. Students are required to submit current documentation of their disability to the AS Office to determine eligibility prior to the implementation of services.

Accommodations are put into place to minimize the effect of a student's disability on class performance and are provided as long as an accommodation does not alter a college or course standard or policy. Self-disclosure and provision of documentation may be initiated at any time; however, it should be known that **accommodations are not retroactive**. This means that accommodations only go into effect after the student completes the application process and meets with the Accessibility Services

Coordinator/Counselor to discuss their accommodations and sign the necessary paperwork. Further, the student must allow reasonable time for accommodations to be implemented. It is advised that students seeking academic accommodations self-disclose at **least 14 business days prior to the start of term or exam in question**.

PROCEDURE

1. Submit a completed [Accommodation Request Form](#) to the AS Office. The Accommodation Request Form can also be found on the [Accessibility Services](#) webpage as well.
2. Submit disability documentation to the AS office. In most cases, acceptable documentation reports come from psychologists, psychiatrists or other qualified mental health professionals, audiologists, speech therapists, physicians, and are no more than five years old. Documentation requirements vary; specific requirements are detailed in the documentation guidelines by disability/condition. These are available at the end of AS Handbook, which is posted on the [Accessibility Services](#) page of the website. Consent for Release of Confidential Information forms are also available in the AS office. The student bears the responsibility of ensuring documentation is provided to the AS office in a timely manner. Students who are requesting accommodations are strongly encouraged to meet with the Accessibility Services Coordinator/Counselor immediately after being admitted to the College.
3. Professional staff will evaluate the documentation and inform the student if there is a need for additional information. In considering auxiliary aids or academic adjustments for students with disabilities, the determination of what academic requirements are "essential" are to be made by the Dean and the Vice President of Learning and Workforce. Such discussion should always include the Accessibility Services Coordinator/Counselor.
4. Once accommodations are approved, the Accessibility Services Coordinator/Counselor will meet with the student to discuss the accommodations, student rights and responsibilities, and notification of student-selected instructors and staff members.

MODIFICATION

Individual faculty members do not have the authority to unilaterally allow or deny accommodations or academic adjustments. Student or faculty concerns related to appropriateness of accommodations should be directed to the Accessibility Services Coordinator/Counselor or the Vice President of Student Development.

RIGHTS AND RESPONSIBILITIES

Communication between the student, the AS office, and instructors is absolutely necessary to ensure equal access for students with disabilities.

COLLEGE RIGHTS

1. Identify and establish the essential functions, abilities, skills, knowledge, and standards for courses, programs of study, and activities and to evaluate students on that basis.
2. Receive current documentation from qualified professionals that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
3. Deny requests for accommodations, academic adjustments, and/or auxiliary aids and services if the complete documentation does not demonstrate to the College that the request is warranted, or if the documentation is incomplete.
4. Select from equally effective accommodations, adjustments, and/or auxiliary aids and services.
5. Deny a request for an accommodation, adjustment, or auxiliary aid or service that imposes a fundamental alteration of an essential element of the course, program of study, or activity of the College, as determined by the College.
6. Deny the continuation of an accommodation, adjustment, or auxiliary aid if the student fails to use such an accommodation, adjustment, or auxiliary aid.

COLLEGE RESPONSIBILITIES

1. Accommodate the known limitations of an otherwise qualified student with a disability/medical condition.
2. Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate setting.
3. Provide or arrange approved reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities/medical conditions.
4. Maintain confidentiality of records and communication, except where permitted or required by law.

5. Maintain academic standards by providing accommodations without compromising the content quality or level of instruction.

STUDENT RIGHTS

1. Equal access to courses, programs, services, and activities offered by the College.
2. Equal opportunity to work, learn, and receive accommodations, academic adjustments, and/or auxiliary aids.
3. Confidentiality of information regarding their disability as applicable law allows.
4. Information available in accessible format.
5. File an appeal using established Grievance Procedures.

STUDENT RESPONSIBILITIES

1. Meet qualifications and maintain essential institutional standards for the course, programs, services, and activities.
2. Self-disclose disability status in a reasonable and timely manner to the AS office in order to begin the accommodation application process.
3. Provide sufficient disability documentation from a qualified professional that reflects the current disability status and how that disability limits participation in courses, programs, services, and activities.
4. Follow established procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids and services, **including meeting with the Accessibility Services Coordinator/Counselor each semester.**
5. Early register for classes and make the AS office aware of any schedule changes immediately.
6. Make the AS office aware of any anticipated absences for a scheduled class or activity for which accommodations have been arranged.

FACULTY NOTIFICATION

Faculty will not be automatically notified by the AS office that a student requiring academic accommodations is registered for their class. **Faculty Notification must be initiated by the student as follows.**

1. After registering for each semester, the student must meet with the Accessibility Services Coordinator/Counselor to discuss and renew accommodations for the semester.
 - a. This includes reviewing and signing their semester accommodations letter. A signed copy of the letter must be returned to the AS office.

2. The AS office will then send an Accommodation Notice to each of the student's selected instructors if requested by the student. The student may also show their signed letter to their instructor.
3. The student must also follow-up with each of his or her selected instructors to ensure that the accommodations information has been received.

RECORDS MAINTENANCE

Records for students with disabilities are maintained in the AS office by the Accessibility Services Coordinator/Counselor. Documentation related to the student's disability is not a part of the student's academic/education record. Such documentation is considered confidential and will be shared with others only on a need-to-know basis, in accordance with federal and state laws.

Disability records will be destroyed five years after the student's last date of enrollment, or if the student submits a written request to have the records destroyed. The AS office may determine that it is necessary to maintain a record.

ACCESSIBLE SERVICES AND MATERIALS

The AS office will work to provide services to support the accessibility of academic information. In an effort to ensure that materials and services are made available in a reasonable time, the AS office has established the following guidelines.

All services are provided based on submitted documentation. If the needs of the student change during his or her academic career at the College, it is the responsibility of the student to meet with the Accessibility Services Coordinator/Counselor to discuss specific changes or adjustments to accommodations.

ACCESSIBLE SERVICES

Interpreters

The College provides interpretation and transliteration services for qualifying deaf and hard-of-hearing (DHH) students during classes, labs, scheduled appointments, and College sponsored events. Similar needs at other times and in other settings at the College should be discussed with the Accessibility Services Coordinator/Counselor. National and local shortages of sign language interpreters make providing such service a critical concern of the AS office. The College has adopted the following procedures governing the provision of interpreting services for DHH students.

1. Registering for classes as early as possible is the best way for a student to assure that interpreter services can be arranged before the first day of classes. Such students should consult their academic advisor as soon as early registration is made available. Students who are enrolled and/or register for classes during regular/late registration periods are likely to have a delay in accommodations or services.
2. Students must submit an Accommodation Request to the AS office as soon as they are admitted to the College and prior to the commencement of early registration in each subsequent semester.
3. Students must make the AS office aware of any academic schedule changes or drop/adds immediately.

4. Students who need the services of an interpreter for college-sponsored meetings, appointments, or activities must make a written request for such services to the AS office at least fourteen (14) business days before the event is to take place. When an interpreter is requested with less than fourteen (14) business days' notice, the service may not be provided.
5. A student who requests interpreter services and then finds that he or she will not be attending the class or meeting in question must cancel the arrangements by notifying the AS office immediately at (252) 246-1230. Repeated absences when interpreter services have been scheduled could result in services no longer being provided.
6. A student who has a problem or concern with regard to an interpreter should report their concern to the Accessibility Services Coordinator/Counselor. Every reasonable effort will be made to resolve the situation fairly and expeditiously.

Classroom Notes

Students with qualifying functional limitations, whose disability makes it difficult/impossible for them to take notes independently, require an alternative method of obtaining classroom notes comparable to notes of non-disabled students. Determination of the method recommended for obtaining classroom notes is based on disability documentation, class format, and the Accessibility Services Coordinator/Counselor's interview with the student. It is the responsibility of the student to be proactive in the acquisition of acceptable classroom notes. The AS office is available to discuss and facilitate.

Use of laptop/tablet for notetaking

The use of Google and Microsoft speech to text software is a useful tool for taking notes during class. If students have questions about the course content or materials used, they will need to speak with the instructor during office hours. If they need additional technical support for notetaking, they should be directed to the AS office.

Use of laptop/tablet for recording

In cases in which electronic devices are not allowed in class per the instructor's policy, students can request accommodations to be able to record class lecture. Students may opt to download a recording app of their choice to their smartphone or tablet or laptop to use to record lecture material. Taped lectures may be used for personal studies only.

Staff Notetakers

Based on the inability to use notetaking technology, the unavailability of recording equipment, or the inappropriateness of such options, the AS office may on a case-by-case basis arrange for a paid notetaker.

ACCESSIBLE MATERIALS

The need for large-print or other alternatively accessible materials for sight-impaired students is typically met through state or community based agencies such as Vocational Rehabilitation and/or NC Services for the Blind. The AS office will be happy to assist in the coordination of provision of accessible materials with such agencies.

Textbooks

Students that need large print or electronic versions of textbooks may be able to obtain such through the College Bookstore, given sufficient notice. Students should discuss this option with the Bookstore Manager. Additionally, students may be granted access to audio textbooks through the AS office if not already available through electronic textbook resources. Eligibility for this is determined by the AS office on a case-by-case basis. Proof of purchase for books by the student must be shown before access to electronic textbooks can be granted by the AS office. **Students are strongly encouraged to request access to electronic textbooks before each semester starts, as it may take a while for the AS office to find electronic copies of the appropriate textbooks for the student.**

Assistive Technology

Assistive technology software can be installed in computer labs around campus. Specific needs for adaptive software should be discussed with the Accessibility Services Coordinator/Counselor as soon as possible after the student's schedule is set. All online materials available in Moodle should be accessible and meet digital accessibility standards.

Personal Devices and Care

The College does not provide prescriptive devices, devices of a personal nature, community-based workers, or personal attendant care; however, the AS office may determine that allowing such otherwise-provided devices or care is appropriate. Any community-based or personal attendant who will be attending class with a disabled student must be approved by the Accessibility Services Coordinator/Counselor prior to the beginning of the semester. The AS office will make affected instructors aware that such an approval has been granted.

ACADEMIC SERVICES

All accessibility services for students are based on submitted and approved documentation. If the needs of the student changes during his or her academic career at the College, it is the student's responsibility to meet with the Accessibility Services Coordinator/Counselor to discuss changes or adjustments to approved accommodations.

ALTERNATIVE TESTING

Testing accommodations based on approved documentation of disability may include extended time, breaks, testing in a low-distraction environment or completely separate setting, scribe, reader, computer for written exams, enlarged print, and use of calculator as appropriate. Alternative testing arrangements may be provided by the instructor or by the AS office if the faculty member cannot find the time or space to proctor the exam.

Instructors who need assistance from the AS office should discuss that need with the Accessibility Services Coordinator/Counselor. **If proctoring assistance is needed, the AS office should be notified at least 14 business days prior to the exam.**

All testing materials should be delivered to the AS office, along with specific instructions. It is the responsibility of the student to schedule an appointment with the AS office for proctored alternative testing on a date and time consistent with the instructor's instructions. Make-up testing arrangements will be at the discretion of the instructor.

ACADEMIC ASSISTANCE (TUTORING)

Students with disabilities have the same access to tutoring services as all other students, including:

Academic Support Center

The Academic Support Center at Wilson Community College offers a variety of free services to help all students succeed. These include one-on-one tutoring (in-person and virtual), 24/7 AI-powered study tools through **StudyFetch**, peer mentoring for academic and personal support, and the **Upward Bound** program for eligible high school students preparing for college. See this link for more information: [WCC Academic Support Center](#).

CLASS ATTENDANCE

All students, including students with disabilities, are held to the same College attendance policies, as described in the College catalog and in each course syllabus. Students should discuss concerns regarding attendance with their instructors. In some cases, the AS office may determine that a student qualifies for medical-based absences/attendance flexibility due to their disability/medical condition. This determination is made on a case-by-case basis for each student. For any student who has been approved for medical-based absences/attendance flexibility:

1. Students are expected to communicate with their instructors about any disability/medical- related absences. Failure to do so may result in the student being dropped from the course in question due to the College attendance policies. They are also expected to communicate with their instructor about a reasonable number of absences given the course content.
2. Students are expected to complete any coursework that is missed due to their disability/medical condition. It is the responsibility of the student to communicate with their instructor(s) about a make-up plan for any missed coursework.
3. For online courses, medical based absences should be provided in the form of deadline extensions for assignments. Again, it is the responsibility of the student to communicate with their instructor about the need for an extension/medical absence. Further, the assignment extension length is at the discretion of the course faculty member.
4. The Office for Civil Rights (OCR) offers the following guidelines in determining whether attendance is an essential aspect of the course:
 - Are there classroom interactions between the instructor and student, and among students?
 - Do student contributions constitute a significant component of the learning process?
 - Does the fundamental nature of the course rely upon student participation as an essential method for learning?

- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- What do the course description and syllabus say?
- Which method is used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

SERVICE ANIMALS

In accordance with the Americans with Disabilities Act, service animals assisting students with disabilities are permitted in all facilities of the College. **Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.** The work or task a dog has been trained to provide must be directly related to the person's disability. The maintenance, upkeep, and discipline of the service animal are the student's responsibility.

Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

FACILITIES

Qualified persons may not be denied the benefit of, or be excluded from participation in, any program or activity because the facilities are inaccessible to, or unusable by, persons with disabilities. Otherwise qualified students with disabilities may not be excluded from a specifically requested course offering, program, or other activity because it is not offered in an accessible location. Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate. It is not required that every outside entrance be accessible, and structural changes in existing facilities are not required where other methods provide program accessibility. New construction will be planned in accordance with the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

HANDICAPPED PARKING

Handicapped parking is available in accordance with the Americans with Disabilities Act and the NC Building Code.

If a student needing handicapped parking finds the supply of handicapped parking insufficient to meet their reasonable needs, such concerns should be addressed to the AS office and/or the Vice President of Student Development.

GRIEVANCE PROCEDURES

Once accommodations are defined and approved, should disputes arise between the student and an instructor or staff member as to the delivery of the service or accommodation, the student should contact the AS office for assistance. If the dispute remains unresolved, the student may use the Grievance Procedure in the Student Handbook to attempt to resolve the issue.

If disagreements arise between the student and the Accessibility Services Coordinator/Counselor as to the appropriateness of accommodations, the sufficiency of documentation, or the degree to which essential academic requirements are of concern, the Accessibility Services Coordinator/Counselor will bring the matter to the Vice President of Student Development who will initiate a meeting with the appropriate Dean and the Vice President of Learning and Workforce. All decisions by the Vice President are final.

CONTACT INFORMATION

Please contact the Accessibility Services Office at the following:

Office: Building F-100i

Phone: (252) 246-1230

Fax: (252) 246-1384

ADD/ADHD Documentation Guidelines

General Documentation Standards

Wilson Community College in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Attention Deficit Disorder (ADD/ADHD)

1. A **comprehensive report** on letterhead is required and should include:

- A SPECIFIC diagnostic statement using DSM-V (TR) classification, avoiding the use of terms such as "suggests," "is indicative of," or "attentional problems."
- Discussion of the student's developmental, academic, mental, and social history.
- Methods of assessment with supporting data such as checklists and rating scales. Psychoeducational batteries completed within the last five years that include intelligence and achievement testing will allow the possibility of providing more services. **Without a Psychoeducational assessment, accommodations will be minimal.**
 - For instances in which a psychological evaluation is not easily/readily accessible, additional documentation from a medical provider that **can speak in detail to the presence of a diagnosis of ADHD, a history of treatment, and recommended accommodations based on that treatment may be considered on a case by case basis.**
- Discussion of substantial limitations in an educational setting to support the need for services.
- The attached AD/HD checklist.

2. The following professionals are considered qualified to evaluate ADD/ADHD: An appropriately licensed/certified psychologist, psychiatrist, neuropsychiatrist, neurologist, or relevantly trained medical doctor. This professional must have expertise in evaluating the impact on the student's educational performance. All reports should be dated, signed, and include the name, title, and professional credentials of the evaluator.

If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.

Attach the following to the comprehensive report:

Diagnostic Code (DSM-V (TR)) _____ Level of Severity _____

Date of Diagnosis _____ Date of Last Visit _____

PLEASE CHECK THE APPROPRIATE DIAGNOSTIC CRITERIA FOR AD/HD

___ **A.** (1) Inattention and/or (2) Hyperactivity-Impulsivity

(1) Inattention (6 or more of the following have persisted for at least 6 months and is inconsistent with developmental level and negatively impacts social and occupational activities.)

- ___ a) often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities
- ___ b) often has difficulty sustaining attention in tasks or play
- ___ c) often does not seem to listen when spoken to directly
- ___ d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- ___ e) often has difficulty organizing tasks and activities
- ___ f) often avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork and homework)
- ___ g) often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, or tools)
- ___ h) is often easily distracted by extraneous stimuli
- ___ i) is often forgetful in daily activities

(2) Hyperactivity-Impulsivity (6 or more of the following have persisted for at least 6 months and is inconsistent with developmental level and negatively impacts social and occupational activities.)

- ___ a) often fidgets with hands or feet or squirms in seat
- ___ b) often leaves seat in classroom or in other situations in which remaining seated is expected
- ___ c) often runs (moves) about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- ___ d) often has difficulty engaging in leisure activities or playing quietly
- ___ e) is often "on the go" or acts as if "driven by a motor"
- ___ f) often talks excessively
- ___ g) often blurts out answers before questions have been completed
- ___ h) often has difficulty waiting his or her turn
- ___ i) often interrupts or intrudes on others (e.g. butts into conversations or games)

___ **B.** Several hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 12 years.

___ **C.** Several hyperactive-impulsive or inattentive symptoms are present in two or more settings (e.g. school, work, home)

___ **D.** There is clear evidence that the symptoms interfere with or reduce the quality of social, academic, or occupational functioning.

___ **E.** The symptoms do NOT occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other psychotic disorder and are not better accounted for by another mental disorder.

Was medication prescribed? ___ If yes, what? _____

Response to Medication _____

Have you recommended any type of therapy? _____

Signature _____ Date _____

Deaf and Hard-of-Hearing Documentation Guidelines

General Documentation Standards

Wilson Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Deaf and Hard-of-Hearing

1. An audiogram indicating the severity of the hearing impairment must be provided by a licensed audiologist.
2. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.

Local and national shortages of sign language interpreters make providing their services a critical concern for Accessibility Services.

Learning and Intellectual Disability Documentation Guidelines

General Documentation Standards

Wilson Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission, he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Learning/Intellectual Disability

1. The following professionals are considered qualified to assess and diagnose learning/intellectual disabilities: appropriately licensed/certified clinical psychologists, school psychologists, and neuropsychologists. This professional must have expertise in evaluating the impact on the student's educational performance. All reports should be on letterhead, dated, and signed and include the name, title, and professional credentials of the evaluator.
2. A Psychoeducational report should be current within five years. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting.
3. A Psychoeducational evaluation should include a clinical interview. The student's developmental, academic, mental, and social history should be investigated and reported. This evaluation must include a comprehensive assessment battery including aptitude, achievement, and processing instruments.

The following aptitude tests are considered appropriate in the substantiation of a learning disability:

- Wechsler Adult Intelligence Scale-IV or V
- Woodcock-Johnson Test Psychoeducational Battery-IV: Tests of Cognitive Abilities
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Wechsler Intelligence Scale for Children-IV or V (WISC-IV, WISC-V)

The Slosson Intelligence Test and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the information necessary to make accommodation decisions.

The following achievement tests are considered appropriate in the substantiation of a learning disability:

- Woodcock-Johnson Psychoeducational Battery-IV or V
- Wechsler Individual Achievement Test-4 (WIAT-4)
- Scholastic Abilities Test for Adults (SATA)

The Wide Range Achievement Test is not a comprehensive measure of achievement and, therefore, is not useful as the sole measure of achievement.

In addition, processing instruments may give valuable information.

4. Individual "learning styles," "learning differences," "academic problems," "test difficulty or anxiety," and "weaknesses," in and of themselves, do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as, "suggests" or "is indicative of."
5. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.

Medical/Physical Documentation Guidelines

General Documentation Standards

Wilson Community College in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Medical/Physical

1. The student's attending physician should originate current documentation for a medical disability. A specific diagnosis with treatment history and treatment plan should be included.
2. The report should include how the disability impacts the student in the educational setting.
3. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.
4. In cases of head trauma or medical conditions which affect the brain, a neuropsychological evaluation may allow the student to be accommodated more thoroughly.

Psychological/Psychiatric Documentation Guidelines

General Documentation Standards

Wilson Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
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In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission, he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Psychological/Psychiatric

1. Documentation should be prepared by a licensed/clinical psychologist, psychiatrist, or other qualified, licensed professional.
2. The evaluation should include a current DSM-V (TR) diagnosis and the treatment history and treatment plan.
3. The impact of the disorder on the individual should be discussed with particular detail regarding academic requirements.
4. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.
5. A neuropsychological or psychological evaluation may allow the student to be accommodated more thoroughly.

Visual Impairment Documentation Guidelines

General Documentation Standards

Wilson Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Accessibility Services, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

In most cases, documentation consisting only of a diagnosis, chart notes, and/or prescription pad notations is insufficient to determine the impact of a medical condition or disability, to address the issue of substantial limitations, and to develop reasonable accommodations.

If a student leaves the college for any reason, upon readmission, he or she may be asked to submit updated documentation prior to receiving accommodations and/or services.

Visual Impairment

1. A diagnosis with best corrected visual acuity and degrees of visual field, nasally and temporally, in each eye independently must be provided by an ophthalmologist, optometrist, or other qualified, licensed eye care professional.
2. Provide a written description that explains the impact the impairment has on the individual's visual ability and the functional limitations it may impose.
3. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with Accessibility Services.